Irvinebank State School

Free to learn, Free to succeed, Free to Soar

Student Code of Conduct

2020-2023

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 2020-2024

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Purpose

The Queensland Department of Education is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Irvinebank State School we believe that all members of our school community (students, staff, parents, visitors) have the right to feel safe and valued.

In conjunction with these rights, all members have the responsibility for their own positive interactions and successful learning outcomes, and must have an understanding of appropriate and inappropriate behaviours and the consequences of both. This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Irvinebank SS utilises elements of the Positive Behaviour for Learning framework which values the direction, the societal voice, current legal adoption practices and feedback for staff to enrich a whole school approach responsive to each unique school community need.

Contact Information

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Contact Person: Luke Cifuentes (Acting Principal)

Endorsement

Principal Name:

Luke Cifuentes

Principal Signature:

Date: 25/08/2020

P/C President Name:
Sue McFarlane

P/C President
Signature:

Date: 25/08/2020

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P&C Statement of Support

As president of the Irvinebank State School P&C Committee, I am proud to support the newly developed Student Code of Conduct.

We encourage all parents to familiarise themselves with the Irvinebank 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 Irvinebank 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.

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.

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School Leaders Statement

On behalf of the student body at Irvinebank State School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials. Throughout the year, we will continue to work with the school administration team and the Irvinebank 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 encouraged to talk with their School Captains.

Irvinebank SS Captains: Mia Perkes and Aaliyah Duck

Date: 25/08/2020

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Data Overview

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.

School Opinion Survey (Parents)

SCHOOL OPINION SURVEY – Parent/Caregiver school report by relevant benchmarks, 2019.

(0519) Irvinebank State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
School level data are unweighted. Non-school level data are weighted to relevant benchmarks.

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT (%)				
		School	Like Schools Group P-I	School Group Primary	Geographic Region FNR	State
S2001	My child likes being at this school.	100.0	96.5	95.8	93.3	94.0
S2002	My child feels safe at this school.	100.0	94.8	95.5	91.7	94.1
S2003	My child's learning needs are being met at this school.	100.0	94.8	92.6	90.2	91.1
S2004	My child is making good progress at this school.	100.0	96.7	93.6	92.2	92.2
S2005	Teachers at this school expect my child to do his or her best.	100.0	98.1	97.4	95.6	96.6
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	100.0	96.1	92.9	90.3	91.3
S2007	Teachers at this school motivate my child to learn.	100.0	96.4	94.1	90.9	91.8
S2008	Teachers at this school treat students fairly.	80.0	91.6	91.5	87.8	89.3
S2009	I can talk to my child's teachers about my concerns.	100.0	96.7	95.5	94.3	94.5
S2010	This school works with me to support my child's learning.	100.0	94.7	92.6	91.2	91.1
S2011	This school takes parents' opinions seriously.	75.0	92.9	88.6	87.6	87.0
S2012	Student behaviour is well managed at this school.	80.0	88.6	87.5	81.4	84.6
S2013	This school looks for ways to improve.	100.0	93.5	93.2	91.2	91.9
S2014	This school is well maintained.	100.0	92.9	94.6	92.5	93.9
S2015	This school gives my child opportunities to do interesting things.	80.0	94.8	94.0	91.8	92.9
S2016	My child is getting a good education at this school.	100.0	95.7	95.3	92.7	94.1
S2017	My child's English skills are being developed at this school.	100.0	95.9	95.2	92.7	93.9
S2018	My child's Mathematics skills are being developed at this school.	100.0	95.7	94.8	92.0	92.9
S2019	I understand how my child is assessed at this school.	100.0	94.7	91.3	90.5	90.8
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	100.0	92.9	90.2	89.3	89.9
S2021	Teachers at this school are interested in my child's wellbeing.	100.0	96.2	95.3	92.5	93.7
S2022	Staff at this school are approachable.	100.0	94.5	94.7	93.0	93.7
S2023	Staff at this school are responsive to my enquiries.	100.0	93.4	93.6	91.2	92.4
S2024	This school asks for my input.	100.0	91.6	85.0	83.3	82.7
S2025	This school keeps me well informed.	100.0	92.7	90.0	87.5	88.8
S2026	This school encourages me to take an active role in my child's education.	100.0	94.9	92.3	90.0	90.3
S2027	This school encourages me to participate in school activities.	100.0	94.7	93.0	88.8	88.3
S2028	This school provides me with useful feedback about my child's progress.	100.0	94.5	90.5	88.3	88.9
S2029	This school provides useful information online.	100.0	86.2	89.1	86.4	88.6
S2030	This school is environmentally friendly.	100.0	93.6	93.6	91.0	92.3
S2031	This school is well organised.	100.0	91.9	91.5	89.3	90.0
S2032	This school has a strong sense of community.	100.0	92.5	93.1	91.6	91.4
S2033	This school celebrates student achievements.	100.0	97.1	96.1	94.8	95.3
S2034	I would recommend this school to others.	100.0	94.5	93.6	90.5	92.1
S2035	This is a good school.	100.0	95.4	94.8	91.8	93.3

