



Indooroopilly State School

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Indooroopilly State School is committed to providing a safe, respectful and inclusive learning environment for all members of our school community; students, staff, and families.

This Indooroopilly State School Student Code of Conduct identifies the responses and processes we use in our school to respond to behaviours.

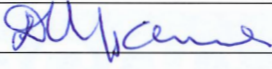
Its purpose is to facilitate our high expectations from all within our school community, ensuring that all students, staff and teachers have a safe environment to work in, and where teaching and learning are the priority, so every student can achieve success.


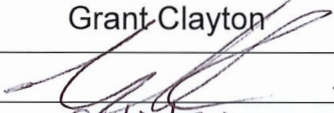
We prioritise high expectations and authentic relationships; creating reliable, consistent and supportive environments for students, families and staff at Indooroopilly State school.

Contact Information

Postal address:	Cnr Moggill Rd and Russell Tce, Indooroopilly QLD, 4068
Phone:	(07) 3327 2333
Email:	admin@indooroopillyss.eq.edu.au
School website address:	https://indooroopillyss.eq.edu.au
Contact Person:	Mrs Debbie Spanner, Principal

Endorsement

Principal Name:	Debbie Spanner
Principal Signature:	
Date:	

School Council Chair Name:	Belinda Tozer
School Council Chair Signature:	
P/C President Name:	Grant Clayton
P/C President Signature:	
Date:	9/12/20

Content

Purpose	2
Principal's Foreword	4
School Council Chair's Statement of Support	4
School Captains' and Vice Captain's Statement	5
Data Overview	5-7
School Opinion Survey	6-7
School Disciplinary Absences (SDA)	7
Consultation	8
Learning and Behaviour Statement	8-12
School Values	8
School Rules	8-9
Student Wellbeing and Student Support Network	9-12
Whole School Approach to Discipline	12-16
Rights and Responsibilities	12-14
Consideration of Individual Circumstances	14
Differentiated and Explicit Teaching	14-15
Focussed Teaching	15-16
Intensive Teaching	16
Legislative Delegations	17
Legislation	17
Delegations	17
Disciplinary Consequences	18-22
Differentiated and Explicit Teaching	18-19
Focussed Teaching	19
Intensive Teaching	19-22
School Policies	22-33
Temporary removal of student property	22-25
Use of mobile phones and other devices by students	25-26
Preventing and responding to bullying	26-31
Appropriate use of social media	31-33
School Uniform & Appearance	33
Restrictive Practices	33-34
Critical Incidents	35
Resources	36
Conclusion	37-38
Appendices	39-51

Principal's Foreword

At Indooroopilly State School we believe every child must be academically, emotionally and socially prepared for their future. We believe in providing our students with a stimulating, challenging and supportive learning environment which fosters a curious mindset, high quality education and personal development. The whole school community, with its diverse heritage, culture and ethnicity, is strongly invested in students reaching their full potential.

School Motto - Honour Above All

School Vision – to create literate, numerate, curious learners

School Values - Our Values education program focusses on our motto - Honour Above All

1. Honest – be sincere, truthful and always show integrity.
2. Optimistic – be positive, do your best and endeavour to succeed.
3. Nurturing – care for, support and always include others by showing kindness and consideration.
4. Organised – take ownership and responsibility to be a self managed learner. Strive for excellence.
5. Understanding – celebrate our uniqueness, compassion and tolerance towards others. Together everyone achieves more.
6. Respectful – treat our school, property and each other in a respectful manner, showing regard for our school and community values.

We encourage parents, carers and the wider community to actively participate in the work of our school. We acknowledge and support the vital role that parents play as partners in their children's learning. We understand it is through consistently high expectations and authentic relationships that we can achieve the best outcomes for your children.

My staff and I look forward to working together with you to achieve the very best education for your child. We hope you and your child's time with us will be both inspiring and rewarding.

School Council Chair's Statement of Support

As chair of the Indooroopilly State School Council, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Debbie Spanner and her 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 Indooroopilly State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Indooroopilly State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these. Any parents who wish to discuss the Indooroopilly State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Indooroopilly State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

School Captains' and Vice Captains' Statement

On behalf of the students of Indooroopilly State School, we endorse the Student Code of Conduct for 2020.

We will model the expected behaviours and value at all times, and work with the staff and students to promote and encourage these.

School Captain Name:	Charlie Roberts
School Captain Signature:	
Date:	

School Captain Name:	Alea Renjani
School Captain Signature:	
Date:	

School Vice Captain Name:	Daniel Zhang
School Vice Captain Signature:	
Date:	

School Vice Captain Name:	Hannah Ellison
School Vice Captain Signature:	
Date:	

Data Overview

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

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. Opinions on the school, student learning and student well-being are sought from a parent/caregiver in all families and a sample of students from each school. Opinions on the school as a workplace are sought from all teaching and non teaching staff, including the school leadership team. There are additional questions for teaching staff on their confidence to teach and improve student learning outcomes.

