



STUDENT CODE OF CONDUCT

2025-2028

Caboolture State High School

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education
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Table of Contents

PURPOSE	6
PRINCIPAL'S FOREWORD	7
P&C STATEMENT OF SUPPORT	8
LEARNING AND BEHAVIOUR STATEMENT	9
MULTI-TIERED SYSTEMS OF SUPPORT (PBL)	9
CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES	10
STUDENT WELLBEING AND SUPPORT NETWORK	12
STUDENT SUPPORT NETWORK	13
PBL EXPECTATIONS	16
STUDENTS	16
PARENTS AND STAFF	18
DIFFERENTIATED AND EXPLICIT TEACHING	20
FOCUSED TEACHING	22
INTENSIVE TEACHING	22
SCHOOL DISCIPLINARY CONSEQUENCES.....	23
DIFFERENTIATED	23
FOCUSED	24
INTENSIVE	24
SCHOOL DISCIPLINARY ABSENCES.....	25
RE-ENTRY FOLLOWING SUSPENSION.....	25
ARRANGEMENTS	26
STRUCTURE.....	26
POSSIBLE AGENDA:	26
REASONABLE ADJUSTMENTS.....	26
SCHOOL POLICIES.....	27
TEMPORARY REMOVAL OF STUDENT PROPERTY	27
RESPONSIBILITIES	28
USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS	29
SCHOOL UNIFORM AND DRESS CODE	31
PREVENTING AND RESPONDING TO BULLYING	31
BULLYING.....	32
CABOOLTURE STATE HIGH SCHOOL – BULLYING RESPONSE FLOWCHART FOR STAFF.....	34
CYBERBULLYING	35
CABOOLTURE STATE HIGH SCHOOL CYBERBULLYING RESPONSE FLOWCHART FOR SCHOOL.....	36
CYBERSAFETY AND REPUTATION MANAGEMENT (CRM)	37
STUDENT INTERVENTION AND SUPPORT SERVICES	37
APPROPRIATE USE OF SOCIAL MEDIA	38
POSSIBLE CIVIL OR CRIMINAL RAMIFICATIONS OF ONLINE COMMENTARY.....	39
WHAT ABOUT OTHER PEOPLE'S PRIVACY?.....	39
WHAT IF I ENCOUNTER PROBLEM CONTENT?.....	39
DRESS CODE POLICY	40
INTRODUCTION.....	40
IMPLEMENTATION	40
SPECIAL UNIFORM	40
GENERAL.....	40
UNIFORM NOTES.....	41
UNIFORM PURCHASE	41
RESTRICTIVE PRACTICES.....	42
CRITICAL INCIDENTS	43

RELATED PROCEDURE AND GUIDELINES44

RESOURCES.....45

LEGISLATIVE DELEGATIONS.....46

 LEGISLATION46

 DELEGATIONS46

CONCLUSION47

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ENDORSEMENT

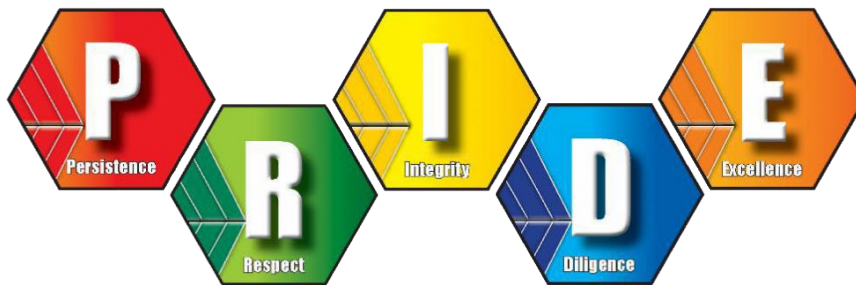
PRINCIPAL NAME:	Doug Watson
PRINCIPAL SIGNATURE:	
DATE:	
P&C PRESIDENT AND-OR SCHOOL COUNCIL CHAIR NAME:	Deanne Buck P&C President
P&C PRESIDENT AND-OR SCHOOL COUNCIL CHAIR SIGNATURE:	
DATE:	

PURPOSE

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

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

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

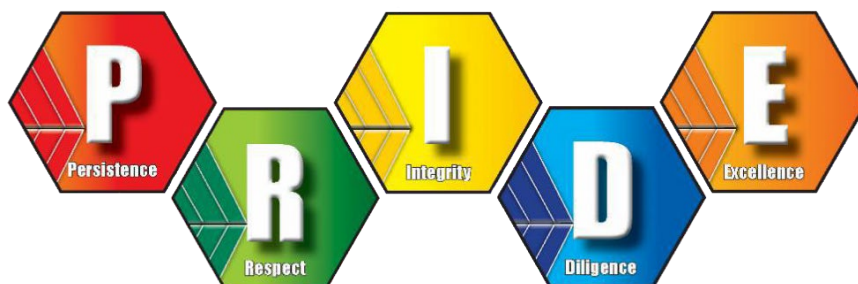


Making a difference today ... for tomorrow

PRINCIPAL'S FOREWORD

Caboolture State High School has a long and proud tradition of providing high quality education to students from across the Metro North (Moreton) region of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Caboolture State High School has 5 core values, Persistence, Respect, Integrity, Diligence and Excellence.