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School Opinion Survey (Students)

SCHOOL OPINION SURVEY – Student school report by relevant benchmarks, 2019.

(0519) Irvinebank State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
School level data are unweighted. Non-school level data are weighted to relevant benchmarks.

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT (%)				
		School	Like Schools Group P-I	School Group Primary	Geographic Region FNR	State
S2036	I like being at my school.	100.0	92.9	93.0	87.5	88.7
S2037	I feel safe at my school.	100.0	91.9	92.9	88.4	90.3
S2038	My teachers motivate me to learn.	100.0	97.5	96.2	89.9	91.0
S2039	My teachers expect me to do my best.	100.0	98.0	98.1	96.4	96.9
S2040	My teachers provide me with useful feedback about my school work.	100.0	95.0	94.9	88.5	90.6
S2041	Teachers at my school treat students fairly.	100.0	90.0	88.3	79.2	81.6
S2042	I can talk to my teachers about my concerns.	100.0	88.9	88.0	78.4	80.4
S2043	My school takes students' opinions seriously.	100.0	89.0	88.1	78.2	80.2
S2044	Student behaviour is well managed at my school.	100.0	84.0	82.2	70.4	73.7
S2045	My school looks for ways to improve.	100.0	96.3	95.6	89.8	91.4
S2046	My school is well maintained.	100.0	92.4	92.5	84.1	87.3
S2047	My school gives me opportunities to do interesting things.	100.0	94.8	93.2	87.2	89.5
S2048	I am getting a good education at my school.	100.0	95.3	96.2	92.0	93.5
S2049	My English skills are being developed at my school.	100.0	94.3	94.4	90.4	91.5
S2050	My Maths skills are being developed at my school.	100.0	94.0	94.1	89.2	90.9
S2051	I understand how I am assessed at my school.	75.0	93.1	93.3	87.4	89.5
S2052	I can access computers and other technologies at my school for learning.	100.0	95.0	96.1	92.8	94.5
S2053	I am encouraged to use computers and other technologies at my school for learning.	75.0	92.8	91.6	89.4	90.6
S2054	I use computers and other technologies at my school for learning.	100.0	95.0	95.1	91.7	93.4
S2055	I enjoy using computers and other technologies at my school for learning.	75.0	94.4	94.6	90.6	91.7
S2056	I feel accepted by other students at my school.	100.0	88.8	84.5	81.1	80.8
S2057	My schoolwork challenges me to think.	100.0	95.7	94.6	91.9	92.8
S2058	My teachers challenge me to think.	100.0	96.5	95.8	92.4	93.2
S2059	My teachers encourage me to do my best.	100.0	97.2	97.2	93.9	94.5
S2060	My teachers clearly explain what is required in my school work.	100.0	95.9	94.6	88.2	88.5
S2061	My teachers help me with my school work when I need it.	100.0	94.9	94.8	90.2	91.1
S2062	My teachers use a variety of resources to help me learn.	100.0	95.0	95.2	90.6	91.1
S2063	My teachers care about me.	100.0	94.8	93.0	85.9	87.1
S2064	My school encourages me to participate in school activities.	100.0	96.8	95.8	91.8	91.9
S2065	My school encourages me to be a good community member.	100.0	96.0	95.2	91.7	91.6
S2066	My school celebrates student achievements.	100.0	95.4	94.7	90.3	91.9
S2067	I would recommend my school to others.	100.0	93.2	92.2	85.4	86.3
S2068	This is a good school.	100.0	93.1	92.6	86.9	87.5

