



# Golden Beach State School

# Student Code of Conduct 2026-2028

## *Every student succeeding*

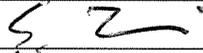
*Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.*

Queensland Department of Education  
State Schools Strategy 2019-2023

## Contact Information

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## Endorsement

Principal Name:	Greg Ferdinands
Principal Signature:	
Date:	12/02/2026

P/C President Name:	Kellie Morris
P/C President Signature:	
Date:	12/02/2026

## Review Dates

Major Review 2025

Reviewed 2026

Focused review on anti-bullying procedures

Multi-tiered systems of support

Reviewed 2027

Major Review 2028

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## Purpose

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

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

This document outlines expected behaviours from all in the school and details proactive and reactive strategies utilised to ensure students are able to experience success and staff enjoy a safe workplace.

## Principal's Foreword

Golden Beach State School provides a unique education for children from Prep to Year 6. Through our ongoing dedication and commitment to excellence in academics, the arts, sport and community mindedness, we strive to promote success and growth in every student.

Golden Beach State School has three core values; Learning, Caring and Sharing.

**Learning** First and foremost we are all learners. Staff and students are on an ongoing learning journey that is intended to challenge and excite all members of the school community.

**Caring** Through the explicit teaching of the '**Bounce Back**' wellbeing program we care for each other. Staff and students are challenged to treat others as they'd like to be treated with kindness and compassion.

**Sharing** Our school community is encouraged to share success, challenges and resources. Together we can overcome obstacles through sharing the load and helping each other along the way.

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 attributes our students need now and in the future.

Golden Beach State School staff take a proactive approach to discipline by recognising that behaviour can be taught and that mistakes provide an opportunity for learning. 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, uniform policy 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 ensuring Golden Beach State School remains a unique learning environment that provides students with the best start to formal schooling. I look forward to continuing to see our students develop and flourish in their primary years.

## P&C Statement of Support

As president of the Golden Beach State School (GBSS) P&C Committee, I am proud to support the Student Code of Conduct. The inclusive, transparent consultation process led by Mr Greg Ferdinands 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 GBSS 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 GBSS 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. **Bullying is defined as the repeated use of force, coercion, or threat, to abuse, aggressively dominate or intimidate.** It is important that every parent and child of GBSS 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 30 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the GBSS 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 GBSS P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

# Consultation

The initial process used to inform the development of the Golden Beach State School Student Code of Conduct occurred in three phases.

In the first phase, staff held a series of internal meetings between March and September 2020. During these meetings, a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey were analysed. Strengths and successes from the previous school behaviour plan, and areas for further development were also examined.

In the second phase, a survey to all students, parents and staff on school culture and climate (modified SOS – reflecting COVID changes). This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development.

The third phase consisted of presenting the Code of Conduct to the school P&C and seeking further input into school discipline structures. The P&C were also consulted on the next phase of communication strategy with the wider school community.

Final endorsement of the Code of Conduct was completed through the P&C on Thursday the 15<sup>th</sup> of October, 2020, in readiness for full implementation from the commencement of 2021.

## Review Statement

Throughout 2025, Golden Beach State School will review the Student Code of Conduct and update the code to reflect changing circumstances, data and staff for the commencement of the 2026 school year.

A review schedule will be enacted throughout 2026-28.

## Data Overview

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

## School Opinion Survey

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>a</sup> that:	2023	2024	2025
<b>Fairness / Clarity of rules</b>			
The expectations and rules are clear at this school.	96.9	96.6	83.5
Teachers at this school treat students fairly.	92.8	89.7	80.7
Student behaviour is well managed at this school.	87.1	71.4	68.5
<b>Safety</b>			
My child feels safe at this school.	94.9	87.4	84.4
Teachers at this school are interested in my child's wellbeing.	94.8	91.6	87.2
<b>Partnerships</b>			
This school works with me to support my child's learning.	93.8	90.8	81.1
I can talk to my child's teachers about my concerns.	98.0	91.6	88.8
This school keeps me well informed.	90.7	85.7	76.9
Staff at this school are responsive to my enquiries.	94.8	94.1	82.9
Staff at this school are approachable.	98.0	98.3	90.7
This school asks for my input.	83.5	68.4	59.8
This school takes parents' opinions seriously.	89.7	72.0	72

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>a</sup> that:	2023	2024	2025
<b>Fairness / Clarity of rules</b>			
The expectations and rules are clear at this school.	100.0	94.1	95.5
Teachers at my school treat students fairly.	85.7	66.9	74.2
Student behaviour is well managed at this school.	71.4	71.4	74.2
<b>Safety</b>			
I feel safe at my school.	100.0	87.4	90
I feel safe undertaking online activities using my school's internet.	83.3	93.2	96.9
My teachers are interested in my wellbeing.	85.7	74.4	87.7
<b>Partnerships</b>			
My school encourages me to participate in school activities.	100.0	84.7	94
My school takes students' opinions seriously.	66.7	67.5	76.9
I can get help with my schoolwork at home.	100.0	85.8	87.6

### Staff opinion survey

Performance measure			
Percentage of staff who agree <sup>a</sup> that:	2023	2024	2025
<b>Fairness / Clarity of rules</b>			
The expectations and rules are clear at this school.	90.5	77.8	73.5
Students are treated fairly at this school.	95.2	86.7	70.2
Student behaviour is well managed at this school.	88.1	55.6	38.3
Students with disability are well supported at this school.	97.6	97.8	89.8
<b>Safety</b>			
I am aware of health, safety and wellbeing procedures at this school.	97.6	93.6	87.8
There is adequate focus on workplace safety at my workplace.	92.9	80.9	62.5
I feel this school is a safe place in which to work.	95.2	76.6	58.3
<b>Partnerships</b>			
This school takes staff opinions seriously.	92.7	79.5	71.1
This school encourages parents/carers to be active partners in educating their child.	100.0	91.3	86.4