These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

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

I thank the students, staff, parents and other members of the community for their work in bringing this Caboolture State High 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 Caboolture State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Doug Watson and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Caboolture State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Caboolture State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. 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 Caboolture State High 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 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Caboolture State High 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 Caboolture State High 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.

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, Year Level Deputy Principal, Head of Department or Teacher to discuss the model of behaviour support and discipline used at this school.

MULTI-TIERED SYSTEMS OF SUPPORT (PBL)

Caboolture State High 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 usedbeing consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into accountproviding refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need themasking 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 the Australian Curriculum or 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.interventions require little time of classroom teachers and are easy to sustainvariations within each intervention are limited

	<ul style="list-style-type: none"> interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>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 the underlying reasons for a student’s behaviour (their FBA) 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) 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 Caboolture State High School take into account students’ individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice 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 Staff and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our Staff are also obliged by law to respect and protect the privacy of individual students, so while we

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Year Level Deputy Principal, Year Level HOD, HOSES or Year Level Coordinator to discuss the matter.

STUDENT WELLBEING AND SUPPORT NETWORK

Caboolture State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical development of our students. In addition to the assistance provided by classroom teachers, we have team of professionals whose dedicated roles are to help ensure that our school is an inclusive and nurturing environment.

Students can approach any trusted school member at Caboolture State High School to seek assistance or advice. If they are unable to assist, they will provide support to ensure that the student is connected to the appropriate representative of the Student Support Network.

Year Level Coordinator (YLC)	The Year Level Coordinator is responsible for overseeing the academic progress and welfare of students within a specific year level. They also implement strategies to address the needs of students and monitor their academic and personal development.
Year Level Head of Department (HOD)	The Year Level Head of Department plays a key role in leading and managing the engagement and achievement for a specific year level, working closely with teachers to enhance educational outcomes and foster an environment of continuous improvement.
Guidance Officer (GO)	The Guidance Officer provides students with personal, educational, and career guidance, offering counseling and support services to address individual challenges and helping students to make informed decisions about their future pathways.
Youth Support Coordinator (YSC)	The Youth Support Coordinator is tasked with providing targeted support to students who may be experiencing barriers to education, including social, emotional, or behavioural issues, working collaboratively with other support staff to engage these students in their learning and school community.
Community Education Counsellor (CEC)	The Community Education Counsellor in a Queensland high school focuses on supporting the educational engagement and achievement of Aboriginal and Torres Strait Islander students, working closely with students, families, and communities to foster a culturally inclusive learning environment and improve educational outcomes.
School Nurse	The School Nurse in a Queensland high school is responsible for promoting health and wellbeing among students, managing first aid and healthcare plans, and providing medical care and health education to support a healthy school environment.

Additional Targeted Student Services	Caboolture State High School has partnerships with a range of other support providers who work on campus with our students. These include: School Nurse, Chaplain, Broncos Girls Academy, Out Loud, Mission Australia and Intercept.
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STUDENT SUPPORT NETWORK

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

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

Parents who would like more information about the student support model are invited to contact the office.

ROLE	WHAT THEY DO
COMMUNITY EDUCATION COUNSELLOR (CEC)	<ul style="list-style-type: none"> Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
COMMUNITY ELDER	<ul style="list-style-type: none"> Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
YEAR LEVEL HEAD OF DEPARTMENT	<ul style="list-style-type: none"> Provide Behavioural support and services to students Lead and implement development programs for staff to further enhance their skills Liaise with Year Level Coordinators to organise and plan events for students
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.
HEAD OF JUNIOR SECONDARY HEADS OF SENIOR SECONDARY	<ul style="list-style-type: none"> Coordinate transition to secondary for students moving from Year 6 to Year 7 and Year 10 to 11 and 12 Lead role for implementation of Positive Behaviour for Learning (PBL) Monitors student attendance data, arranges intervention for students in Year 7 and Years 11 and 12

SCHOOL-BASED YOUTH HEALTH NURSE	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: • healthy eating and exercise • relationships • personal and family problems • feeling sad, worried and angry • sexual health • smoking, alcohol and other drugs.
YEAR LEVEL COORDINATORS	<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 six years of schooling • ensures students feel safe and comfortable and want to come to school
YEAR LEVEL CASE COORDINATORS (DLH)	<ul style="list-style-type: none"> • nurtures a sense of belonging to the home group, year level and school.
YOUTH SUPPORT COORDINATOR	<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 • attendance at school • drug and alcohol support needs • QCE/learning support • suspension/exclusion/referral for behaviour support • relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing.
CHAPLAIN	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • implements supportive student wellbeing programs • works with Flexi Program

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 one of the Deputy Principals.