School Opinion Survey (Staff)

SCHOOL OPINION SURVEY – Staff school report (all staff items) by staff type, 2019.

(0519) Irvinebank State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT				
		Teaching		Non-Teaching		Percentage point difference
		n	(%)	n	(%)	
S2069	I enjoy working at this school.	3	100.0	4	100.0	0.0
S2070	I feel this school is a safe place in which to work.	3	100.0	4	100.0	0.0
S2071	I receive useful feedback about my work at this school.	3	100.0	4	100.0	0.0
S2072	Students are encouraged to do their best at this school.	3	100.0	3	100.0	0.0
S2073	Students are treated fairly at this school.	3	100.0	3	100.0	0.0
S2074	Student behaviour is well managed at this school.	3	100.0	3	100.0	0.0
S2075	Staff are well supported at this school.	3	100.0	4	100.0	0.0
S2076	This school takes staff opinions seriously.	3	100.0	4	100.0	0.0
S2077	This school looks for ways to improve.	3	100.0	4	100.0	0.0
S2078	This school is well maintained.	3	66.7	4	100.0	-33.3
S2079	This school gives me opportunities to do interesting things.	3	100.0	4	75.0	+25.0
S3201	Students with a disability are well supported at my school.	1	DW	1	DW	NA
S3202	My school has an inclusive culture where diversity is valued and respected.	3	100.0	4	100.0	0.0
S3203	People are treated fairly and consistently at my school.	3	100.0	4	100.0	0.0
S3204	My school is well managed.	3	100.0	4	100.0	0.0
S3207	I am confident that poor performance will be appropriately addressed in my school.	3	100.0	4	75.0	+25.0
S3208	I have choice in deciding how to do my job.	3	100.0	4	100.0	0.0
S3209	I have the authority necessary to do my job effectively.	3	100.0	4	100.0	0.0
S3210	My school inspires me to do the best in my job.	3	100.0	4	100.0	0.0
S3211	My school encourages me to take responsibility for my work.	3	100.0	4	100.0	0.0
S3212	My school encourages me to undertake leadership roles.	3	100.0	4	100.0	0.0
S3213	My school encourages coaching and mentoring activities.	3	100.0	4	100.0	0.0
S3252	My workplace culture supports people to achieve a good work-life balance.	3	100.0	4	100.0	0.0
S3253	My workplace offers flexible work arrangements.	3	100.0	4	100.0	0.0
S3214	I am satisfied with the opportunities available for career development.	3	100.0	4	100.0	0.0
S2086	I have access to quality professional development.	3	100.0	4	75.0	+25.0
S3215	Staff at my school are actively involved in Developing Performance discussions.	3	100.0	4	100.0	0.0
S3216	I can access necessary information and communication technologies to do my job at my school.	3	100.0	4	75.0	+25.0
S3217	Information and communication equipment is well maintained at my school.	3	100.0	3	100.0	0.0
S3218	My school provides useful information online.	3	100.0	3	100.0	0.0
S3219	My school keeps me well informed about things that are important to my work.	3	100.0	4	100.0	0.0
S3220	There is good communication between all staff at my school.	3	66.7	4	100.0	-33.3
S3221	Staff at my school work as a team to deliver improved outcomes.	3	100.0	4	100.0	0.0
S3222	I feel that staff morale is positive at my school.	3	100.0	4	100.0	0.0
S3223	Staff at my school are interested in my wellbeing.	3	100.0	4	100.0	0.0
S3224	The wellbeing of employees is a priority for my school.	3	100.0	4	100.0	0.0
S3225	I can cope with the pressures of my workload.	3	100.0	4	100.0	0.0
S3226	I am aware of occupational health and safety procedures at my school.	3	100.0	4	100.0	0.0

