

Dayboro State School Student Code of Conduct

2021-2023

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2019-2023*

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Endorsement

Principal Name: Gabrielle Douglas

Principal Signature: 

Date: 12 March 2021

P/C President Name: Mareeta White

P/C President Signature: 

Date: 1 April 2021

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Purpose

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

The Dayboro 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

Dayboro State School has a long and proud tradition of providing high quality education to students since 1874. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Dayboro State School's vision is to inspire students to reach their full potential in a safe, caring and educationally challenging environment.

Our 6 core values, underpinning this vision are:

Be Respectful
Be Responsible
Be Positive
Be Proud
Be Tolerant
Be Kind

Dayboro State School has three school rules:

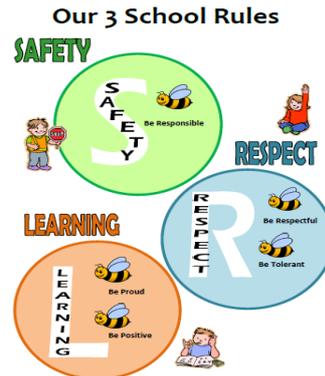
Be Safe
Be Respectful
Be a Learner

From these rules, our Behaviour Expectations' Matrix has been developed. This matrix describes how to apply our school rules in each school setting.

Both the values and the rules have been used as the basis 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 community believes that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Dayboro 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.

As Principal, I thank the students, teachers, parents and other members of the community for their work in bringing this Dayboro State School Student Code of Conduct together over the last twelve 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.



P&C Statement of Support

As president of the Dayboro State School P&C Committee, I am proud to support the new Student Code of Conduct. The development of the Dayboro State School Student Code of Conduct, and now the process of informing and raising awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Dayboro State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 36 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Dayboro State School, we endorse the Student Code of Conduct for 2021-2023. We have represented students on the Student Council consultation committee, discussed fund raising ideas, and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Dayboro State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

We take pride in our role as School Captains, our responsibilities as leaders to represent our peers, and work towards the betterment of the school that we love.

School Captain: Will Hammond

Date: 03.03.2021

School Captain: Will Ffewkes

Date: 03.03.2021

School Captain: Hollie Smith

Date: 03.03.2021

School Captain: Bronte Williamson

Date: 03.03.2021

Consultation

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

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

Secondly, a draft Student Code of Conduct was prepared and is being distributed for comment to all members of the school community. The second phase of consultation is in progress in Term 1 2021, and the finished version, incorporating suggested changes and feedback, is to be sent to the P&C Association meeting in March of 2021 for endorsement.

A communication strategy has been developed to support the implementation of the Dayboro State School Student Code of Conduct, including promotion through the school website, fortnightly newsletters. Any families who require assistance to access a copy of the Dayboro State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2017	2018	2019
their child is getting a good education at school (S2016)	93.5%	91.8%	97.6%
this is a good school (S2035)	98.7%	93.9%	100%
their child likes being at this school* (S2001)	100%	98%	98.8%
their child feels safe at this school* (S2002)	98.7%	95.9%	98.8%
their child's learning needs are being met at this school* (S2003)	93.5%	89.8%	96.4%
their child is making good progress at this school* (S2004)	87%	91.8%	97.6%
teachers at this school expect their child to do his or her best* (S2005)	94.8%	95.9%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	87.8%	98.8%
teachers at this school motivate their child to learn* (S2007)	93.5%	87.8%	100%
teachers at this school treat students fairly* (S2008)	98.7%	83.3%	98.8%
they can talk to their child's teachers about their concerns* (S2009)	96.1%	89.8%	100%
this school works with them to support their child's learning* (S2010)	93.3%	89.6%	100%
this school takes parents' opinions seriously* (S2011)	94.7%	83.7%	97.6%
student behaviour is well managed at this school* (S2012)	81.3%	83.3%	97.6%
this school looks for ways to improve* (S2013)	93.3%	95.8%	97.5%
this school is well maintained* (S2014)	100%	95.9%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
they are getting a good education at school (S2048)	96.6%	100%	100%
they like being at their school* (S2036)	95.8%	94.4%	95.7%
they feel safe at their school* (S2037)	95%	95.3%	90.3%
their teachers motivate them to learn* (S2038)	96.6%	98.1%	100%
their teachers expect them to do their best* (S2039)	100%	99.1%	96.8%
their teachers provide them with useful feedback about their school work* (S2040)	94.1%	96.3%	95.7%
teachers treat students fairly at their school* (S2041)	86.4%	91.6%	93.4%
they can talk to their teachers about their concerns* (S2042)	94.1%	89.7%	93.3%
their school takes students' opinions seriously* (S2043)	85.8%	94.3%	95.6%
student behaviour is well managed at their school* (S2044)	86.3%	85%	83.7%
their school looks for ways to improve* (S2045)	98.3%	99.1%	96.7%
their school is well maintained* (S2046)	92.2%	93.5%	93.5%
their school gives them opportunities to do interesting things* (S2047)	94.9%	94.4%	96.7%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	97.2%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97.2%	100%	100%
they receive useful feedback about their work at their school (S2071)	91.7%	100%	97.5%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94.4%	95.5%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97.1%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	94.4%	100%	100%
their school takes staff opinions seriously (S2076)	94.3%	100%	100%
their school looks for ways to improve (S2077)	97.2%	96.7%	100%
their school is well maintained (S2078)	97.2%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97.2%	100%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