WHOLE SCHOOL APPROACH TO DISCIPLINE

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

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 staff to support students
- continually supporting staff members to maintain consistent school and classroom improvement practices.

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

The development of the Caboolture State High 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 for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

PBL EXPECTATIONS

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, showing Persistence, Respect, Integrity, Diligence and Excellence (PRIDE).

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 Caboolture State High School.

Persistence – Never Give Up

- We attempt all tasks and do our best
- We overcome challenges and obstacles with patience
- We understand differences between members of our communities

Respect – for yourself, others and the environment

- We follow instructions
- We leave our environment better than we found it
- We are polite, courteous and treat others with kindness

Integrity – Be honest and trustworthy

- We take responsibility for our actions
- We act safely
- We contribute positively
- We use our technology appropriately and with care

Diligence – Give everything a go

- We complete all set work and assessment
- We are on time and ready to learn
- We care for others in our communities

Excellence – Be the best you can be

- We maintain a growth mindset
- We are eternal learners
- We present ourselves with PRIDE



**CABOOLTURE
STATE HIGH SCHOOL
POSITIVE CULTURE FOR LEARNING
PRIDE VALUES**



PERSISTENCE

NEVER GIVE UP



RESPECT

RESPECT YOURSELF, OTHERS & THE ENVIRONMENT



INTEGRITY

BE HONEST AND TRUSTWORTHY



DILIGENCE

GIVE EVERYTHING A GO



EXCELLENCE

BE THE BEST YOU CAN BE

PARENTS AND STAFF

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

Persistence

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Support your child's curriculum learning and encourage them to face challenges with a positive attitude.	We will support personal development and participation with in-class learning for all students, so they are confident that they can do their best
Support your child's teachers as they guide them to overcome challenges and obstacles in all aspects of their learning.	We will create and maintain supportive and safe learning environments so that students have freedom to overcome challenges and obstacles in all aspects of their learning through patience and empathy.
Model patience and understanding in interactions within the school community, showing support for diverse perspectives and challenges others face.	We will model patience and understanding, recognising the unique backgrounds and challenges of each student, ensuring an inclusive and supportive environment.

Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Support school staff by abiding the school's expectations and policies as well as demonstrating respectful and safe behaviour while on school grounds	We will support the school's expectations regarding student code of conduct, student dress code policy as well as classroom expectations.
Model appropriate behaviour and language when interacting with school staff.	We will behave in a professional manner, communicate clearly and show respect for diversity when interacting with students and parents

Integrity

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Exhibit honesty in communications with the school and demonstrate trustworthiness by adhering to commitments and school policies.	Staff will act with integrity, taking responsibility for our actions, and communicating honestly with parents and community members.
Encourage your child to take responsibility for their actions and engage in restorative conversations if needed.	We will answer complaints in an open, fair and transparent manner in accordance with departmental policy.

Diligence

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Support your child's learning journey via regular communication and/or attending parent teacher interviews.	Staff will demonstrate diligence in their teaching and administrative duties, ensuring we are prepared and proactive in our approach to education.
Encourage your child to complete their assignments and participate actively in school activities.	We will regularly inform parents and carers about how their child's progress, via phone call, email and/or parent teacher interviews.