## School Disciplinary Absences (SDA)

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

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

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

GOLDEN BEACH STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2023	2024	2025
Short Suspensions – 1 to 10 days	7	11	27
Long Suspensions – 11 to 20 days	-	1	-
Charge related Suspensions	-	-	-
Exclusions	-	-	-

# Learning and Behaviour Statement

Every individual in a school brings with them their own beliefs and values. These beliefs and values impact on decision making skills, behaviour and social practices. At Golden Beach State School we endeavour to establish shared beliefs and understandings about what is important to all in creating a harmonious learning environment. Whilst we value the diversity within our school we acknowledge that all members of our school community are expected to Be Safe, Responsible, Respectful and arrive each day ready to Learn.

## Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Bounce Back Strategies. This involves:</p> <ul style="list-style-type: none"><li>• teachers having deep knowledge of curriculum needs and demands</li><li>• a differentiated teaching approach targeted at students' needs</li><li>• explicit teaching of expected behaviours in context</li><li>• shared language connected to Bounce Back Skills</li><li>• being consistent when addressing inappropriate behaviour, while considering age appropriate developmental norms and behaviour function</li></ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 practices, 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 students requiring more intensive/individualised support to self-regulate their behaviour. The additional support may include but are not limited to:</p> <ul style="list-style-type: none"><li>• Guidance Officer intervention and support</li><li>• Class teacher seeking assistance from Students Services Team</li><li>• Additional support plans re. behaviour trackers, structured lunch program</li><li>• Designated 'check-ins' with support staff in collaboration with classroom teacher</li><li>• DLH intervention and support.</li><li>• Executive leadership intervention and support.</li><li>• Regional intervention and support.</li></ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 practices is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p>

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:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the function of problem behaviour.

Tier 3 supports exist along a continuum. Some 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.

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.

## Student Wellbeing

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

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

### Curriculum and pedagogy

Golden Beach State School builds the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Golden Beach State School acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the school's curriculum at Golden Beach State School, we provide age-appropriate drug and alcohol education as well as Health Education reflective of the Australian Curriculum.

### Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances. Golden Beach State School follows legislative policy in determining key actions to support individual students and document any interventions accordingly.

#### *Drug education and intervention*

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

#### *Specialised health needs*

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

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

#### *Medications*

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

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner as well as the original labelled packaging.

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

#### *Mental health*

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

#### *Suicide prevention*

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

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

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

#### *Suicide postvention*

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

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

## **Student Support Services**

Golden Beach State School is proud to have a comprehensive Student Support Network in place to help the academic, 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.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

## Consideration of Individual Circumstances

Staff at Golden Beach State School take into account students' individual circumstances when responding to inappropriate behaviour or applying a disciplinary consequence. Circumstances could include but are not limited to; behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations.

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 no two people have the same circumstances. For example, some students need additional support to interpret or understand expectations. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged, by law, to respect and protect the privacy of individual students. So while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone other than the student's family/carers. 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 any concerns about the safety or supportiveness of our learning environment, please discuss these with your child's teacher prior to talking to administrative staff (Principal, Deputy Principal, Head of Diversity).

## Whole School Approach to Discipline

Golden Beach State School uses a Whole School Approach to Pedagogy to inform staff practices and responses to student needs. A whole school approach to pedagogy is a flexible, responsive and ongoing process that supports schools to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students.

### At Golden Beach State School our core values are;

- Engagement with **learning** comes from students feeling motivated, safe, challenged and accepted
- Always be **caring** and treat others as you wish to be treated, help others to make good choices
- **Share** your knowledge, friendship and enthusiasm
- Provide opportunities to 'redirect and resolve' when things go wrong
- Expected behaviour must be taught and reinforced in partnership

Golden Beach State School staff track and monitor behaviour incidents and supports through One School. Students identified as requiring support are presented to the Student Services Committee where support discussions linked to holistic support are coordinated.

Analysis of One School Behaviour data takes place during weekly meetings with the Head of Diversity, Guidance Officer and is led by the Deputy Principal. Behaviour data is also monitored and discussed at weekly Support Services meetings. SORD data is also shared with staff and all year level teams analyse data, assess impacting factors and construct actions/plans to address behaviour patterns.

### Classroom Behaviour

Classroom Teachers are responsible for creating a positive learning environment to enhance learning in all areas. At the commencement of the school year teachers will negotiate a classroom proactive and reactive discipline plan with students. This plan will be displayed visually in the classroom and reflect positive outcomes for maintaining learning behaviours and the response flow when learning behaviours are not maintained and require redirection/reflection.

### Playground Behaviour

Golden Beach State School offers a wide variety of opportunities for students to engage in extra-curricular clubs and activities during break times. Students may participate in supported play, skate programs, kids club, library sessions, Landcare, arts groups and many more. Senior students are also invited to help support play in the lower school with 'Kool to be Kind'.

Students requiring additional support during break times work with the Deputy Principals as required, to solve issues that arise and to form structured play plans if needed.

### Rewarding Positive Behaviour

Students at Golden Beach State School are regularly acknowledged for making positive learning choices. This can be in the form of 'Well Done' for parade draws, verbal praise, certificates on parade, movement within classroom response systems. All students are invited to participate in termly 'Celebration Days' coordinated through the staff and P&C.