School Opinion Surveys

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	98%	99%	99%
• this is a good school (S2035)	97%	98%	97%
• their child likes being at this school* (S2001)	96%	97%	96%
• their child feels safe at this school* (S2002)	98%	97%	97%
• their child's learning needs are being met at this school* (S2003)	94%	95%	98%

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	99%	97%
• they like being at their school* (S2036)	98%	98%	97%
• they feel safe at their school* (S2037)	97%	97%	96%
• their teachers motivate them to learn* (S2038)	98%	98%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	97%
• teachers treat students fairly at their school* (S2041)	92%	91%	87%
• they can talk to their teachers about their concerns* (S2042)	96%	95%	96%
• their school takes students' opinions seriously* (S2043)	95%	95%	92%
• student behaviour is well managed at their school* (S2044)	93%	96%	90%
• their school looks for ways to improve* (S2045)	98%	100%	98%
• their school is well maintained* (S2046)	99%	98%	97%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	95%

Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
• their child is making good progress at this school* (S2004)	96%	97%	98%
• teachers at this school expect their child to do his or her best* (S2005)	97%	99%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%	96%
• teachers at this school motivate their child to learn* (S2007)	98%	97%	97%
• teachers at this school treat students fairly* (S2008)	98%	95%	97%
• they can talk to their child's teachers about their concerns* (S2009)	95%	97%	98%
• this school works with them to support their child's learning* (S2010)	94%	95%	96%
• this school takes parents' opinions seriously* (S2011)	93%	91%	94%
• student behaviour is well managed at this school* (S2012)	95%	92%	95%
• this school looks for ways to improve* (S2013)	97%	97%	98%
• this school is well maintained* (S2014)	95%	95%	95%

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	99%
• they feel that their school is a safe place in which to work (S2070)	98%	97%	99%
• they receive useful feedback about their work at their school (S2071)	96%	96%	91%

Percentage of school staff who agree [#] that:	2017	2018	2019
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	95%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	96%	99%	95%
• their school takes staff opinions seriously (S2076)	96%	96%	92%
• their school looks for ways to improve (S2077)	100%	99%	99%
• their school is well maintained (S2078)	100%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	96%	96%	94%

Further data is provided in Appendix 7

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, taken from the Indooroopilly State School Annual Report 2019, shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	16	12	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Consultation

This Code of Conduct has been developed using existing policies and procedures, as approved by the P&C and School Council, and in consultation with staff, and members of the broader school community.

Review Statement

The Indooroopilly State School Student Code of Conduct will undergo annual review and may be updated to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

Indooroopilly State School aims to:

- encourage responsible behaviour which acknowledges and protects mutual rights
- respect the dignity and worth of each individual regardless of race, religion, background, attributes, abilities or disabilities
- nurture and develop positive and productive interpersonal relationships
- facilitate stimulating social and academic learning experiences, that focus on the individual's needs
- foster a safe and healthy environment
- promote fair, equitable and negotiable practice

At Indooroopilly State School we promote a system of values and consistent rules.

School Values

The traditional motto for the school 'Honour Above All' holds the one word that we have built our consistent value messages on. The School Values (H.O.N.O.U.R) establish Indooroopilly



State School's expectations for behaviour with an emphasis that students, staff and parents adopt these principles for their whole-of-life standard. The School Values apply to all students representing the school both inside and outside the school boundaries, and into the wider community. We strive to be:

1. HONEST
2. OPTIMISTIC
3. NURTURING
4. ORGANISED
5. UNDERSTANDING
6. RESPECTFUL

School Rules

The school rules, listed below, were built to contain simple messages around these values. Rules protect our fundamental rights. The School Rules reinforce the School Values and use everyday language to reinforce the school's expectations for appropriate social behaviour. The rules relate to the themes of Learning, People, Movement, Safety and Property. They are not negotiable and are common to all learning contexts.

- **BE RESPECTFUL**
- **BE RESPONSIBLE**
- **BE YOUR BEST**

All students are made aware of and understand the School Values and the School Rules at the commencement of the school year and throughout the year. There is a school wide focal expectation each fortnight that aligns with our school rules and one of our six values. Students are explicitly taught what this looks like in different school settings. Positive behaviour reward schemes and behaviour consequences are also emphasised at these times as part of the ongoing classroom procedures. New families are made aware of this upon enrolment. An explicit matrix of behaviour expectations using the above rules, in different contexts, has been developed to support teaching and learning of school values (see Appendix 8)

Student Wellbeing and Support Network

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.

At Indooroopilly State School, wellbeing is one of four key school improvement priorities. Weekly newsletters and assemblies highlight aspects of wellbeing and explain and demonstrate classroom narratives where teachers and students enact our school value of 'Nurturing' through various acts of kindness, gratitude, empathy and mindfulness.