Excellence

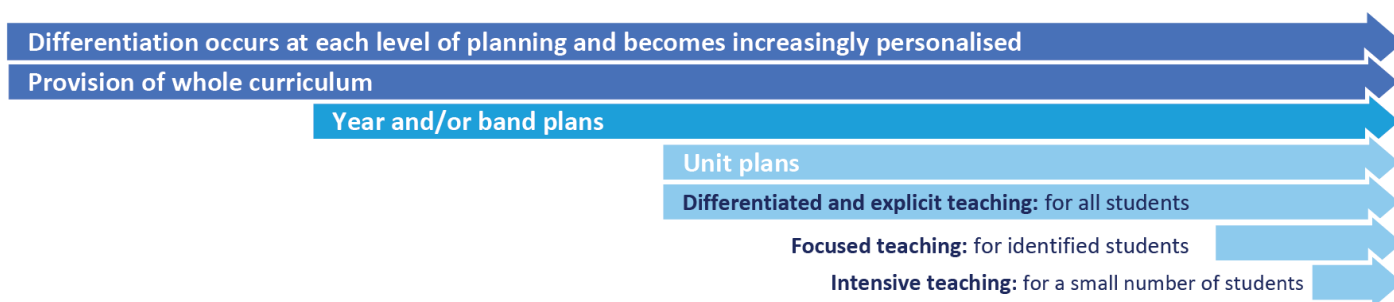
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Support the teacher by encouraging your child to meet the expectations of curriculum and behaviour set by the teacher.	We will teach effectively, setting high standards for both behaviour and curriculum.
Encourage a mindset of growth and continuous learning in your child, supporting their efforts to achieve their best.	We will provide effective feedback in a timely manner on student performance and/or parent to progress student learning, thus improving outcomes for all learners.
Model excellence in your own actions and interactions within the school community, showing pride in the school and its values.	We will present ourselves in a professional manner fostering positive relationships with both parent and student alike for the benefit of the school community.

DIFFERENTIATED AND EXPLICIT TEACHING

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

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

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

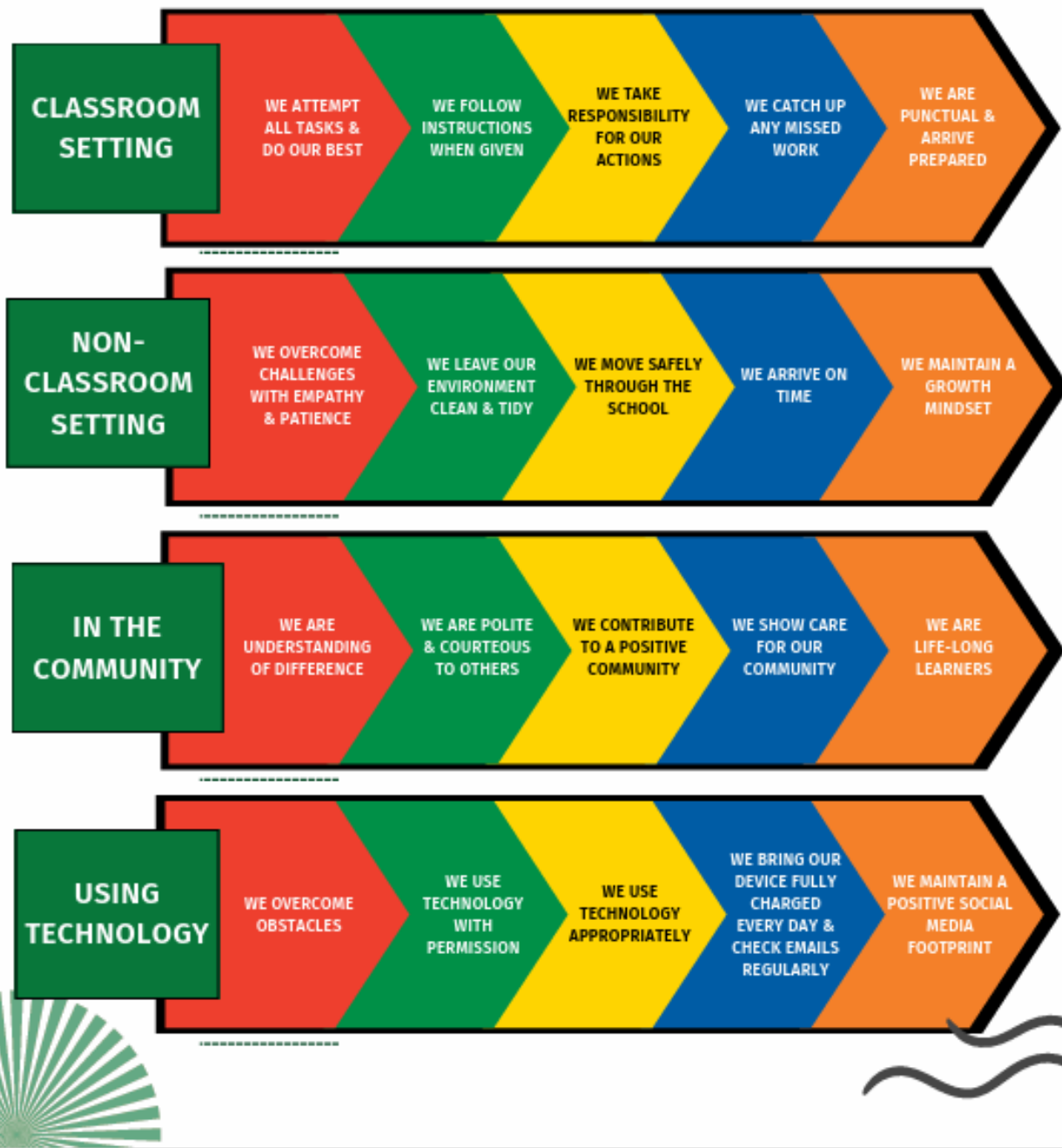


These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a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