# Golden Beach State School

## Behaviour Management Flow

Level 1 Classroom/ Break Times / Before / After School Incident

1. No official recording required
2. Teachers make note at their own discretion and apply appropriate /natural consequences



### Level 2 Classroom Incident

*(Minor Behaviours– refer to Behaviour Matrix)*

#### Action Plan:

1. Teacher records in One School and refers admin into OneSchool entry
2. Teacher communicates behaviour incident with parent/guardian

#### Repeated Level 2 Action Plan:

1. Repeat above steps 1-3
2. Admin to manage consequences



### Level 2 Break Times / Before / After School Incident

*(Minor Behaviours– refer to Behaviour Matrix)*

#### Action Plan:

1. Duty Teacher to apply appropriate consequences
2. Duty Teacher records incident in Duty folder and return to office
3. Office staff records behaviour on OneSchool

#### Repeated / More Serious Level 2 Action Plan:

1. Repeat above steps 1-3
2. Admin to manage consequences



### Level 3 Classroom Incident

*(Major Behaviours – refer to Behaviour Matrix)*

#### Action Plan:

1. Teacher to immediately contact Admin for support
2. Teacher to email an account of incident to Admin
3. Admin to manage consequences, process OneSchool entry and parent contact
4. Solution Room - RP reflection
5. If required, RP conference is facilitated
6. If required, GO meets with class teacher – development of a behaviour tracker or supporting strategies

#### Repeated Level 3/More Serious Incident Action Plan

1. Repetition of above appropriate steps
2. In-school exclusion / formal suspension
3. IBSP developed though consultation with CT, GO, DP and parents
4. Implementation of re-entry process to support student inclusion in the school



### Level 3 Break Times/ Before / After School Incident

*(Major Behaviours – refer to Behaviour Matrix)*

#### Action Plan

1. Duty Teacher to apply appropriate consequences or take immediate action i.e. send Red Assistance Card (located in duty folder) to office with a student or contact Admin
2. Duty Teacher to record incident in duty folder and return to office
3. Admin to manage consequences, process OneSchool entry and parent contact
4. Solution Room - RP reflection
5. If required, RP conference is facilitated

#### Repeated Level 3 Incident Action Plan

1. Repetition of above appropriate steps
2. In-school exclusion / formal suspension
3. IBSP developed though consultation with CT, GO, DP and parents
4. Implementation of re-entry process to support student inclusion in the school

# SCHOOL RULES

Our staff are committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same four expectations for students; Be a Learner, Be Respectful, Be Safe and Be Responsible.

## Students

Below are examples of what these expectations look like for our school students and community. 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 Golden Beach State School.

### Be a Learner

- Always participate to the best of my ability
- Listen when others are speaking
- Ask for help when needed
- Use my time to maximise my learning
- Be organised and attentive
- Participate to the best of my ability

### Be Responsible

- Be where I am meant to be
- Take responsibility for my actions
- Look after my own and school's equipment
- Keep our learning environment clean and tidy
- Leave valuables at home
- Care for the natural environment

### Be Respectful

- Treat people how I want to be treated
- Be honest
- Use manners at all times
- Follow the rules of games
- Follow all adult directions
- Report concerns to an adult
- Show pride in my schoolwork
- Set and agree to rules before play
- Respect my uniform and my body
- Use school appropriate language and conversations

### Be Safe

- Wear a hat and shoes when outside
- Use equipment as instructed
- Be in the correct play areas
- Use the crossings at the front of the school
- Keep hands and feet to myself
- Walk on the concrete and around buildings
- Wait in the undercover area before school
- Go straight to the gate at the end of the day



## Parents and staff

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

### Be Respectful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from a designated area at school.	We will give clear guidance about the designated areas for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

### Be Responsible

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You will support your child in learning independence, by organising their learning materials for arrival at school each day	We will notify you of classroom routines and alert you to any additional extra curricula activities
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child to meet the learning and behavioural expectations at school.	We will be clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

## Be Safe

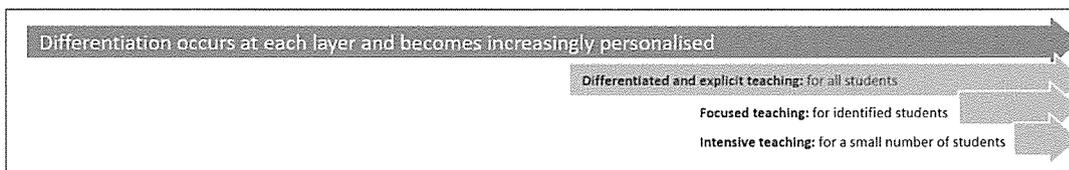
<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You will drop-off and pick-up your child in a designated 'Safe' area inclusive of car parking	We will monitor the bus stops and undercover areas to ensure students have supported transitions
You will help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You recognise people are different and will be non-judgemental, fair and equitable to other members of the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

## Differentiated and Explicit Teaching

Golden Beach 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.

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

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



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

Every classroom in our school uses the Expectations Matrix (Pg. 37), 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 classrooms, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Golden Beach State School to provide focused teaching. Focused teaching is aligned to the 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.

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

- Bounce Back
- You Can Do It
- Functional Based Assessment.

## 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 complex or challenging behaviours and may benefit from, 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 several complex personal issues.