The school's Wellbeing Committee is proactive in promoting wellbeing throughout the whole of school. Indooroopilly State School has engaged 'The Resilience Project' to deliver programs to all students and staff, providing practical, evidence-based, positive mental health strategies to build resilience and wellbeing. The committee conducts regular book club meetings for all staff members to share and discuss aspects of wellbeing in their personal and professional lives. Members further promote wellbeing in fortnightly staff meetings and year level meetings, sharing and celebrating exemplary classroom practices.

Services Offered

Our school offers a range of programs and services to support the wellbeing of students and their families in our school.

The school chaplain plays an important role in supporting students and parents through social support, helping students with personal and social issues. As well, the chaplain runs lunchtime activities for those students who need or seek social support in the playground.

The guidance officer, along with school support staff, advisory visiting teachers, Occupational Therapists and Speech Pathologists provide a range of services to provide support to students, parents and staff.

Indooroopilly State School also offers the 'Kids Hope' program as an early intervention, school-based mentoring program. Caring relationships with mentors help our students to meet their emotional and social development needs and enhance their capacity to learn. Students who have engaged in this program show increased self-esteem, confidence and resilience.

Curriculum and pedagogy

Indooroopilly 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. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

We acknowledge that 'strengthening connections' through meaningful relationships between staff, parents and students has a positive impact on students' academic and social outcomes. The school is proactive in identifying and celebrating staff and student practices that promote positive wellbeing, kindness and inclusion. The school engages in parent breakfasts (run by the chaplain) and student council activities to celebrate and raise money for organisations that promote wellbeing in our community. As well, classes are encouraged to promote wellbeing through assembly and video presentations that focus on gratitude, empathy and mindfulness.

As part of the whole school's curriculum at Indooroopilly State school, all Year 6 Students participate in a full day workshop 'Unleashing Personal Potential' at the beginning of the year, building their own growth mindsets, grit, wellbeing, healthy relationship skills and leadership skills. They participate in a follow up workshop mid year. Other strategies throughout the school include engaging in regular wellbeing journal writing to express feelings, fears, goals, struggles and opinions without fear of judgment from others, learning to engage mental clarity and to prioritise worries and fears.

Our school has also implemented the Respectful Relationships Education Program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence. This program focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Our students are provided opportunities to explore social and emotional learning

in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making.

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.

Specialised health needs

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

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

Medications

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.

Indooroopilly State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications such as paracetamol or alternative medicines) 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.

Indooroopilly State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the administration office's first aid kit to provide emergency first aid medication if required, along with an automated external defibrillator (AED).

Mental health

Indooroopilly State School implements early intervention measures where a student has been identified as having a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

When dealing with a mental health crisis, the school will 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, Indooroopilly State School staff ensure that:

- 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.

Network of Support of Students

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

These include:

- Advisory Visiting Teachers (AVT) – Behaviour & Inclusion
- Speech Language Pathologist and Occupational Therapist
- Guidance Officer
- Senior Guidance Officer assistance provided in complex cases
- Head of Inclusion
- Support Services (EAL/D, Challenge Coach, SEP, or STLaN)
- Parents
- School Leadership Team
- School staff
- Chaplain Service
- Local Police
- Family and Child Connect
- Department of Communities, Child Safety & Disabilities services
- Queensland Health

Students can approach any trusted school staff member at Indooroopilly State School to seek assistance or advice. If they are unable to assist, the school will provide guidance and help to ensure that the student is connected to the appropriate representative of the Student Support Network. As well, our Student Council members are empowered to have an active voice to further assist with decision making.

It is also important for students and parents to understand that 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 contact Deputy Principal – Student Services (Ms Karen Newton).

Whole School Approach to Discipline

Responsible behaviour management at Indooroopilly State School is based on the principle that everyone has rights and responsibilities in the community and the balanced employment of these concepts leads to a safe, supportive and productive learning environment. Students' levels of self-esteem and confidence are the focus of responsible behaviour management. Students are encouraged to make positive choices and take responsibility for their learning and behaviour choices. Individuals' rights need to be protected by meaningful rules, positive acknowledgements, rewards and consequences while awareness and understanding of an individual's responsibilities need to be accepted at a personal level of commitment and ownership. The school is committed to providing teaching and learning programs to educate all students on their rights and responsibilities to the school's learning environment and the community context.

Rights and Responsibilities

A **RIGHT** is an expression of freedom that is valued by the school community.

A **RESPONSIBILITY** is a demonstration of commitment and ownership by an individual for personal thoughts and actions.

At Indooroopilly State School all community members should be aware of their rights and responsibilities.