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Learning and Behaviour Statement

Positive student behaviour is crucial to both academic success and health and mental wellbeing in school and in later life. Although not all students come to school with the necessary social and behavioural skills that enable them to be successful learners, research clearly demonstrates that teachers can foster these behaviours by having clearly understood expectations that are encouraged and acknowledged, accompanied by logical and appropriate consequences when students choose not to meet these expectations. The role of the school community is to work collaboratively to identify the expectations of positive behaviour, create a systemic plan for explicitly teaching these behaviours, developing appropriate reward and acknowledgement systems, and identifying logical and reasonable consequences for not following expectations.

It is the role of teachers to foster behaviours that facilitate learning by creating a safe, respectful classroom environment. Teachers are therefore responsible for embedding the school-wide expectations identified by the school community in their classrooms.

Each of these expected behaviours need to be consistently communicated to students, explained in the context of the classroom or other school environment, modelled for students and reinforced.

The expectations of positive behaviour at Irvinebank State School are based on our three core values:

Free to learn

Free to succeed

Free to soar

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Student Wellbeing and Support Network

Irvinebank State School offers a Guidance Officer service to support the wellbeing of students and staff in our school. Learning and well-being 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.

Guidance officers are specialist teachers who deliver a broad range of services to school community members. They contribute to the development of a comprehensive student support and wellbeing program that is responsive to the needs of the school community.

Guidance officers may work directly with students in addition to working with a student's teachers, school personnel, family, or suggest other specialists or external support agencies or providers. Support offered by guidance officers includes providing advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health.

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Whole School Approach to Discipline

Our whole school approach provides a supportive learning environment through:

- Providing an engaging curriculum aimed at maximising student learning opportunities;
- Open communication with the school community on Positive Behaviours for Learning expectations;
- Shared school values and a positive, inclusive culture;
- The implementation of leadership programs where possible, such as School Captains, attendance at Leadership Camps, etc.;
- Establishment of agreed programs, namely Positive Behaviour For Learning (PB4L, see Appendix 2) and procedures that are known and understood by all members of the school community;
- Staff, student and parent access to professional development, education or training;
- Managing incidents through clear and well-understood processes;
- Supporting students and building strong community relationships.

Irvinebank State School's processes and procedures to implement The PBL Expectations and code of conduct for Students are focused on a proactive base aimed at 'catching kids making good choices' and recognising that positive behaviour through a range of affirmative actions.

Positive reinforcers used throughout the school include:

- Verbal and non-verbal praise;
- Class /school awards;
- Whole school rewards system;
- Stickers;
- Special jobs/responsibilities;
- Communication home to parents informing them of outstanding behaviours

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Irvinebank State School Code of School Behaviour

At Irvinebank SS we subscribe to the notion that the whole school community are responsible for modelling appropriate behaviour. Below is a table of the responsibilities for everyone within our school community.

ALL SCHOOL COMMUNITY MEMBERS
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

STUDENTS
- Behave in a responsible manner,
- Take responsibility for their own behaviour and learning,
- Learn to the best of their ability and actively participate in the school's education
- Cooperate with staff and others in authority,
- Strive for personal success,
- Value and respect all school community members including themselves,
- Value and respect all school community property.