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

# Legislative Delegations

## Legislation

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

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

## Delegations

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

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

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

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

## Disciplinary Consequences

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

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

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

For a small number of students, 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 (or authorised delegate) may determine that an out of school suspension or exclusion is necessary for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

### Differentiated

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

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

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

## **Focussed**

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

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

## **Intensive**

The school leadership team, work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. These may include:

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

## School Disciplinary Absences

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

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

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

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

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

### Re-entry following suspension

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

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

### Arrangements

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

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

### Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)

- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

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

### **Minor and Major Behaviours**

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

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

**Note # - repeated minor behaviours may lead to the behaviour being classed as a major behaviour depending on frequency of minor incidents.**

Major behaviours are those that:

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

Major behaviours result in an expected immediate referral to Administration because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result (and are not limited to) the following consequences:

- contacting parent or caregiver
- non-participation in activity
- detention
- suspension
- intervention
- exclusion

		<b>MINOR BEHAVIOUR</b> <i>aligns with Level 1 &amp; 2</i>	<b>MAJOR BEHAVIOUR</b> <i>aligns with Level 3 and above</i>
<b>BE SAFE</b> <b>BE RESPECTFUL</b> <b>BE RESPONSIBLE</b> <b>BE A LEARNER</b>		<ul style="list-style-type: none"> <li>* Running on concrete</li> <li>* Out of school uniform</li> <li>* Riding bikes, scooters, skateboards etc in school ground</li> <li>* Incorrect use/care of equipment</li> <li>* Playing non-approved school games</li> <li>* Minor physical aggression</li> <li>* Out of bounds</li> <li>* Tripping, pushing, wrestling</li> <li>* Not wearing a hat</li> </ul>	<ul style="list-style-type: none"> <li>* Repeated minor behaviour</li> <li>* Physical aggression</li> <li>* Dangerous safety breaches</li> <li>* Substance abuse</li> <li>* Leaving the school grounds</li> </ul>
		<ul style="list-style-type: none"> <li>* Bad sportsmanship</li> <li>* Swearing (not directed at others)</li> <li>* Spitting or chewing gum</li> <li>* Littering</li> <li>* Not following instructions</li> <li>* Disrespectful language</li> <li>* Minor bullying/harassment</li> </ul>	<ul style="list-style-type: none"> <li>* Repeated minor behaviour</li> <li>* Wilful damage or misuse of property, stealing</li> <li>* Verbal, written or gestural obscenity</li> <li>* Refusal to follow adult directions</li> <li>* Verbal or written obscene abuse of staff</li> <li>* Repeated insolence</li> <li>* Major bullying/harassment/defamation</li> </ul>
		<ul style="list-style-type: none"> <li>* Forgetting equipment</li> <li>* Untidy work areas</li> <li>* Mobile phone not handed in at school</li> <li>* Dishonesty (responses that deliberately avoid truth)</li> <li>* Inappropriate use of toilets</li> <li>* Lack of care for the natural environment</li> <li>* Not being water wise</li> </ul>	<ul style="list-style-type: none"> <li>* Repeated minor behaviour</li> <li>* Dishonesty (deliberate, intentional lying)</li> <li>* Leaving school grounds without permission</li> <li>* Use of mobile phone in any part of the school</li> <li>* Inappropriate use of technology eg internet, computers</li> </ul>
		<ul style="list-style-type: none"> <li>* Incomplete work (class or home)</li> <li>* Task refusal</li> <li>* Disorganised or late</li> </ul>	<ul style="list-style-type: none"> <li>* Repeated minor behaviour</li> <li>* Continual task refusal</li> <li>* Repeated disruption of others' learning</li> </ul>

*Teachers are to determine the facts around an incident prior documenting / reporting the behaviour*

*The following outlines possible consequences or actions that may be taken.*

		<b>MINOR BEHAVIOUR</b>	<b>MAJOR BEHAVIOUR</b>
<b>CONSEQUENCES</b>		<ul style="list-style-type: none"> <li>* Rule reminder</li> <li>* Loss of playtime for brief period (2-5 mins)</li> <li>* In class withdrawal for a brief period</li> <li>* Additional class time / missing an activity</li> <li>* Cleaning of work area</li> <li>* Walk with the duty teacher for a brief period</li> <li>* Buddy class</li> <li>* Classroom consequence</li> <li>* Solution Room (1 or 2 days as stipulated by Administration)</li> <li>* Loss of break time</li> <li>* Carer contacted (by class teacher)</li> </ul>	<ul style="list-style-type: none"> <li>* Solution Room/Restorative conference (Maximum of 3 days unless stipulated by Administration)</li> <li>* Carer contacted</li> <li>* Referral to student services</li> <li>* Structured play program</li> <li>* Stakeholders meeting</li> <li>* Withdrawal from school activities</li> <li>* Individual behaviour support plan</li> <li>* Non-attendance of off campus and extra- curricular activities due to safety and duty of care</li> <li>* Suspension</li> </ul>

## School Policies

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

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

### 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 Golden Beach State School and will be removed if found in a student's possession:

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

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

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

## Responsibilities

### State school staff at Golden Beach 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 Golden Beach 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 Golden Beach 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 Golden Beach 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 Golden Beach 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;
  - is of high personal or monetary value e.g. gold ring or treasured toy
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

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

In consultation with the broader school community, Golden Beach State School has determined that explicit teaching of responsible technology devices is a critical component of digital literacy. Golden Beach State School has also determined that the school will facilitate/provide the relevant technological devices for students to access the intended curriculum.

### Responsibilities

Students attending GBSS:	Staff at GBSS:
<ul style="list-style-type: none"><li>• sign-in (register) mobile device at the office</li><li>• ensure device is switched 'off' when signed in</li><li>• collect device and sign-out at the end of the school day</li><li>• not use or access personal mobile device throughout the day</li></ul>	<ul style="list-style-type: none"><li>• ensure the security of signed-in devices in the school office</li><li>• maintain student privacy with signed-in devices</li></ul>

*N.B. Parents/Guardians needing to contact their child throughout the school day can do so through the office via phone or in person at the school. Students needing to contact parents will be supported to do this through the office as required.*

## Safe, Responsible and Respectful Online

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

### General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.



## Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during recess and lunch breaks (if allowed by the school)
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Golden Beach State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, photograph or record others without their consent, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

## Preventing and responding to bullying

Golden Beach State School uses the Bounce Back 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 are a part of safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.