DAYBORO STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2018	2019	2020
Short Suspensions – 1 to 10 days	11	7	10
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations.

	<ul style="list-style-type: none"> • interventions require little time of classroom teachers and are easy to sustain • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). • Examples: Makerspace, SEC Supported Play, Chaplain games, Connect Four. <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on identifying the underlying reasons for a student’s behaviour (for example: a possible Functional Behaviour Analysis) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA – for Tier 3 behaviour students) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Staff at Dayboro State School take into account students’ individual circumstances, which could include:

- their behaviour history,
- disability,
- mental health and wellbeing,
- religious and cultural considerations,
- home environment and care arrangements

These are considered when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide, and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. Some students may 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.

Student Wellbeing

Dayboro 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, who can then refer their student to the Student Wellbeing and Engagement for Life and Learning (SWELL) team if necessary for further support through services such as the GO or Chaplain.

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 Whole School Approach to Supporting Student Learning and Wellbeing document ensures our school creates a positive school culture and embeds 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

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

Policy and expectations

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

Personal Development Education

As part of the whole school's curriculum at Dayboro State School, we provide age-appropriate personal development education that reinforces public health and safety messages; a broader puberty and relationships education program; and safe choices program. The whole school engages in the Life Education Program that promotes safe choices in different contexts.

Drug education and intervention

Dayboro State School has processes which can be implemented in the event of 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

Dayboro 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.

Individual health plans are developed and followed for students with specialised health needs. All staff are made aware of the students' medical conditions and an appropriate number of staff have been trained to support the student's health condition.

Medications

Dayboro 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.

Dayboro State School maintains a minimum of three adrenaline auto-injectors (epi-pen) and asthma relievers/puffers, stored in the school's first aid kits, office and library to provide emergency first aid medication if required.

Mental health

Dayboro 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 Support Plan by referring students to the SWELL team.

Suicide prevention

Dayboro State School staff who notice suicide warning signs in a student should seek help immediately from the school Principal to activate the Suicide Prevention Plan.

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

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

Suicide postvention

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

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

Student Support Network

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

Students can approach any trusted school staff member at Dayboro State School to seek assistance or advice. If the chosen adult is unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the SWELL Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal/Principal on the school phone number (3425 6111).

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> can be accessed to provide educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. (Regional)
Cultural Diversity Working Party	<ul style="list-style-type: none"> can be accessed to provide support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students. (Regional)
Deputy Principal	<ul style="list-style-type: none"> leadership of SWELL Team to promote an inclusive, positive school culture monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Prep and Year 6 teachers	<ul style="list-style-type: none"> coordinate transitions for students moving to Prep and from Year 6
School Nurse	<ul style="list-style-type: none"> can be accessed to work with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs can be accessed to provide assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Classroom Teachers	<ul style="list-style-type: none"> responsible for student welfare at each year level provides continuity of contact for students and their families through the seven years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the class group, year level and school.

Chaplain	<ul style="list-style-type: none">• provides individual and, at times, group support to students to assist their engagement with education and training• support students to overcome barriers to education such as<ul style="list-style-type: none">○ relationships/social skills○ conflict with family/peers/teachers○ social/emotional/physical wellbeing.
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It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Behaviour

Dayboro State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for behaviour in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Dayboro State School we believe behaviour management is built on respectful relationships employing Restorative Justice to ensure appropriate consequences. This reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Dayboro State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting. A shared goal for all school staff and parents is setting students up for success, behaviourally and educationally.