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



CABOOLTURE STATE HIGH SCHOOL POSITIVE CULTURE FOR LEARNING BEHAVIOUR MATRIX



FOCUSED TEACHING

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practice 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 Caboolture State High 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 focused teaching
- Require intensive teaching.

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

For more information about these programs, please speak with the Deputy Principal - Inclusion.

INTENSIVE TEACHING

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

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

student's family.

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

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

SCHOOL DISCIPLINARY CONSEQUENCES

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

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

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

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

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

DIFFERENTIATED

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

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

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

FOCUSED

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan and/or Student Profile)
- Targeted skills teaching in small groups (Self-Regulation of Emotions)
- Detention (classroom Teacher, HOD's and/or Deputy)
- Counselling and guidance support
- Self-monitoring plan (Green Attendance/Behaviour Monitoring Card)
- Check in Check Out strategy
- Teacher coaching and debriefing (PBL Central, Pedagogy Lounge, ESCM Lounge)
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

INTENSIVE

School leadership team work in consultation with Student Support Team 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
- 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 Caboolture State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

RE-ENTRY FOLLOWING SUSPENSION

Students who are suspended from Caboolture State High School may be invited to attend a re-entry meeting before their scheduled return to school. The main purpose of this restorative 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.

Whilst it is not mandatory for the student or their parents to attend a re-entry meeting, it is preferred 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 or in writing, usually via email. Re-entry meetings are short, 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-entry follows a set agenda, with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

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
 - Support Team appointments (Guidance Officer, Youth Support, Chaplin, etc.)
 - Support Provisions that include but are not limited to – Individual Behaviour Support plans, Risk Management Plan, etc.
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

REASONABLE ADJUSTMENTS

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

SCHOOL POLICIES

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

- 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 Caboolture State High School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that

can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

RESPONSIBILITIES

State school staff at Caboolture State High School:

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

Parents of students at Caboolture State High School:

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

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Caboolture State High School Code of Conduct
 - is illegal

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

USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS

In 2024, Caboolture State High School implemented the Queensland Department of Education's Mobile Phones: Away for the Day policy.

Use of mobile phones

All Caboolture State High School, phones are away for the day, from 9am -2:40pm. All students will be provided with a Yondr pouch to support them to comply with the policy. If a pouch is lost or damaged, replacement pouches can be purchased for \$35.

During lessons

Phones must be off/on silent and kept away. If a student does not follow instructions, teachers will follow the school's Positive Culture for Learning process and refer students to their Case Manager/ HOD.

Occasionally, students may engage with an approved learning experience that requires the use of a mobile device. In this case, the teacher will bring an unlocking device to the lesson and students will need to show that their pouch is locked again at the conclusion of the lesson.

Approved learning experiences

Learning experiences requiring the use of mobile phones will be approved by a Deputy Principal via the Line Management Process. Teachers should work with their faculty HoDs in order to submit an application.

In order to receive approval, activities must:

- explicitly build the subject knowledge and/or skills required for the unit
- not be able to be completed on students 'bring your own' devices
- extend students and built interest in a subject
- increase equity and access to curriculum for priority students.
- be reflected in teacher planning

During Breaks

Phones are to remain away at all times. The front office and YLC staffrooms will have an unlocking station and will be available at the discretion of the staff for temporary unlocking.

Students will not be able to access their phones to make purchases at the canteen -only EPPTOS and cash purchases will be accepted (Phones may be used to pre-order lunches from the canteen before 9am)

Exemptions

Exceptions to the mobile phone policy, such as for medical reasons, must be approved by the Deputy Principal and based on documented student need (PLP adjustment on OneSchool). Despite having an exemption, students are expected to have their phones away when not using them for approved activities.