Golden Beach State School has a **Student Council and Leadership group**, with representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting revolve around actions to improve the connectedness of students to the school community.

### Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Golden Beach State School teachers 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 teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Golden Beach State School - Bullying response flowchart for teachers

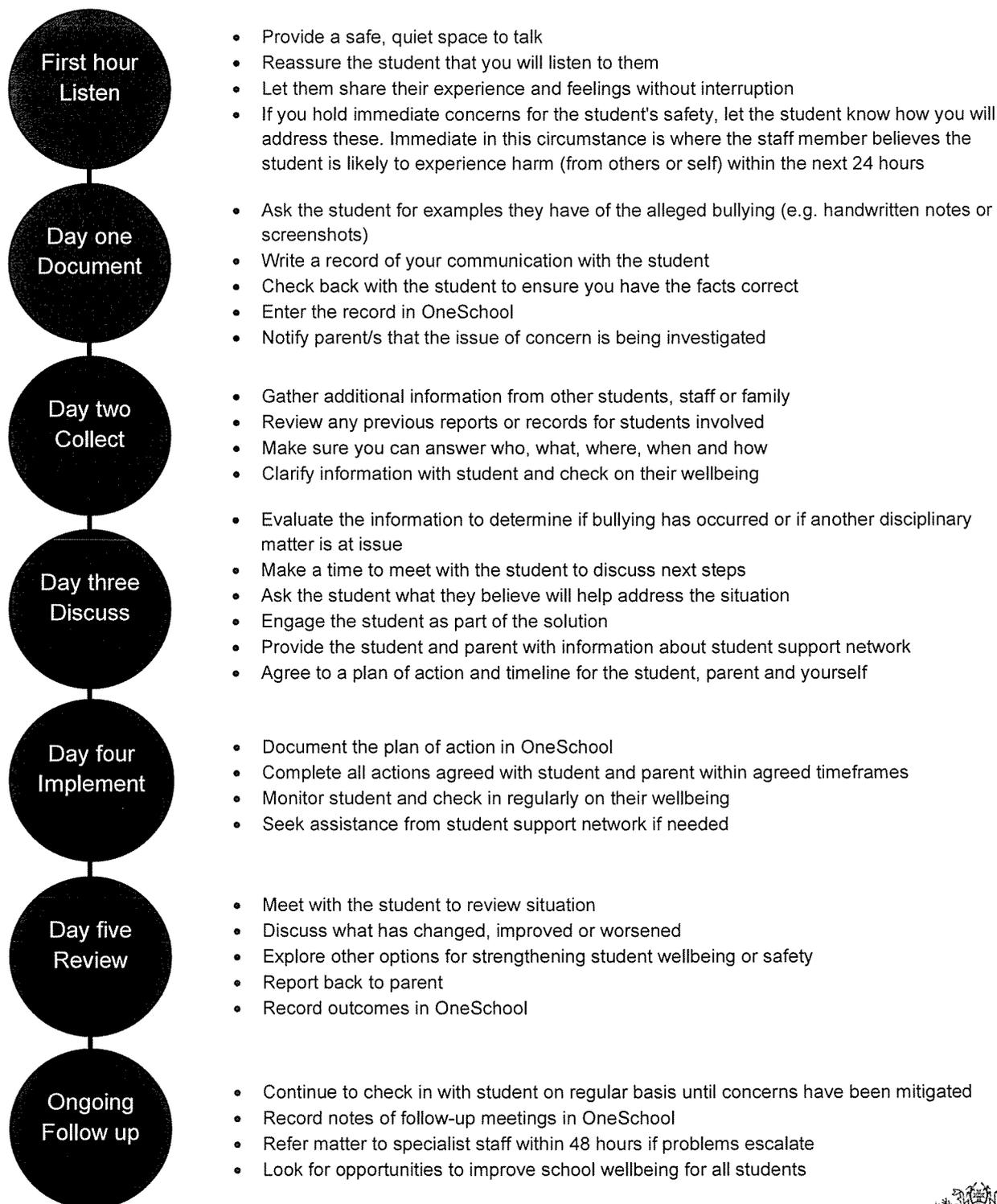
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Prep to Year 6 Deputy Principal – Mark Windsor

Guidance Officer



## Cyberbullying

At Golden Beach State School cyberbullying is treated with the same level of seriousness as in-person bullying. The major differences 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 report a cyberbullying incident can do so by approaching their child's classroom teacher. The deputy principal, 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 Golden Beach State School may face in-school disciplinary action, such as Solution Room or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