STUDENTS' RIGHTS	STUDENTS' RESPONSIBILITIES
<ul style="list-style-type: none"> to feel happy and safe to learn without interference to be treated with respect, courtesy and fairness to know property is safe to work in a clean, orderly environment to expect adequate learning resources to understand the School Rules & Values to be proud of school work, behaviour, achievements and dress standards to expect action to be taken to protect rights to be able to tell their side of the story in a disagreement 	<ul style="list-style-type: none"> to attend school on every school day and be ready to learn ensure that others feel safe and supported in all school settings to behave safely to allow others to learn without interference to be respectful, courteous and fair to respect and care for property to keep their environment clean and tidy to complete work and homework to the best of their ability to uphold the School Rules, including not bringing items to school which could be considered weapons eg. knife to uphold the school's work, behaviour and dress standards to celebrate the achievements of others to accept the consequences of their behaviour to support staff and students in solving disagreements to value and respect the differences in others to display good sportsmanship to uphold the traditions of the school

STAFF RIGHTS	STAFF RESPONSIBILITIES
<ul style="list-style-type: none"> to feel valued as a person and as a professional to teach without unnecessary interruption to be treated with respect, courtesy and fairness to work in a safe and supportive environment to expect the support of students, parents and staff to work in a clean and orderly environment to have property respected to have opportunities for professional development to expect students to behave according to our School Rules and Code of Conduct to have adequate resources to provide learning and teaching experiences to work in a school which promotes work, behaviour and dress standards to work in an environment free of harassment 	<ul style="list-style-type: none"> to reflect on teaching strategies and pedagogy to make curriculum and the classroom inviting and engaging to value others in the school community and carry out work in a professional manner to strive to provide an environment in which students learn without unnecessary interruption to treat students, parents and staff with respect, courtesy and fairness to promote a safe, supportive, productive environment for others to offer support when needed to members of the school community to plan, teach and evaluate programs that meet all students' needs and systemic requirements; and utilise community expertise where necessary to promote a clean and orderly environment to respect the property of others to engage in professional development activities to support and model the values and principles of the school's Code of Conduct, School Rules and Values to be responsible in the use of resources promote work, behaviour and dress standards to value and respect the difference of others

PARENT RIGHTS	PARENT RESPONSIBILITIES
<ul style="list-style-type: none"> to expect a welcoming environment to expect the school to communicate information 	<ul style="list-style-type: none"> to contribute to the building of positive relationships with others and treat all with respect to treat all members of the school community with respect, and keep the school informed of changes in contact details

<p>about my children, school activities, plans and learning programs</p> <ul style="list-style-type: none"> • to be kept informed of my child's learning progress • to be informed of the school's Code of Conduct, programs and initiatives • to be treated with respect and have my opinions valued by staff, other parents and members of the school community • to be involved in the decision making processes regarding my children • to expect my children to learn without interruption from other students • to know my children are going to a school that promotes work, behaviour and dress standards • to be informed about any of my children's interruptive behaviour, or behaviour contrary to the school rules, expectations or values 	<ul style="list-style-type: none"> • to ensure regular attendance of my children at school • to support school community activities and abide by school's instructions regarding access to school grounds before, during and after school hours • to keep regular contact with teachers • to use appropriate communication channels and ensure minimal disruption to classroom routines • to follow the schools 'Complaints Procedures' • to adhere to the School Community's values • to keep the school informed about matters which may affect my children's performance at school • to support and model the values and principles of the school's Code of Conduct, School Rules and Values • Use respectful and appropriate language when commenting on school Facebook page • Report any issues via the appropriate means, as per the parent complaint process • to value and respect the expertise of school staff and other parents • to support reasonable school decisions, policies and rules and prevent children from bringing dangerous or inappropriate items to school • to support teachers in the carrying out of their duties and never discuss issues in front of children • to make appointments with teachers and or administrative staff to discuss issues • to support the school's work, homework, behaviour and dress standards and policies • to accept and support reasonable actions to address any of my children's disruptive behaviour • to value and respect the difference of others • be aware that the school does not have personal accident insurance cover for students • inform Principal if a student is a ward of the State
--	--

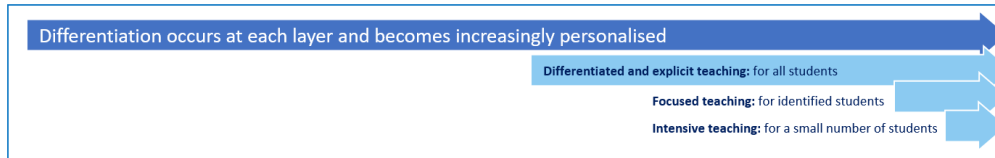
Consideration of Individual Circumstances

Staff at Indooroopilly State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

Differentiated and Explicit Teaching



The teaching of rights and responsibilities is woven into the total school curriculum and exemplified through our School Values and the School Rules. The School Values and the School Rules are common to all school contexts (e.g. classroom, specialist lessons and playground). Through the use of a range of responsible behaviour management strategies, students are recognised for upholding responsible behaviours (see 'Positive Behaviour Reward Schemes'). Each student is made aware of the sequence of consequences that flow from the individual's choice of unacceptable behaviours (see 'Consequences for unacceptable behaviour'). These consequences are standard across all school contexts. Safe behaviours support school expectations (e.g. Ask and answer questions).