Support and Intervention

Technology Violation	Possible consequences
Level 1 Infrequent use of device or a one-off refusal to put the device away. The student may be testing boundaries or struggling with additional factors.	<ul style="list-style-type: none"> ➤ Contact home ➤ Formal warning ➤ Referral to support – E.g. Nurse ➤ Detention to make up missed work
Level 2 Frequent use of device either in one subject or across a range of settings. When the use of the device is addressed, student may engage in secondary behaviours that are disruptive or defiant.	<ul style="list-style-type: none"> ➤ If behaviour is limited to one subject KLA HoD and teacher to support student. ➤ Student must check in with YLC at the beginning of each day to show that their phone is in the pouch. ➤ Behaviour monitoring card
Level 3 Persistent use of a mobile device across a range of settings. Refusal to engage with other support measures and consequences put in place.	<ul style="list-style-type: none"> ➤ Device to be signed into the office at the beginning of each day for an agreed period ➤ Two-day suspension

SCHOOL UNIFORM AND DRESS CODE

Education (General Provisions) Act 2006 Section 362 of the Act (1) if a student of a State school does not comply with a dress code for school's students, developed under section 360, the school Principal may impose one of the following sanctions.

- a) Detention of the student for a period mentioned in section 283 (3);
- b) Prevent the student from attending, participating in, any activity for which the student would have represented the school;
- c) Prevent the student from attending, or participating in, any school activity that in reasonable opinion of the school's Principal, is not part of the essential educational program of the school

PREVENTING AND RESPONDING TO BULLYING

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Staff 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.

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

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships



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

5. Support

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

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

Caboolture State High School values Stymie as a crucial tool in our anti-bullying efforts. Stymie empowers our students to report concerns and ask for help, taking the first step towards resolving issues and building a better future. This platform is proactive, anonymously alerting staff to potential incidents before they occur, reducing harm in our school. It provides a safe way for students to seek help for themselves or their peers, ensuring no one is left unsupported. Stymie also helps identify students in need, creating a safer and more welcoming school environment. We are dedicated to using Stymie to prioritise our students' well-being and safety. Stymie can be access via <https://stymie.com.au/>



BULLYING

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

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

CABOOLTURE STATE HIGH SCHOOL – BULLYING RESPONSE FLOWCHART FOR STAFF

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: Year 7 to Year 12 – Year Level Coordinators

Any bullying can be anonymously reported at <https://app.stymie.com.au/>

Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g., hand written notes or screenshots)

Document

- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Follow Up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

CYBERBULLYING

Cyberbullying at Caboolture State High School is treated 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 Police and the Year Level Coordinator. There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, 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 Caboolture State High 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.

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](#).