TEACHERS
- Teach and evaluate students,
- Provide programs suitable to the needs of individual students,
- Provide a safe and supportive learning environment,
- Contribute to a supportive school environment ,
- Value and respect all school community members,
- Strengthen self-confidence and self-worth amongst students,
- Reflect and implement the values and beliefs of the school community,
- Initiate and maintain constructive communication and relationships with students and

PARENTS / CARERS
- Encourage parents to take an active interest in the progress of their child,
- Exchange ideas on quality teaching practices regularly and openly,
- Create exciting and active learning environments,
- Implement behaviour management strategies,
- Provide skills which assist students make responsible choices,
- Contribute positively to behaviour support plans which concern students in their care,
- Role model self-managing behaviours.
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour e.g. report any incidents to class teacher or Administration
- Ensure children are equipped for school, arrive and depart punctually,
- Ensure children attend school daily unless ill
- Support school staff in maintaining a safe and respectful learning environment for all

PRINCIPAL
- Contribute to a supportive school environment,
- Role model self-managing behaviours,
- Value and respect all school community members,
- Strengthen self-confidence and self-worth amongst students,
- Reflect and implement the values and beliefs of the school community,
- Encourage parents to take an active interest in the progress of their child,
- Provide skills which assist students make responsible choices,
- Implementing and communicating the code of conduct in the school community,
- Ensure consistency and fairness in implementing the code of conduct for students
- Communicate high expectations for individual achievement and behaviour,
- Review and monitor the effectiveness of school practices and their impact on student learning,
- Support staff in ensuring compliance with PBL and facilitate professional development to improve the skills of staff to promote responsible behaviour.

ADMINISTRATIVE SUPPORT STAFF
- Support classroom teachers in the location and allocation of resources,
- Complete tasks as directed by the Principal,
- Contribute to a supportive school environment,
- Value and respect all school community members,
- Role model self-managing behaviours.

TEACHER AIDES
- Reflect and implement the values and beliefs of the school community,
- Value and respect all school community members,
- Role model self-managing behaviours,
- Contribute to a supportive school environment,
- Implement behaviour management strategies,
- Prepare and supervise student work areas, e.g. small group activities, playground duty,
- Support classroom teachers in the implementation of programs,
- Complete tasks as directed by classroom teachers or Principal e.g. record keeping, preparing resources.

Consideration of Individual Circumstances

Irvinebank State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

To ensure alignment with *Student code of Conduct* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Differentiated and Explicit Teaching

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

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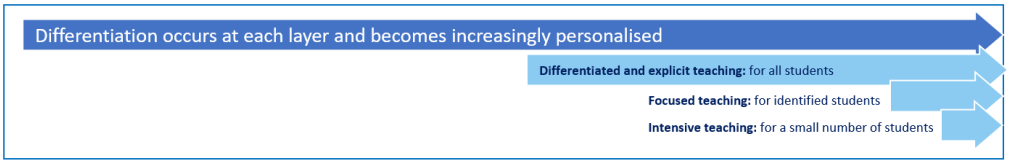
Teachers at Irvinebank State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. The decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural 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 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.



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

Irvinebank State School Behaviour Matrix

	All settings	Classroom	Out and about	Playground/ Tennis court	Online
Bring your Best	Follow instructions Be on time Be prepared Manage time Be on task	Be on time Be prepared Manage time Be on task Challenge yourself Listen actively	Be on time Return to class promptly Walk Have a plan if friends are away	Learn new games and activities	Double check sources Think before acting

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	Be willing to listen to feedback Every day counts	Follow instructions Be willing to listen to feedback			
Persevere	Have a go Do your best	Have a go Do your best			
Be Responsible	Recycle Compost Be prepared Every day counts Let the teacher know if you have a problem	Let the teacher know if I have a problem.	Keep my cool (hand on Kate's wall)	Keep my cool Pick up litter	Double check sources. Think before I act. Only share if others say it's ok
Care for self and others	Look out for others Every day counts Express yourself with words Ask for help Take time to calm yourself	Every day counts	Express yourself with words Ask for help Take time to calm yourself Report problems	Express yourself with words Ask for help Take time to calm yourself Keep your cool	Be an up stander – speak up when you see unsafe behaviour
Be Respectful	Be on time Assume positive intent Listen to each other Use manners Greet each other Assume positive intent Be tolerant of others	Use words that build up others	Look out for others Play by the rules Listen to others Maintain physical space	Look out for others Play fair – show good sportsmanship	Consider feelings of others. Only post things I'd be willing to say in person.