Teacher actions to raise student awareness and understanding of students' and others' rights and responsibilities include:

- engaging students in the clarification of common rights, responsibilities, rules and routines required for the classroom, the playground and school wide activities
- emphasising that students will be expected to accept responsibility for their own behaviour and the choices they make
- apply mandated policy consequences for inappropriate behaviour
- using positive, corrective actions and non-confrontational language when managing disruptive student behaviour
- insisting that harassment, bullying, inappropriate language and aggressive and other socially unacceptable behaviour will not be tolerated and that consequences will result
- utilising extensive collegial support to establish and maintain a climate where professional sharing and problem solving is the school standard
- seeking professional development opportunities to develop and enhance practices.

Positive Behaviour Reward Schemes

It is the responsibility of each class to negotiate between teacher and students the class's reward scheme to celebrate and recognise good behaviour choices and success with learning outcomes. Teachers are encouraged to review these schemes at the commencement of each term to encourage enthusiasm and motivation in the students and to retain the energy in the learning classroom. Schemes can be negotiated with buddy (neighbouring classroom) teachers and/or the Leadership Team to encourage reinforcement of success. Examples of such schemes include: merit certificates, whole class awards, commendations and awards at parade, acknowledgment in the newsletter, free choice tasks, notes to parents, point awards for group, class Dojo points, etc.

Current Programmes that support our Code of Conduct

- Values Parades – once per term to raise awareness of our School Values
- Celebration of the collective whole school positive behaviours

- Parade celebration for students exemplifying school rules and values with certificates
- Messages from school Citizenship Captains to re-iterate behaviour expectations each week
- Recognition of students making positive learning and behaviour choices in the playground and classroom with our HONOUR Values slips
- Fun Friends program, delivered by the school chaplain to specific groups of identified students
- Cybersafety sessions for Years 5 & 6 students, delivered by representatives of DET and QPS
- Explicit teaching of the values, school rules and matrix of behaviour expectations in the classroom
- Recording of Positive Behaviours (certificates, HONOUR slips) in OneSchool

Focussed Teaching

Teacher Support

When the usual 'Whole-School Behaviour Support' classroom processes, strategies and programs do not succeed in producing acceptable classroom behaviour, then targeted behaviour support may include:

- Additional negotiated rewards or consequences
- Contact with the student's parents to work together with the school to improve behaviours
- Monitoring cards
- Daily communications with parents

Intensive Teaching

Extended Support

When a student continues to disrupt learning and infringe the school rules and values, then the student may require extended support in the form of:

- An individual behaviour plan
- Referral to Student Services Committee (SSC) by the classroom teacher
- Support (either individual or in class) from the Advisory Visiting Teacher (AVT) – Behaviour
- Referral to the Guidance Officer
- Referral to the Chaplain Service
- Use of a buddy teacher to encourage positive behaviours or to use as a 'retreat' area
- Modification to timetable

Intensive Behaviour Support

This support may be needed for a student who is on an Individual Behaviour Support Plan for any length of time and who is 'at risk' of repeated suspension or expulsion.

Support for these students may include:

- Frequent meetings with student's parents

- Individual and regular support from Guidance Officer, AVT – Behaviour or other specialists
- Referral to Positive Learning Centre – Yrs 4 -12 Mitchelton State High School
- Access to Family and Child Connect, Triple P Positive Parenting Program, Juvenile Aid Bureau, Queensland Health, Department of Child Safety
- Complex Case Record made on OneSchool

The case manager for these 'at risk' students is primarily the classroom teacher with support from the Principal or Deputy Principal and other key stakeholders.

Legislative Delegations

Legislation

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

Delegations

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

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

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

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

Disciplinary Consequences

As part of the rights/responsibilities approach, Indooroopilly State School strives to teach students that they are responsible (under guidance) and accountable for how they behave at all times. Students learn that consequences are the result of previous actions. Teachers encourage students to make the appropriate behaviour choices and help them accept that consequences are a certainty for their actions. Consequences are a disciplinary measure used to warn the student that his/her choice of behaviour is inappropriate in the context. In applying consequences, the key action for the teacher is to debrief the student by discussing the right choices and the appropriate action for the time.

Differentiated and Explicit Teaching

As part of this Code of Conduct, there is a sequence of consequences recommended for implementation in the case of a student choosing to make inappropriate behaviour choices. Class teachers provide in-class or in-school (playground) disciplinary responses to low-level or minor problem behaviour. This may include:

In-class Consequences

Step 1 – Reminder and re-direction (explicitly stating inappropriate behaviour or choice, and replacement behaviour)

Step 2 – Reflection Time in the classroom in order to reflect on behaviour, and consider further actions.

Step 3 – Reflection Time in a Buddy Class (Reflection sheet to be completed by student, then sent home to be discussed with and signed by parent. This is then recorded as a minor Behaviour Incident by class teacher on OneSchool.)

Step 4 – Refer to Leadership Team member (Parent / family contacted and recorded as a major Behaviour Incident by Deputy Principal on OneSchool.)