# Golden Beach State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

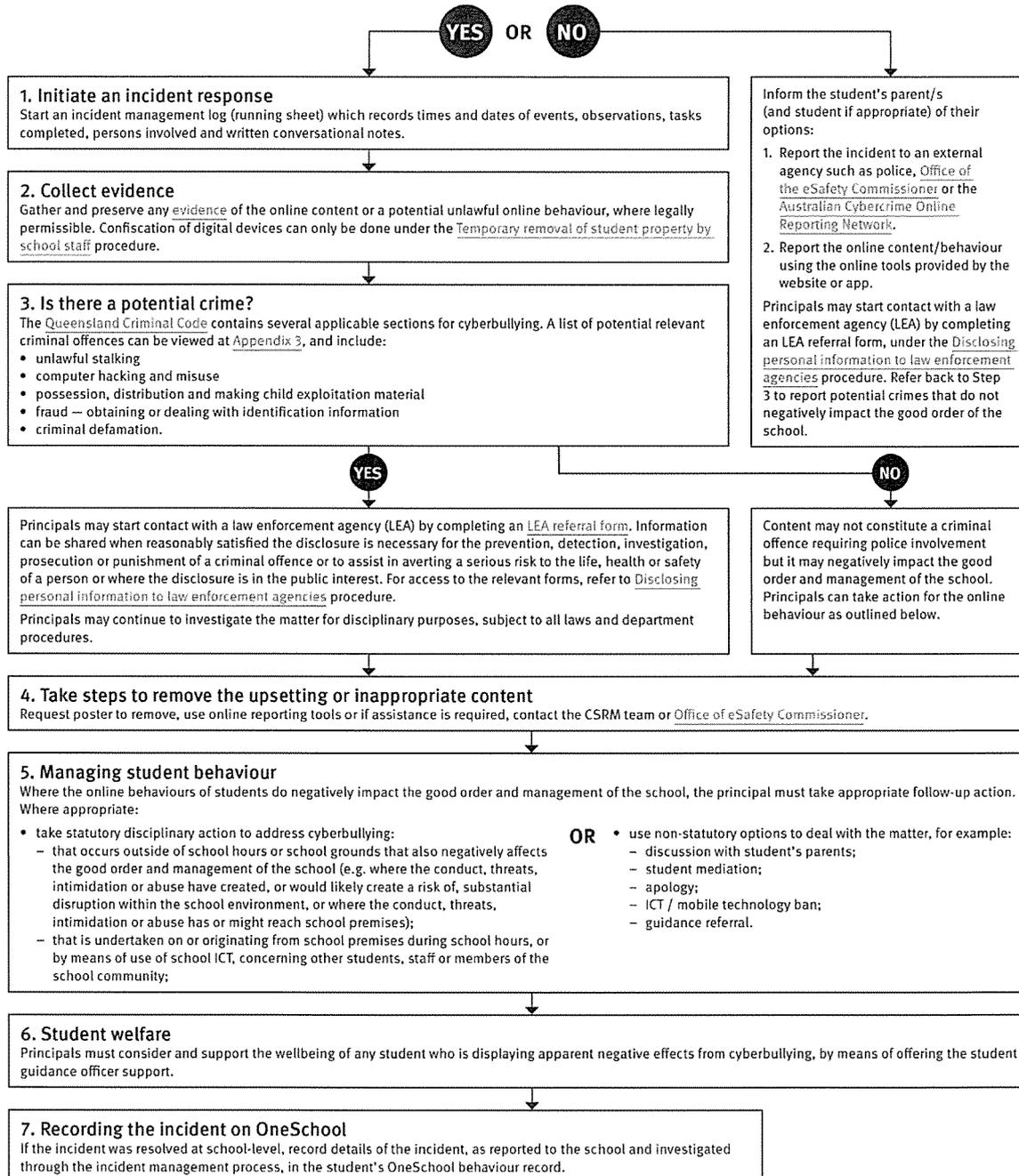
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them in the use of 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.

## **Golden Beach State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Golden Beach State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment and may be revisited with individual students if particular problems around bullying arise.

### **Golden Beach State School – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Golden Beach State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

**Student's signature**

**Parent's signature**

**School representative signature**

**Date**

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Golden Beach State School – Behaviour Expectation Matrix