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

Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student. We believe all adults in the school, whether visiting or working, should uphold the same core rules and PBL expectations of safety, respect and learning which encompass our 6 Core Values—Be Respectful, Be Responsible, Be Positive, Be Proud, Be Tolerant and Be Kind.

Students

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

Dayboro State School Behaviour Expectations (School-wide)



SAFETY	RESPECT	LEARNING
<p><u>All Settings</u></p> <ul style="list-style-type: none"> Follow school safety rules Keep hands and feet to yourself Report injury or illness immediately to your teacher or other staff Move safely around the school and follow the rules of the area 	<p><u>All Settings</u></p> <ul style="list-style-type: none"> Treat everyone respectfully by using manners and polite language Treat school property, property of others and personal property with care Recognise and praise the achievements of others Keep hurtful or bullying actions and words out of our school – no put downs Follow staff directions at all times Understand, accept and appreciate that people are different Care for and protect the school environment 	<p><u>All Settings</u></p> <ul style="list-style-type: none"> Approach tasks confidently and positively – have a go! Take pride in your learning Accept that mistakes are a valuable way to learn Develop resilience Co-operate with others
<p><u>Before and After School</u></p> <ul style="list-style-type: none"> Keep dangerous and banned items at home Follow road safety rules Use the pedestrian crossing Arrive at school between 8:15 and 8:40 Go directly to the CSA Remain seated Go straight home after school 	<p><u>Before and After School</u></p> <ul style="list-style-type: none"> Sit quietly and talk with friends Raise hand silently when the bell goes Wait to be dismissed Treat others in bus lines and on buses with courtesy Be a positive school representative 	<p><u>Before and After School</u></p> <ul style="list-style-type: none"> Complete homework on time Be on time and ready to learn Be a life-long learner
<p><u>Eating Times</u></p> <ul style="list-style-type: none"> Remain seated while eating Eat your food only – no sharing food Sit quietly until dismissed Walk at all times 	<p><u>Eating Times</u></p> <ul style="list-style-type: none"> Sit quietly and talk with friends Place rubbish in the bins Raise hand silently when the bell goes 	<p><u>Eating Times</u></p> <ul style="list-style-type: none"> Eat the food your family provides Make healthy food choices
<p><u>Tuckshop</u></p> <ul style="list-style-type: none"> Line up sensibly Wait your turn 	<p><u>Tuckshop</u></p> <ul style="list-style-type: none"> Line up politely Use manners - say please and thank you Use volunteers' names if known 	<p><u>Tuckshop</u></p> <ul style="list-style-type: none"> Make healthy food choices
<p><u>Play Times</u></p> <ul style="list-style-type: none"> Wear a broad-brimmed hat Walk on concrete paths Play running games on the grass Follow the rules of the game Use equipment appropriately Run safely in supervised games Report accidents to the staff on duty 	<p><u>Play Times</u></p> <ul style="list-style-type: none"> Follow the rules of the game Include other in games Share equipment – take turns Encourage others Resolve problems peacefully – keep your cool 	<p><u>Play Times</u></p> <ul style="list-style-type: none"> Follow the rules of the game Encourage others Be a gracious winner or loser

<u>In Class</u> <ul style="list-style-type: none"> • Hand mobile phones to class teachers • Use equipment appropriately • Walk when moving around the room • Ask permission to leave the room • Sit on chairs safely 	<u>In Class</u> <ul style="list-style-type: none"> • Be on time and ready to learn • Listen carefully to others. • Raise hand to talk • Remain seated. • Refrain from interrupting others • Recognise and praise the achievements of others • Maintain a clean and tidy workspace 	<u>In Class</u> <ul style="list-style-type: none"> • Be an active learner and allow others to learn without disruption • Complete all tasks to the best of your ability • Take pride in your work
<u>Toilets</u> <ul style="list-style-type: none"> • Wash your hands • Flush the toilet • Move safely – no playing 	<u>Toilets</u> <ul style="list-style-type: none"> • Be water and paper wise • Leave the area clean • Wait patiently • Respect others' privacy – no peeking 	<u>Toilets</u> <ul style="list-style-type: none"> • Use toilets during breaks if possible. • Only use toilets in emergencies during class time • Return to class promptly
<u>Off Campus Activities</u> <ul style="list-style-type: none"> • Remain with your teacher at all times. • Follow instructions at all times 	<u>Off Campus Activities</u> <ul style="list-style-type: none"> • Represent your school with pride • Pay attention to guest speakers/guides/presenters 	<u>Off Campus Activities</u> <ul style="list-style-type: none"> • Remain focussed on activities • Be a role model
<u>Transition Times</u> <ul style="list-style-type: none"> • Walk at all times and keep left • Be aware of surroundings • Use hand rails appropriately 	<u>Transition Times</u> <ul style="list-style-type: none"> • Observe quiet zones • Sit and chat quietly in two lines • Walk quietly past working classes 	<u>Transition Times</u> <ul style="list-style-type: none"> • Remember that your behaviour affects others