In-School (Playground) Consequences

As appropriate, and where possible immediate response, to prevent behaviour escalating. It should be a consequence that is logically connected to the problem behaviour. Some strategies may include:

- Reflection Time
- Community / restorative service
- Student name recorded in playground duty folder if it is persistent, low level behaviour
- Use of crisis card to summon Leadership Team member to assist in serious incidents
- When it is deemed necessary or a serious offence, then parents are contacted to negotiate support behaviour change actions with Leadership Team member and teacher.

Minor and major behaviours

When responding to problem behaviour, the staff member first 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 Leadership Team member (see Intensive more details)

Minor behaviours are those that:

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

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 work completion.
- a re-direction procedure where 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 behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

We use 'Responsible Thinking Processes' prompts:

- What are you doing?
- What are the rules? Should you be doing this?
- What happens when you break the rules/do this?
- Do you want this to happen?
- What do you want to do now?
- What happens if you disrupt again?

Focussed Teaching

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

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

Intensive Teaching

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of Leadership Team member.

Major behaviours result in an immediate referral to a Leadership Team member because of their seriousness. When major problem behaviour occurs, staff members calmly state the



major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Office Referral form (red) and sends the child with an escort to the office. Or the staff member may send a Crisis Card to the office to request the immediate presence of a Leadership Team member. Both forms are contained in every playground duty folder.

School Leadership Team members work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. If a student is sent to the office for a major behaviour or is a repeat offender and is sent often; in any one term, for minor behaviours, parents are contacted to negotiate further consequences. Other possible actions include:

- Communication book set up between teacher and home to report student's daily achievements.
- Referral of student to the Support Services/Guidance Officer/ external services.
- Parent to negotiate program alternatives with Principal/Deputy/Guidance Officer/external service provider.
- Teacher and student to negotiate an individual learning program to meet the student's learning/behavioural needs.
- Behaviour Contract put into place. Negotiate with teacher, student, parent and leadership team representative, the parameters of expected behaviour choices for an agreed period with a review date set.
- Behaviour Management Advisory Visiting teacher to work alongside student and teacher to improve student's self-management of behaviour.
- Alternative site behaviour management program (e.g. Positive Learning Centre - 20 day program)
- 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)

After consideration has been given to the above consequences, the following may be considered:

- Short Suspension (not at school site for 1 to 10 days)
- Long Suspension (not at school site 11 - 20 days)
- Exclusion (no longer able to attend this school)
- 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)

If a student is referred to the Support Services Committee (Committee of school leaders and support personnel - Guidance Officer, EAL/D & STL&N teachers, Curriculum Extension teacher), or an individual of this committee, then a negotiated student behaviour management program is supported with a counselling, welfare, problem-solving approach. The program identifies processes for dealing with disruptive behaviours in a positive, constructive and supportive manner. Program managers respect sensitive, personal circumstances and make responsible use of confidential information made available to the school. The school utilises

the expertise of resident and visiting staff as well as resources available through government agencies and private provider services.

When a *Behaviour Contract* is required, the contract is negotiated with the student, parent, teacher and Principal or Deputy Principal to develop a supportive program to encourage the student to practise self-managing behaviours. The terms of the contract refer to adapted learning and/or behaviour options with agreed rewards and consequences over an agreed period of time. If the student does not adhere to the 'terms of the contract', then suspension may ensue.

In the case of *Suspension*, the school follows the Education Queensland guidelines. When a student's behaviour is judged as being so intrusive on other's rights, suspension may be an appropriate action. Suspension is an effective strategy as it provides a public disapproval of serious misbehaviour and provides parents and student time to reflect. Suspensions may be for 1 to 10 days (short) or up to 20 days (long) off site. Short term suspensions are not open to appeal. Long term suspensions can be appealed. The Principal will send the student and his/her parent a letter outlining the reasons for the decision, the facts supporting the decision and the procedure for an appeal. During a suspension, parents or caregiver are responsible for the child's supervision. Suspensions can be used in the event of serious harm. In the event of less extreme serious behaviour, an in-school suspension may apply, providing the school has the capacity to facilitate this.

If deemed necessary, a student may be referred to an alternative educational site for intensive training in self-managing behaviours for a period of 20 days or as negotiated. In the most extreme cases, the Principal can recommend exclusion. The Director-General must approve exclusion. Parents have the right of appeal to their child being excluded.

Re-entry following suspension

Students who are suspended from Indooroopilly State School attend a re-entry meeting with a parent or caregiver prior to their return to school. It is **not a time** to review the decision to suspend. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication, and re-iterate the expected behaviours.

Arrangements

The suspension letter to parents identifies whether a re-entry meeting is required and with whom.

Structure

The structure of the re-meeting follows a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time.