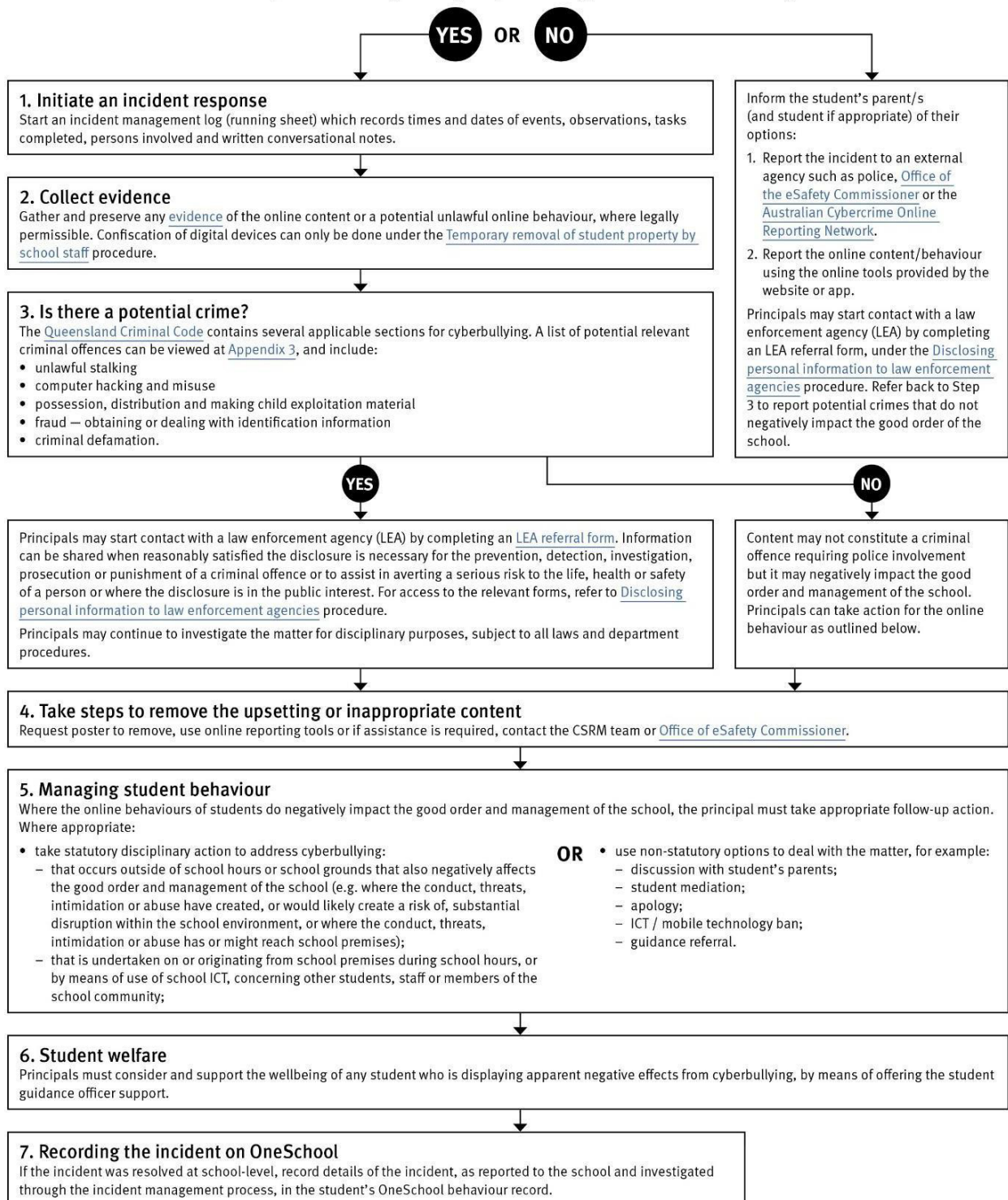
Explicit images

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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety 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 cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

STUDENT INTERVENTION AND SUPPORT SERVICES

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team 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 Caboolture State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include 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, staff, 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 (Cwth) 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.

DRESS CODE POLICY

INTRODUCTION

Caboolture State High School's uniform standards are decided by the Executive Team and approved by the Parents & Citizens' committee. We believe that a clearly stated and sensibly implemented Uniform Policy is important for the following reasons:

- To provide a sense of identity for students attending the school.
- To set a positive learning culture in classrooms and on school grounds.
- To provide an opportunity for parents and staff to instill in students a sense of pride in their appearance.
- To nurture school spirit.
- To identify our students efficiently.

IMPLEMENTATION

Students must be in school uniform at all times unless indicated otherwise. When travelling to and from school, and at school, the school uniform, as defined in the Uniform Policy, is to be worn. This includes when participating in school excursions; travelling to and from sport and travelling to sports training.

SPECIAL UNIFORM

Students in certain leadership positions are permitted to wear special uniform items at the Principal's discretion. Only approved students may wear special uniform items. Special uniform items include:

- Leadership polo shirts.
- Leadership blazers.
- Senior jerseys and or jackets – year 11 & 12 only.

GENERAL

- Students' hair must be neat and tidy.
- Light makeup is appropriate
- Students are permitted to wear two pairs of plain sleeper or stud earrings in each ear.
- Jewellery other than plain watches and approved earrings must not be worn.
- During practical lessons, a teacher may request the removal of any piece of jewellery, or that hair is tied back, if it constitutes a safety hazard.
- Adornments other than CSHS school badges are not to be worn with the uniform.
- Students not wearing a school-approved jumper will be asked to exchange it at the uniform window.
- Students who would like to request adjustments for cultural, medical or personal reasons are welcome to do so via their YLC.

UNIFORM NOTES

If students are unable to wear the correct uniform, parents are requested to contact their appropriate Year Level Coordinator.