**GOLDEN BEACH STATE SCHOOL**  
 Learning • Caring • Sharing  
 Behaviour Matrix • 2025

	Whole school	Learning areas	Technology	Entering/leaving school	Play areas	Eating times	Toilets / drink taps	Transition	Tuckshop	Excursions / Camps / off camps
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>- I am responsible for my behaviour.</li> <li>- I keep my hands and feet to myself by remaining in my own personal space.</li> <li>- I follow adult directions.</li> <li>- I report my concerns.</li> <li>- I use words to solve problems.</li> <li>- I use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>- I walk when indoors.</li> <li>- I ask permission to leave the room.</li> <li>- I am in the classroom only when an adult is present.</li> <li>- I work only on sites that I am told to be using.</li> <li>- I report inappropriate websites/content.</li> <li>- I report inappropriate use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- I only use my own logins.</li> <li>- I report any issues I have with school computers straight away.</li> <li>- I work only on sites that I am told to be using.</li> <li>- I report inappropriate websites/content.</li> <li>- I report inappropriate use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- I use the crossing.</li> <li>- I follow the crossing supervisor's instructions.</li> <li>- I follow road rules.</li> <li>- I follow the bus code of conduct.</li> <li>- I wait in the undercover area before 8:30AM.</li> <li>- I walk bike/scooters in school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>- I wear a hat and shoes when outside.</li> <li>- I stay in the correct area. How do they know the areas?</li> <li>- I walk on the concrete.</li> <li>- I am SunSmart.</li> <li>- I play safely with all equipment.</li> <li>- For my year level (taught by the teacher)</li> </ul>	<ul style="list-style-type: none"> <li>- I only eat my own food.</li> <li>- I don't share food.</li> <li>- I use my own water bottle.</li> <li>- I first wash my hands before eating.</li> </ul>	<ul style="list-style-type: none"> <li>- I wash my hands appropriately.</li> <li>- I place paper towel in the bin. I only use what I need.</li> <li>- I take a buddy during class time (P-2). ? Do they need too</li> </ul>	<ul style="list-style-type: none"> <li>- I walk when moving around the school.</li> <li>- I walk quietly in lines or in the space agreed on.</li> <li>- I wait quietly in lines.</li> </ul>	<ul style="list-style-type: none"> <li>- I walk to collect and drop off tuckshop boxes.</li> <li>- I wait in the correct area.</li> </ul>	<ul style="list-style-type: none"> <li>- I follow my Staff instructions.</li> <li>- I stay with my group.</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>- I treat others the way I want to be treated (Common Courtesy).</li> <li>- I use other people's names when I greet them.</li> <li>- I say please and thank you when I ask for something.</li> <li>- I encourage and support others.</li> <li>- I respect other people's property.</li> <li>- I always wear my full school uniform as outlined in the Student Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>- I raise my hand to speak.</li> <li>- I listen to others.</li> <li>- I use positive language.</li> <li>- I ask to borrow equipment.</li> <li>- I follow adult staff directions.</li> </ul>	<ul style="list-style-type: none"> <li>- I write respectful, positive messages and emails.</li> <li>- I do not share items or images on school devices without consent.</li> <li>- I do not film/record or photograph other students on school devices without permission.</li> </ul>	<ul style="list-style-type: none"> <li>- I stay on pathways.</li> <li>- I represent the school on the way to and from school.</li> </ul>	<ul style="list-style-type: none"> <li>- I ask to join games.</li> <li>- I play by the agreed rules.</li> <li>- I invite others to join in.</li> <li>- I share equipment.</li> <li>- I am respectful to my play environment.</li> </ul>	<ul style="list-style-type: none"> <li>- I sit quietly when staff are speaking.</li> <li>- I raise my hand when I am ready to leave.</li> </ul>	<ul style="list-style-type: none"> <li>- I respect the privacy of others.</li> <li>- I know the toilets are not a play area.</li> </ul>	<ul style="list-style-type: none"> <li>- I wait at the door to be invited in.</li> <li>- I keep to the left of the paths.</li> <li>- I walk around other classes who are doing outdoor learning quietly.</li> </ul>	<ul style="list-style-type: none"> <li>- I wait my turn.</li> <li>- I line up quietly.</li> <li>- I use my manners.</li> </ul>	<ul style="list-style-type: none"> <li>- I show pride in myself and my school.</li> <li>- I use good manners.</li> <li>- I use audience manners.</li> <li>- I walk thoughtfully in public places.</li> <li>- I show my appreciation at the appropriate time and in the appropriate manner.</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>- I am the best participant I can be.</li> <li>- I am on time.</li> <li>- I ask for help.</li> <li>- I take responsibility for my own actions.</li> <li>- I care for the natural environment.</li> <li>- I leave valuables at home.</li> <li>- I return notes to school promptly.</li> </ul>	<ul style="list-style-type: none"> <li>- I keep the classroom tidy.</li> <li>- I have my equipment ready.</li> <li>- I return borrowed equipment and resources promptly.</li> </ul>	<ul style="list-style-type: none"> <li>- I use devices only when I am told to.</li> <li>- I use tech as instructed.</li> <li>- I don't change settings without permission.</li> <li>- I take care of devices and changing accessories.</li> </ul>	<ul style="list-style-type: none"> <li>- I sign in when arriving late.</li> <li>- I sign out when leaving early.</li> <li>- I sign my mobile phone in and out at the office.</li> <li>- I will sit down and eat my food from Chappy breakfasts.</li> </ul>	<ul style="list-style-type: none"> <li>- I care for equipment.</li> <li>- I return borrowed equipment.</li> <li>- I care for nature.</li> </ul>	<ul style="list-style-type: none"> <li>- I only eat at the food eating area.</li> <li>- I put my rubbish in the bin after the end of eating time.</li> <li>- I put my lunch box away before playing.</li> </ul>	<ul style="list-style-type: none"> <li>- I wait my turn.</li> <li>- I return to class promptly.</li> <li>- I am waterwise.</li> <li>- I report any problems.</li> </ul>	<ul style="list-style-type: none"> <li>- I walk quietly so that I do not disturb others' learning.</li> </ul>	<ul style="list-style-type: none"> <li>- I order lunch before school.</li> <li>- I am responsible for any change from buying items at the tuckshop.</li> <li>- I do not share my money with others.</li> </ul>	<ul style="list-style-type: none"> <li>- I look after my own belongings and equipment.</li> <li>- I return permission forms and money on time.</li> </ul>
<b>Be A Learner</b>	<ul style="list-style-type: none"> <li>- I participate the best I can.</li> <li>- I complete tasks.</li> <li>- I ask for help when needed.</li> <li>- I use words to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>- I am organised.</li> <li>- I listen to others when they speak.</li> <li>- I use my school equipment to learn.</li> <li>- I only bring appropriate learning items into the classroom unless given permission.</li> </ul>	<ul style="list-style-type: none"> <li>- I use iPad &amp; laptops as learning tools.</li> <li>- I use the correct apps and follow instructions.</li> <li>- I create content as instructed.</li> </ul>	<ul style="list-style-type: none"> <li>- I come to school ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>- I sit and agree on rules before play.</li> </ul>	<ul style="list-style-type: none"> <li>- I use the toilet before class and after breaks.</li> </ul>	<ul style="list-style-type: none"> <li>- I move promptly between learning areas.</li> <li>- I am ready to learn when I enter a new learning area.</li> </ul>		<ul style="list-style-type: none"> <li>- I am attentive.</li> </ul>	

# Dress Code Policy

## Introduction

The Golden Beach State School Dress Code Policy has been developed in consultation with parents and caregivers, school staff, students and the Parents' and Citizens' Association. The Golden Beach State School community endorses, supports and expects students to be in uniform.