The re-entry program proforma includes:

1. Student's name and date of re-entry
2. Description of the non-acceptable behaviour
3. Reiteration of our school rules and honour values
4. Positive support
5. Consequences for acceptable behaviour
6. Consequences for unacceptable behaviour
7. Signatures of student, parent and Deputy Principal, in agreement of the re-entry plan.

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, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

The temporary removal of any property in an Indooroopilly State School 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 school staff and students.

In determining what constitutes a reasonable time to retain student property, the principal or 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 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 Indooroopilly 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).

Responsibilities

State school staff at Indooroopilly State School:

- do not require the student's consent to search school property such as tidy boxes, 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. Under no circumstances should the students be permitted to go into the bag themselves.
- 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 medication);
- 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 Indooroopilly State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, excursions, sporting venues) that:
 - is prohibited according to the Indooroopilly 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.
- aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided

Students of Indooroopilly State School:

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

Process

State school staff

Only persons who are authorised under the [Education \(General Provisions\) Regulation 2017 \(Qld\)](#) to remove from a student at the school any property in the student's possession if the Principal or staff member is satisfied the removal is necessary.

Temporary removal of student property

Property may be temporarily removed from a student if the Principal or school staff are reasonably satisfied the removal is necessary to

- ensure compliance with the [Student Code of Conduct](#)
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school.

Return of temporarily removed student property

- Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service
- ensure temporarily removed student property held by the school is made available for collection by the student or parent within a reasonable time period
 - the Principal or school staff member may choose to make the temporarily removed property available for collection to the parent only if it is more appropriate to do so, given its condition, nature or value, and/or
 - to ensure the safety of students or staff, and/or
 - for the good order and management, administration and control of the school.
- ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

Retention of temporarily removed student property

Principal and school staff may retain temporarily removed student property if:

- the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
- if police seize the property under the [Police Powers and Responsibilities Act 2000 \(Qld\)](#), advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
- if police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.
- student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the Principal or state school staff to advise the student or parent it is available for collection
- where staff reasonably suspect that the student is not the lawful owner of the property.

Deciding a reasonable time to retain or make property available for collection

In deciding a reasonable time to retain or make property available for collection, Principals and school staff will consider the

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

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

Responsibilities

It is the students' responsibility to keep their mobile phone in their school bag and turned off or on silent mode until they are outside of the school grounds. All communication during school hours must be made through the school office.

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

- Use SMART watches for anything other than telling the time
- download, distribute, share 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
- 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 school email account for purposes outside school/learning

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 Indooroopilly 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

Harassment and Bullying

Harassment can be defined as any non-verbal, verbal or physical behaviour that is uninvited, often repeated, intentional and also unprovoked. They can be physical, intellectual, verbal, social, gender, racial or sexual. At our school, this behaviour is not tolerated as students, staff and volunteers have the right to learn and work in an environment free of harassment.

The management of sexual harassment is an Education Queensland priority. In its policy and procedures statement ([Workplace Harassment, Sexual Harassment, Violence Policy V2.0](#)), the Department clearly states the responsibilities of the Principal, staff and students and outlines internal grievance procedures.

Within our school we define bullying as **repeated, intentional oppression; verbal** (including cyber bullying), **physical** or **psychological** action (mental or emotional) by a more powerful individual or group toward a less powerful individual. (If very serious it is not necessarily repetitive in nature). For students, we define a bully as a person who intentionally makes others feel upset, hurt or frightened, and who keeps on doing it. A bully might try to make his or her victim too scared to tell an adult about what has happened.

We make it clear to students that any form of bullying is not tolerated. Bullying may include: name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging or emails, sending offensive or degrading images by phone or internet, using social media platforms to vilify, objectify or degrade others, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful or untruthful rumours.

We suggest to students that if they feel bullied they should use some of the following strategies to develop resilience and self-coping mechanisms:

1. Ignore, walk-away, play in a different area
2. Talk friendly - try to diffuse/defuse the situation (change the subject, make a joke, etc)
3. Tell the bully to "Stop" (stating explicitly the behaviour you want them to stop)
4. Warn the bully that you will report the behaviour if they don't stop
5. Tell the staff member on duty, the classroom teacher or go straight to the office if serious – action to follow
6. Keep screen shots or records of any written material received

These are discussed in class by teachers using explicit teaching strategies. These strategies empower the victim to take control of the situation, to learn resilience, and then if the bully persists the victim reports to an adult.

To reinforce our anti-bullying stance, staff may undertake a range of activities to assist students.

These include:

- having regular discussions with students about bullying in the classroom with role play scenarios
- teaching of anti-bullying strategies to empower the victims
- making students aware of school and possible legal consequences for bullying actions
- being alert constantly for instances of bullying at school
- mobilising student, leadership team and parent support to eliminate bullying
- listening empathetically to victims in need of support and helping them to learn how to deal with bullies
- taking appropriate action to help a bully change his or her behaviour
- keeping school administrators informed about serious instances of bullying.
- students with long term histories of bullying may be deemed unsuitable by the school leadership team to hold student leadership positions within the school.
- withdrawing or cancelling any student leadership position
- assisting the victim to develop appropriate anti-bullying strategies

Most of the time bullying takes place with students (or others) present. People who witness bullying are called 'bystanders'.