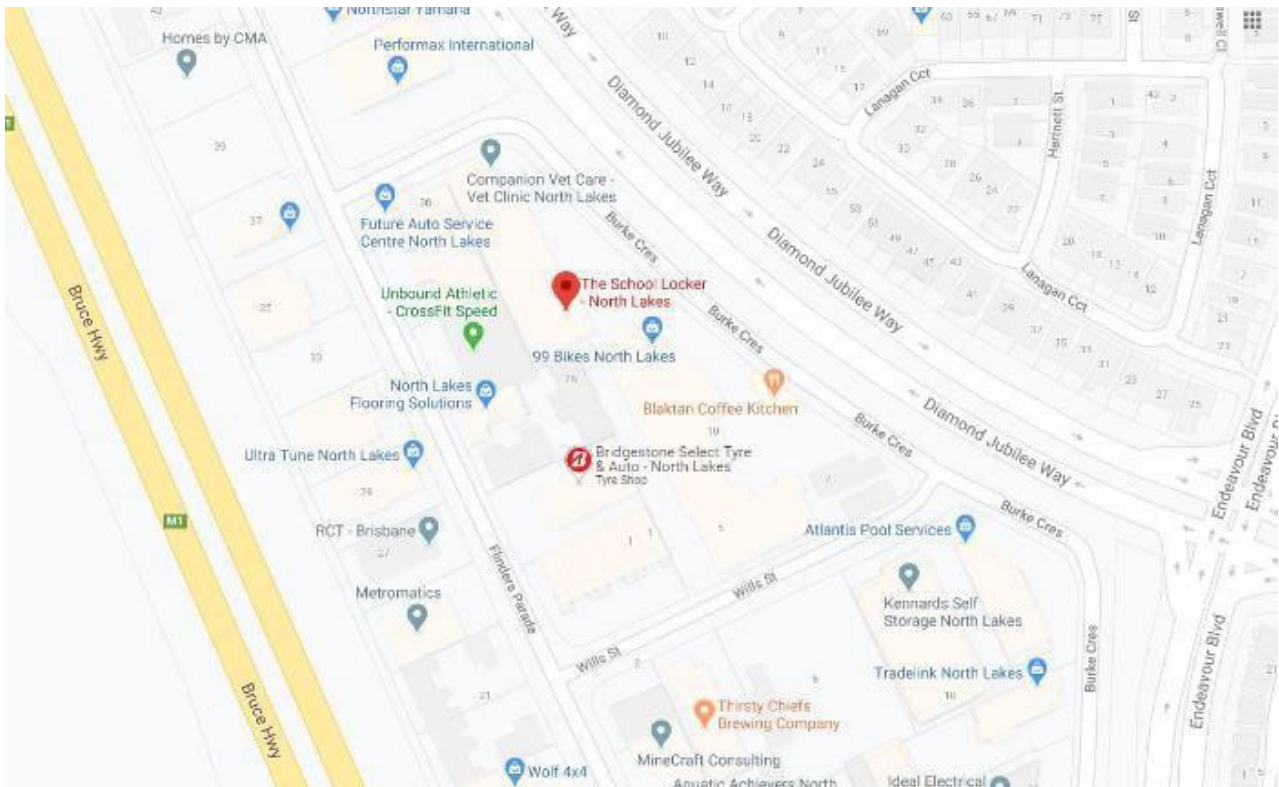
UNIFORM PURCHASE

Uniform items may be purchased direct from our supplier The School Locker in North Lakes.

Website: <https://theschoollocker.com.au/schools/caboolture-state-high-school/uniforms>

Address: 4-6 Burke Cres, North Lakes QLD 4509

Phone: (07) 3490 1400



RESTRICTIVE PRACTICES

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

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

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

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

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

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

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

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

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

CRITICAL INCIDENTS

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

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

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

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 PROCEDURE AND GUIDELINES

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning. *This may include reference to:*

- 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!](#)

[headspace](#)

[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](#)

LEGISLATIVE DELEGATIONS

LEGISLATION

In this section of the Caboolture State High 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](#)

CONCLUSION

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner.

When making a complaint, parents have a responsibility to:

- provide complete and factual information in a timely manner
- deliver your complaint in a nonthreatening manner
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

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. If your complaint relates to suspected official misconduct or criminal activity, then you should direct your complaint directly to the Crime and Corruption Commission or the Queensland Police Service.

The following four-step procedure 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 appropriate staff member

The best place to raise any concerns is at the point where the problem or issue arises. If your complaint is with your child's teacher or an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration to resolve the problem at this level.

The teacher will make a record of the complaint and report your meeting and any outcomes to the school Principal. Where the teacher has been approached but the issue remains unresolved, make an appointment with the appropriate Year Level Coordinator, Head of Department, Deputy Principal, or Principal to discuss the issue further.

2. Early resolution: discuss your complaint with the Principal

If your complaint is related to the school more generally, you should raise your complaint directly with the appropriate Year Level Coordinator, Head of Department, Deputy Principal, or Principal. The appropriate person will make a record of your complaint and work with you to resolve the issue.

Complaints to the Principal may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

3. Internal review: contact the local Regional Office

If you have discussed the issue with the Principal and still feel that your complaint has not been addressed, you have the right to contact the local Regional Office to conduct a review.

Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue.

When you contact the regional office, you will be advised that your name and the nature of your issue will be reported back to the Principal of your school. Staff at the Regional Office will attempt to resolve the issue.

4. External review: contact a review authority

If you feel that your issue has not been resolved through these formal processes, the Queensland Ombudsman provides an avenue for an independent, external review of the department's decision.

The Ombudsman may be contacted at:

Office of the Ombudsman
GPO Box 3314
Brisbane, QLD 4001
Phone (07) 3005 7000