Following our rules of respect, safety and learning, all staff and students at Dayboro State School will be: **RESPECTFUL RESPONSIBLE POSITIVE TOLERANT PROUD KIND**

Parents and staff

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

Respectful

<i>What we expect to see from parents</i>	<i>What you can expect from the school</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You help us to maintain a professional relationship, following correct channels, using respectful language and manner towards us and when speaking within the community.	We will direct all concerns straight to parents and relevant staff in a professional manner.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

Responsible

<i>What we expect to see from parents</i>	<i>What you can expect from the school</i>
You ensure your children attend school every day on time and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child to meet the learning and behavioural expectations at school including homework.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Positive

<i>What we expect to see from parents</i>	<i>What you can expect from the school</i>
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

Proud

<i>What we expect to see from parents</i>	<i>What you can expect from the school</i>
You encourage your child to take pride in our school by behaving appropriately when representing our school in and outside the school grounds.	We will give clear expectations regarding appropriate behaviour in and outside the school. We will praise and acknowledge appropriate behaviour.
You encourage your child to take pride in our school by wearing the correct uniform.	We will encourage, acknowledge and praise students wearing the correct uniform.

Tolerant

<i>What we expect to see from parents</i>	<i>What you can expect from the school</i>
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

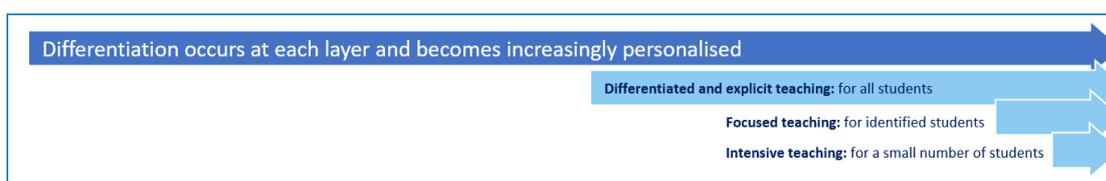
You help your child to see the strengths and benefits in diversity and difference in the school community.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when your child needs help, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Differentiated and Explicit Teaching

Dayboro State School provides a supportive and inclusive environment that prioritises 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, promote self-discipline and provide opportunities for practise.

Teachers at Dayboro 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 relate directly to the tiered approach discussed earlier in the Learning and Behaviour section. In the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, refer Pg. 19, 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, 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 Dayboro State School to provide focused teaching. Focused teaching is aligned to the PBL 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.

Dayboro 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:

- Functional Based Assessment
- The Emotional Zones of Regulation
- Individual Behaviour Plans

For more information about these programs, please speak with 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; 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, selected at the SWELL meeting, that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

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

Delegations

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 Dayboro 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, consequences and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

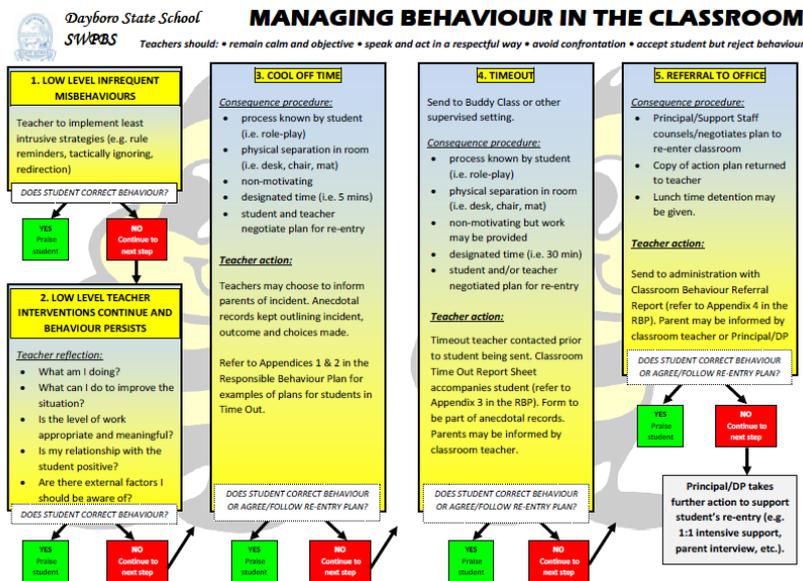
Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, consequences and rule reminders 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.