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Focused Teaching

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

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

Teachers work collaboratively with teacher's aides at Irvinebank 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.

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.

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Legislative 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

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Disciplinary Consequences

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

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

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. The below table displays the tiered approach to disciplinary consequences

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TIERS OF BEHAVIOUR	WHO IS INVOLVED?	EXAMPLES OF BEHAVIOURS AT THIS STAGE	CONSEQUENCES	PROCESS
TIER 1 **Student, teacher, teacher's aide and your Parent / Carer**	**The student** does not need anyone to help them– they show **Self-responsibility.** At times **teachers will** help students to stay in tier 1 when: • A reminder of a rule or a warning is given • Supervisor takes time to speak to the student	You follow ISS expectations • **Bringing your best** • **Showing empathy** • **Persevere** • **Be responsible** • **Be respectful** **Example Low level irresponsible behaviour, such as** *Incidental swearing (not at anyone)* behaviours (for the first time) *Teasing (isolated)* *Leaving class without permission* *Not returning to class in a timely fashion* *Back answering and arguing* *Leaving seat and distracting others* *Unsafe play or activity* *Disturbing the learning of others* *Not co-operating,* etc.	Trust and privileges Acknowledgement Plan In the case that poor choices are made school staff will give a warning, reminder of the rule and/or time out. It is expected ISS expectations will be followed in future. If the behaviour is repeated students may move into to Tier 2.	CLASS TEACHER Anecdotal records Positive Behaviour is recorded on One School In class processes for individual students ESCM PLAYGROUND Warning Reminder of rule Speaking to student Restricted play area for a time Revised game rules Ban game or unsafe play Time Out of play time
TIER 2 Student, teacher, teacher's aide and your Parent / Carer PRINCIPAL, GUIDANCE OFFICER	**The student teacher and parent** will make a plan to help the student to return to Tier 1. or The student may be referred to the **SUPPORT TEAM.** By involving the support team the school is supporting the student to change behaviour and return to Tier 1	Continued Tier 1 and 2 behaviours as well as: *Low level bullying* Continued Tier 1 and 2 behaviours as well as: ***High level Bullying*** Including Cyber bullying *Leaving school without permission* *Physical or verbal abuse of another student*	Time Out In Class Detention Loss of Privileges Making up wasted time in own play time Restitution of broken or lost items Anti-bullying interventions Logical consequences Modifying Environment/ Work Demands/Social Interactions *As above, including* Behaviour Contract Behaviour Monitoring Sheet Anti-bullying interventions Individual Behaviour Management Plans Parent/career approval for after school detention If behaviours persist referral to the **SUPPORT TEAM** follows and loss of: • privileges • excursions and camps any curricular activity involving risk management	CLASS – Individual Behaviour Management Plan (IBMP) Behaviour Tracking Form Record incidents on One School – referring Principal PLAYGROUND Behaviour Referral Form Referral to Principal
TIER 3 **Student, teacher, teacher's aide and your Parent / Carer PRINCIPAL, GUIDANCE OFFICER External Agencies,**	**The student is working with all staff. At this stage the student is close to suspension OR HAS BEEN SUSPENDED** The student COULD BE RETURNING FROM SUSPENSION MEETING ALL EXPECTAIONS OF RE-ENTRY	***Continued Tier 1 & 2 behaviours as well as:*** ***Verbal abuse of staff member or volunteer*** ***Continued bullying*** ***Racial or sexual harassment*** ***Physical harm to self or others*** ***Drug use or handling (having cigarettes or alcohol)*** ***Endangering the health, well-being or safety of self and/or others***	Suspension Risk management strategies in place. Individual Behaviour Management Plan in operation. Police involvement if necessary. Negotiated re-entry Restricted Attendance Individual Behaviour Management Plan Risk Management Plan Alternative Education Programs Crisis Plan Options Possible search of student effects Suspension pending further action	**CLASS OR PLAYGROUND** **Restricted play areas or activities or times.** **Individual Behaviour Management Plan** **Referral to Principal/GO**