A uniform is an important part of the development of our school as we agree it presents the first (and often lasting) impression people form about our school and its students. The Golden Beach State School Dress Code assists our school community by:

- Allowing for the easy identification of our students on school premises and during regional sporting and cultural events and excursions, critical incidents, safety drills or evacuations.
- Alerting our school staff to people who may not belong on our school grounds.
- Reducing the pressure of buying name brands and following the latest trends and fads, this minimises any visible economic or social differences between students.
- Promoting a sense of common purpose and belonging, consistency and unity in the daily activities of students.
- Reflecting Golden Beach State School's community expectations of student safety and is consistent with the Department of Education and Training's Occupational Health and Safety and Anti-Discrimination Legislation and Sun Safe Strategy.

## Dress and Personal Appearance Expectations

Students wearing items of jewellery and headwear that do not comply with the requirements set out below will be asked to remove the offending item and store it out of sight for the remainder of the school day. In the case of non-uniform items worn, students will be required to change into replacement uniform items provided for the duration of the school day. A refusal to comply will be dealt with in accordance with managing compliance set out below.

## Dress Code

Golden Beach State School requires all students to be in full school uniform when:

- Attending or representing the school
- Travelling to and from school; and
- Engaging in school activities out of school hours

## Personal Appearance

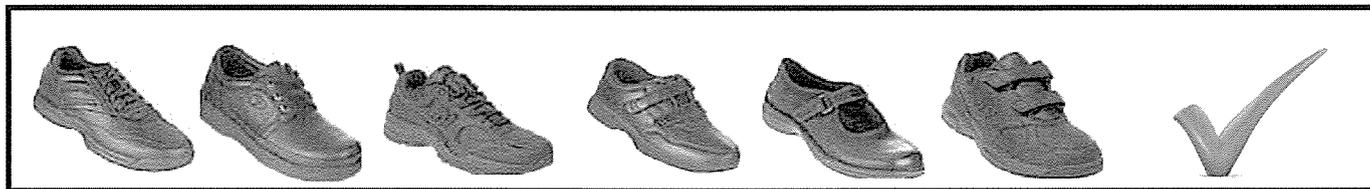
Golden Beach State School requires all students to come to school with a clean and tidy appearance.

## Please Note:

- All aspects of the school uniform (except shoes) – shirts, skorts, shorts, dresses, hats, jackets and track pants – are available from the School Uniform shop (EFTPOS facilities are available)
- All aspects of the school uniform need to be kept in a neat, presentable state. Damaged uniforms will need to be replaced.
- Students need to wear school hats at school during breaks, and outdoor activities. Green beanies during cold weather are permissible.
- No denim (or cord) shorts or long trousers allowed.
- No visible mid-riffs; waist ribbing, sweat bands, head wear or scarves are allowed.
- Shoes must be plain black with black laces, Velcro or buckles. No slip-ons.
- Socks must be plain white ankle length and visible. Only bottle green tights/stockings are acceptable.
- Long hair (below shoulder length) must be tied back. Hair colour is to be natural tones i.e. not multi-coloured (such as pink, blue or green). Hair styles are to be neat and tidy e.g. no shaved styles, no mohawks, no words/symbols shaved into the scalp etc. and minimal hair accessories
- No lip colours, eyeliner, eye lashes, mascara or eye shadow is allowed. Clear nail polish is permitted – no fake nails.
- Facial piercings must be covered by tape/Band-Aid (if new) or removed during the school day or be a completely clear plastic stud (no stone). No sleepers or rings are allowed due to WH&S requirements.
- No necklaces, bracelets, rings, bands or anklets are allowed.
- The only jewellery acceptable is –
  - ❖ Plain small studs or sleeper earrings (only flesh coloured plugs can be worn – NO tunnels or dangly earrings). Watches are permitted. Religious or culturally significant pendants – to be worn inside shirt so it is not visible and on a thin chain.
  - ❖ Medi-Alert pendant/Medi-Alert bracelet.

- District or Regional Sports representative jackets are allowed to be worn.

### Footwear Guide



### Financial Hardship

Personal financial circumstances may make purchasing school uniform items seem unrealistic for some families. Parents should note that Golden Beach State School, through the P & C, can provide relevant assistance to families for uniform items where financial stress is genuine.

- Second hand uniforms are available for purchase from the P & C Uniform shop.
- Lay-by and payment plans are also available.
- If you receive Centrelink you can set up fortnightly deductions to pay for your school fees, excursions, uniforms etc.

### Managing Non-Compliance

The following non-compliance process could be undertaken when a student is continually inappropriately dressed:

- ❖ The student will be offered a choice of correct uniform items from the bank of clothing/uniforms held at the school for the day.
- ❖ If they refuse to accept the offer of a correct uniform item, the student will be sent to Administration where the office staff will ring the student's home to explain the uniform policy requirements to parents, request parental co-operation in requiring their child to accept the uniform items or where possible request that the required uniform items be brought to school for the student to change in to.
- ❖ Where the students have incorrect footwear, they may be referred to the office and their parents contacted and requested to bring correct shoes to the school. If this is not possible students could be asked to change into a school set of shoes.
- In circumstances where the Principal is satisfied that the student's non-compliance is beyond the student's control, disciplinary actions will not be applied.

### Uniform Shop

The Uniform Shop is open Tuesday and Thursday mornings from 8:00am – 9:30am for sale of new and second-hand uniforms. EFTPOS and Credit Card facilities are available.

### Dress Code Review

Golden Beach State School's Dress Code Policy is reviewed annually and submitted to the Parents' and Citizens' Association for support and endorsement.

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

## Resources

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

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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