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, 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. 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:



Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract - Check in Check Out strategy
- Counselling and guidance support
- Self-monitoring plan
- Teacher mentoring, coaching
- Functional Behaviour Assessment
- Classroom Profiling
- 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 SWELL (SWPBL member) to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At Dayboro 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 schools 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 Dayboro State School will 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 our Guidance Officer or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Dayboro 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 while on the school grounds, the use of mobile phones and personal devices are not permitted. Please respect the community agreed expectations for these spaces and behaviours.

Responsibilities

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

It is **acceptable** for students at Dayboro State School to:

- use mobile phones or other devices for contacting parents before and after school in emergencies.
- switch off and hand the mobile device to the class teacher for the duration of the school day.

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 Dayboro 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

Dayboro State School uses the [Australian Student Wellbeing Framework](#) as well as the *Dayboro State School Student Learning and Wellbeing Framework* (contained in Appendix 1) 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.



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

At Dayboro State School we have 6 core values, underpinning our school:

Be Respectful
Be Responsible
Be Positive
Be Proud
Be Tolerant
Be Kind
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 a fight between equals, whether in person or online, are not defined as bullying.

Behaviours that *do not* constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)

- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

Dayboro State School includes Bullying NO WAY! Day in its calendar every year. This National Day of Action against Bullying and Violence (NDA) is an important day to mark Australian school communities standing against bullying and violence. During this week we reinforce our stance against bullying and revisit the national definition including by stander behaviours.

Each week our teachers teach explicit Positive Behaviour for Learning lessons focused on the behaviours we would expect to see in our school settings. We explicitly teach our students to use the High 5 problem solving strategies.

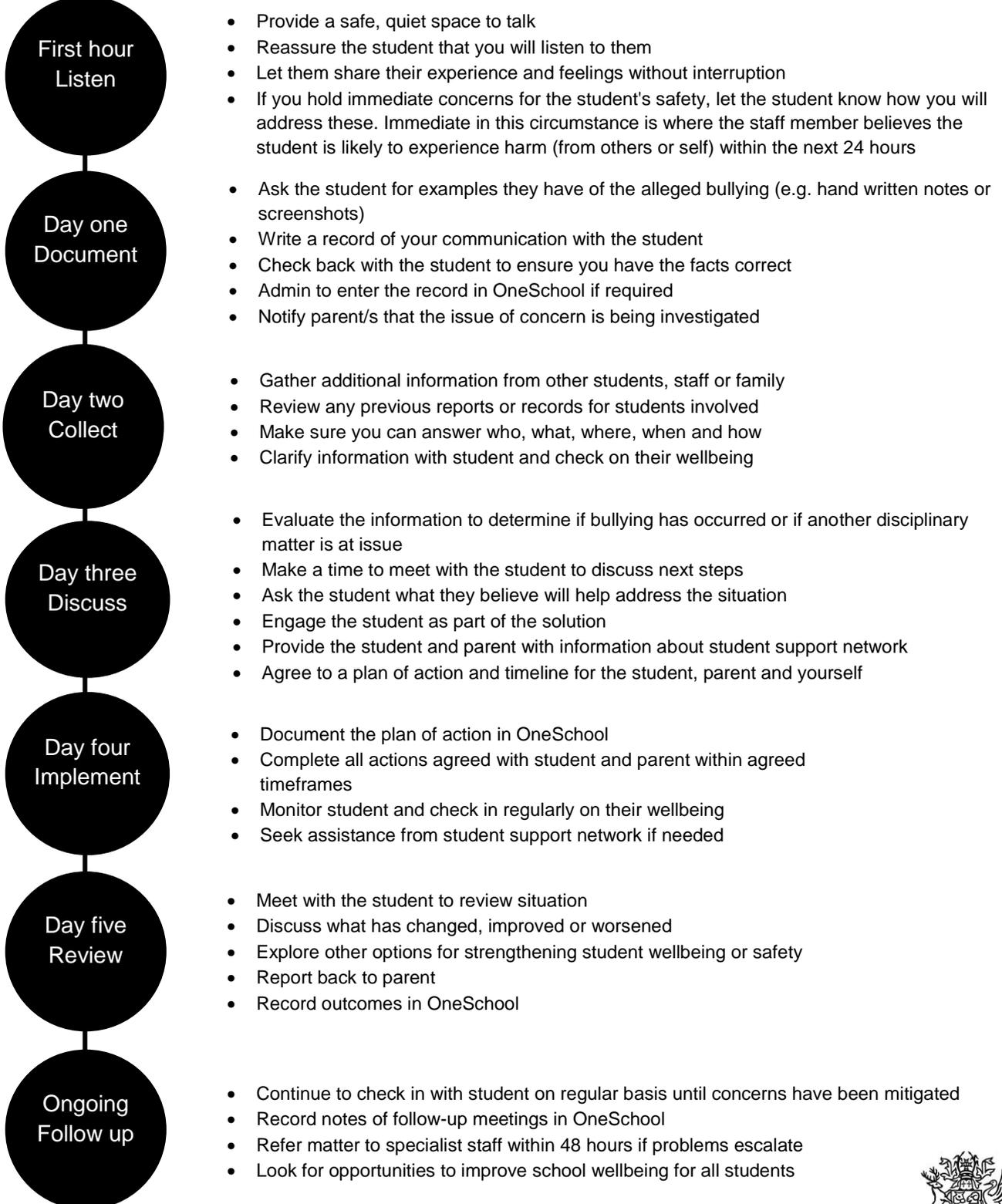
Dayboro State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher is the first point of contact where possible. Lunchtime incidents are reported to the staff member on duty.