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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 Irvinebank 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
- 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).

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Responsibilities

Staff at Irvinebank 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 Irvinebank 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 Irvinebank 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 Irvinebank 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 Julatten 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.

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Use of mobile phones and other devices by students

Irvinebank State School's policy that if mobile phones or other devices are brought onto the school grounds then they will be handed into the office and or teaching Principal on entry to school and to be collected at the end of the day. An exception may be granted in the event a student is required to carry or have access to a mobile phone or other device during the day example: medical condition. Prior permission needs to be obtained by the Principal via parent / carer in this instance.

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Preventing and Responding to Bullying

Purpose of an anti-bullying policy

To make clear to everyone in the school community what the school is doing about bullying and why; communicating that bullying is not tolerated; and a policy can be used to monitor progress.

We seek to create a climate in school whereby bullying behaviours are not accepted by any member of the school community. Our policy aims to use all students and parents to work towards the elimination of any form of bullying.

We aim to:

- All staff and parents role model self-management and positive conflict resolution;
- Use all staff, parents and students to prevent and not just control bullying;
- Use the curriculum and the PB4L Program as a means of raising awareness of the school's expectations;
- Give help and ongoing support to victims;
- Help and give support to bullies (and victims) to change their behaviour;
- Inform parents/carers of the repetition of any unacceptable behaviour;
- Encourage pupils to reject anti-social behaviour;
- Seek the involvement of outside professional agencies if and where necessary.

We have an expectation of parents that they should be supportive in the process of eliminating any form of bullying.

- No tolerance of bullying;
- Create wide acceptance to report bullying;
- Educate bullies, victims and parents;
- Adopt a whole school approach.

What is bullying?

Bullying is an abuse of power. Bullying is deliberate intimidation of a perceived less powerful person by a perceived more powerful person or group of persons, causing embarrassment, pain, or discomfort, through repetitive, intentional, power imbalanced physical aggression such as hitting, kicking, pushing, tripping; verbal aggression such as name calling, teasing, swearing; psychological such as exclusion or gestures.

Responsibilities of students, teachers, parents who witness bullying are:

- To report and record the incident;
- Educate, keep children and parents informed, ongoing monitoring;
- Adult/peer mediation;
- Consistency.

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School responses to bullying:

- Teach skills throughout the curriculum;
- Provide activities to encourage cooperative play and safe environment e.g. Club Activities, Book Buddies, linking Early Years Classes with Middle Years Classes;
- Encourage children to inform when being bullied or observe bullying;
- Direct involvement of parents to assist bully and victim;
- Continue to build in responsibility across multi-age groups (cluster groups).
- Explicitly teach social skills such as empathy, assertive communication, build into existing social skills programme.

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Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Ms King / Mr Cifuentes
Principal – Luke Cifuentes , 07 40964187

First hour 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

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- 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 with Principal referral
- Notify parent/s that the issue of concern is being investigated

Day two 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

Day three 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

Day four 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

Day five 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

Ongoing 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

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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 is 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

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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.

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.

Help
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?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Restrictive Practices

School staff at Irvinebank 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:

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, prearranged 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 may be undertaken to assist 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.

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Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students 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:

- 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.
- 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.

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

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.

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Conclusion

Irvinebank 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 they feel is adversely affecting their child's education.

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

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.

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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.

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.

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