Principal or Deputy Principal – Gabrielle Douglas/Karen Ryan



Cyberbullying

Cyberbullying is treated at Dayboro 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 (for students in primary year levels). There is also a Principal who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Dayboro 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.

Dayboro State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

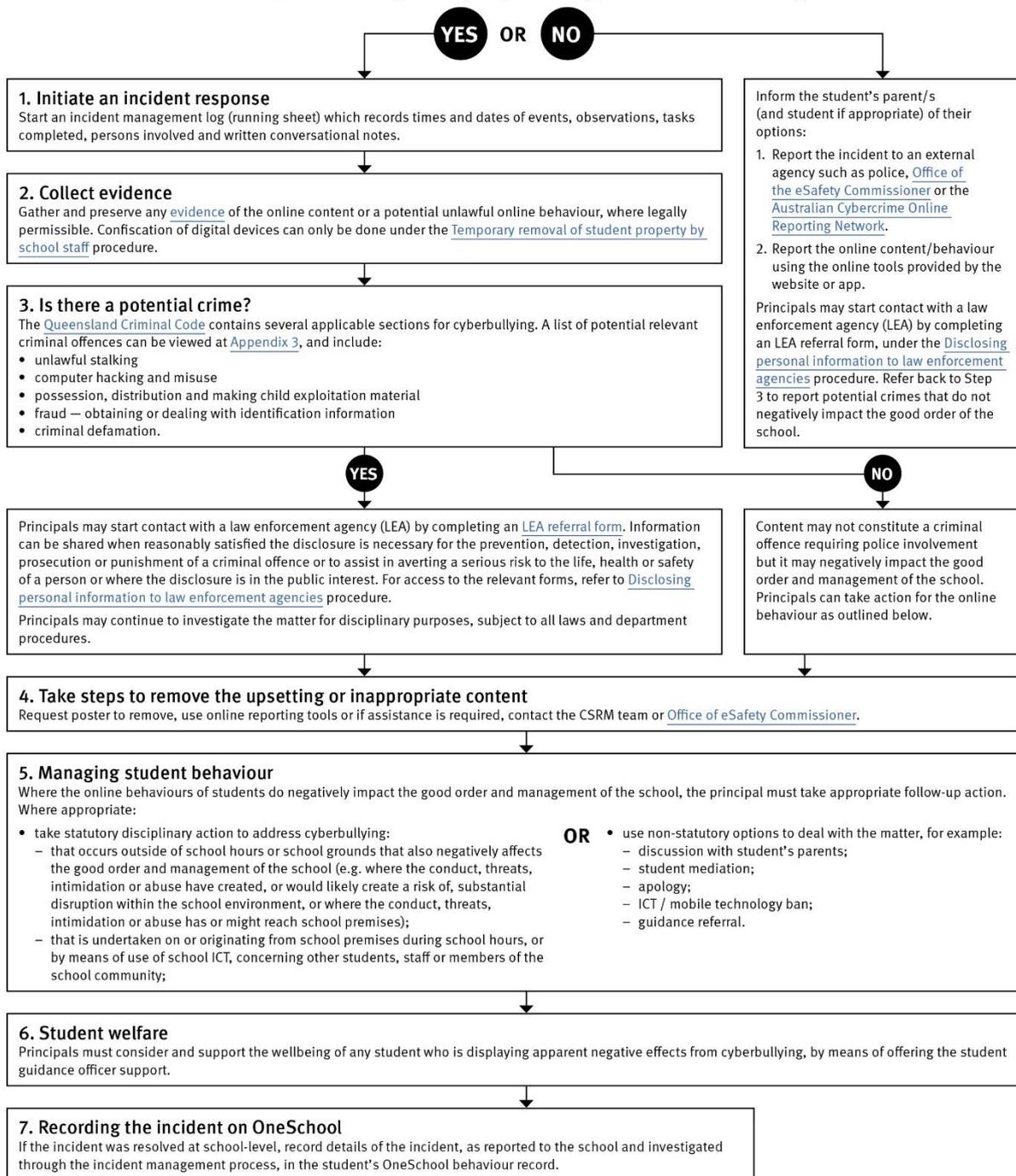
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Dayboro 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 Dayboro State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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 Dayboro 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 which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendix 1 Dayboro State School Student Wellbeing Framework



LEARNING ENVIRONMENT

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

DAYBORO STATE SCHOOL DOES THIS BY:

- Promoting our school vision and encouraging our school values. **Our vision is to inspire students to reach their full potential in a safe, caring and educationally challenging environment.**
- Applying consistent school-wide rules and consequences and making our school expectations around 'Beag Safe, Respectful and a Learner' visible in all settings and a consistent part of school language. Furthermore, that all staff and students at Dayboro State School will strive to be Respectful, Responsible, Positive, Tolerant, Proud and Kind.
- Ensuring Weekly assemblies support and reinforce key messages using Weekly Expectations Matrix. Different focus every week. Followed up in class every Monday.
- Rewarding positive behaviour and recognising academic improvement on weekly assembly Student Awards presented every week on Assembly. Respectful, Responsible, Positive, Proud, Tolerant and Kindness awards given. Principle Award also given each week to a student who demonstrates most of these values consistently and in all settings. These recipients then go into a draw at the end of each term to be eligible for the Shanti's Awards- a community award that rewards exemplary behaviour at our school.
- Providing students opportunities to participate in school decision-making processes through the Student Representative Council (SRC). All students from Y3-6 have a chance to vote 1 representative from each class to sit on the Student Council. Student Council meets twice a term and is chaired by the Principal.
- Supporting events organised by the SRC or P&C that promote a positive school ethos (e.g. discos, crazy hair days, free dress days, Colour Run, Ice Cream Day)
- Celebrating positive behaviour with School 'Gotchie' to recognise student successes and reinforce key messages. We strongly believe in reinforcing and promoting positive behaviour choices. Staff reward positive choices with Gotchie. Student then go into a draw on Assembly each week to be eligible to choose from the P&L Prize Box. Two draws for P-3. Two draws for Yrs. 4-6
- Engagement in the Bullying, No Way! Initiative
- Use of the High 5 strategy to promote problem solving around social skills and resilience and use of Growth Mindset philosophy and language to develop resilience and promote positive thinking
- Implementing the PAUSE social/emotional well-being education program
- Review of the Responsible Behaviour Plan in consultation with the school community
- Supporting staff morale and wellbeing through the Staff Social Club, staff monthly Birthday lunches, Staff Acts of Kindness Buddies, Staff family afternoon of six catch ups.
- Lunchtime peer support via Buddy Mentoring system. Yr. 6 Mentoring Club select a class each week to buddy in the playground.
- Adopting inclusive practices with diversity acknowledged and celebrated through learning experiences and support of key events such as NAIDOC week, Gratitude week, Indigenous Tuckshop Day, French Day, Harmony Day, Bullying NO Way day.
- Monitoring school attendance as an indicator of social and emotional wellbeing of students and staff. Attendance percentages for each class published termly in Newsletter.
- Utilising support personnel to identify individual student learning needs (e.g. HOSES, Speech Language Pathologist, Guidance Officer)
- Utilising State School Early Childhood Development Program (ECDP) supports children from 0 to the year prior to commencing Prep with a disability, or suspected disability
- Providing professional development in line with school priorities, staff and student needs- Whole School Approach to Student Learning and Well Being Frameworks developed for 2020. Introduced to staff in 2020.
- Teaching cyber safety through the learning areas of the Australian Curriculum such as Technologies and Health and the General Capabilities

CURRICULUM AND PEDAGOGY

Curriculum that enhances wellbeing equips students with the knowledge, skills, attributes and strategies to understand and manage themselves and their relationships. Pedagogy that enhances wellbeing builds positive relationships.

DAYBORO STATE SCHOOL DOES THIS BY:

- Implementing the curriculum as specified in the P-12 curriculum, assessment and reporting framework and detailed in the Whole School Curriculum Plan
- Implementing our Pedagogical Framework.
- Supporting teachers with curriculum planning, assessment and reporting through the employment of a Head of Curriculum
- Supporting students to develop personalised learning goals- focus on Writing goals in 2020 and personalised feedback.
- Regular review of academic, attendance and behaviour data
- Identifying students eligible for participation in the Gifted and Talented program. Gifted and Talented program to be reviewed in 2020.

- Offering excursions and incursions- see Excursion Planner 2020 in consultation with Staff and P & C at start
- Providing regular access to extracurricular activities, including:
 - lunch time clubs (Mosaic Club, Foxy Club, Gardening Club, choir)
 - school camps (Y 4, 5 and camps)
 - student leadership opportunities- Student Leader Cluster days.
 - Club Days- twice a year.
 - Afterschool school sports programs- Grasshopper Soccer.

POLICIES AND PROCEDURES

Policy intentions are transformed into action by school staff, students and the wider community.

DAYBORO STATE SCHOOL DOES THIS BY:

- Clearly outlining the school's approaches to learning and wellbeing in enrolment interviews and Responsible Behaviour Plan
- Providing students opportunities to participate in school decision-making processes about governance and policy through the Student Representative Council
- Reviewing school policies and procedures in consultation with the P&C
- Publishing school policies and procedures on the school website and in the enrolment package
- Providing staff with professional development linked to policies/procedures being enacted by the school
- Conducting weekly Student Support Services meetings- SWELL team.
- Using weekly staff meetings to review and evaluate operational matters relating to student wellbeing- P&L session at Staff Meeting
- Ensuring the budget support for professional development programs to support policies being enacted by the school

PARTNERSHIPS

Productive partnerships expand the knowledge, skills and resources available in the school.

DAYBORO STATE SCHOOL DOES THIS BY:

- Nurturing relationships between students, teachers, parents and carers, support staff and community groups
- Encouraging community engagement through events including Sports Carnival, Cross Country, Year 6 Graduation, Music Nights and P&C's Walkathon/ Colour Run.
- Engaging and working with parents to optimise student learning and wellbeing through parent meet and greet morning, parent information sessions at start of year, parent-teacher interviews- Term 1 and 3, informal conversations and twice-yearly reporting- Term 2 and 4.
- Reaching out to the school community in diverse ways through the school website, P&C Facebook page and newsletter
- Supporting students to manage transitions to school and between year levels (e.g. Prep transition days and Year 6 high school transition)
- Having an active and supportive P&C
- Developing partnerships that have a positive impact on students and the school community, including:
 - Hosting pre-service teachers from USC and USQ
 - Queensland Police Service Adopt-a-car
 - Religious instruction
 - Local Members of Parliament
 - Fire safety presentations from Queensland Fire & Emergency Services
 - Performances by students from the State High School Drama Department
 - Hosting High School students for work experience
- Having a QLD Scripture Union School Chaplain on-site five days per fortnight
- Referral pathways to school-based services and external agencies to support students and families
- Aligning pedagogical practices with local schools (e.g. Participating in STEM Days at local high schools.)
- Encouraging strong school spirit through the house group system.



Our vision is to inspire students to reach their full potential in a safe, caring and educationally challenging environment.

Appendix 2 Instrument of Authorisation



Department of Education

Dayboro State School

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the Education (General Provisions) Act 2006
(‘EGPA’)**

I, Gabrielle Douglas, Principal of Dayboro State School, authorise the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

02/03/21

Gabrielle Douglas
Dayboro State School
QUEENSLAND DEPARTMENT OF EDUCATION

DATE -----



Department of Education

Dayboro State School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the Education (General Provisions) Act 2006 ('EGPA')

I, Gabrielle Douglas, Principal of Dayboro State School, authorise the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will abate when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

G. Douglas

02/03/21

Gabrielle Douglas
Dayboro State School
QUEENSLAND DEPARTMENT OF EDUCATION

DATE _____