Bystanders can play a number of roles:

- assisting the students who are bullying and actively join in
- encourage or show approval to the student/s who are bullying doing nothing, or being passive
- defending or supporting the student who is being bullied by intervening, getting teacher support or comforting them

Students are encouraged to be proactive bystanders. It is unacceptable for students to be passive bystanders, or behave in a manner that gives approval for the behaviour to continue.

Behaviours that do not constitute bullying include:

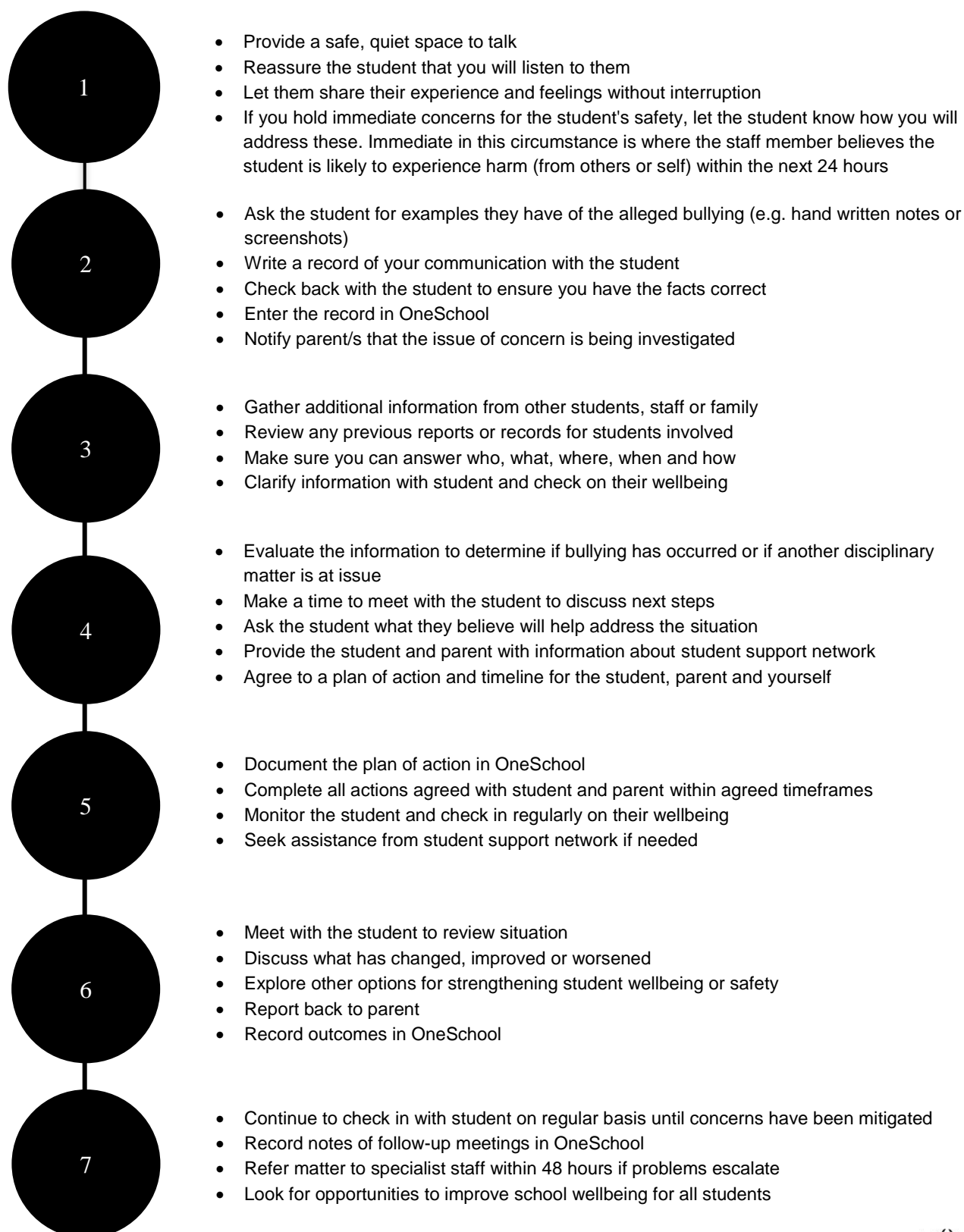
- mutual arguments or disagreements
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Whilst these behaviours do not constitute bullying they are unacceptable and still need to be addressed and resolved.

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

Bullying response flowchart for teachers

Refer to relevant Year Level Deputy Principal for students and parents to report bullying:



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher or sector Deputy Principal.

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

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

We educate our students and families about online safety and etiquette through regular communications (newsletters, letters to parents) and through Cybersafety presentations by DET and QPS.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

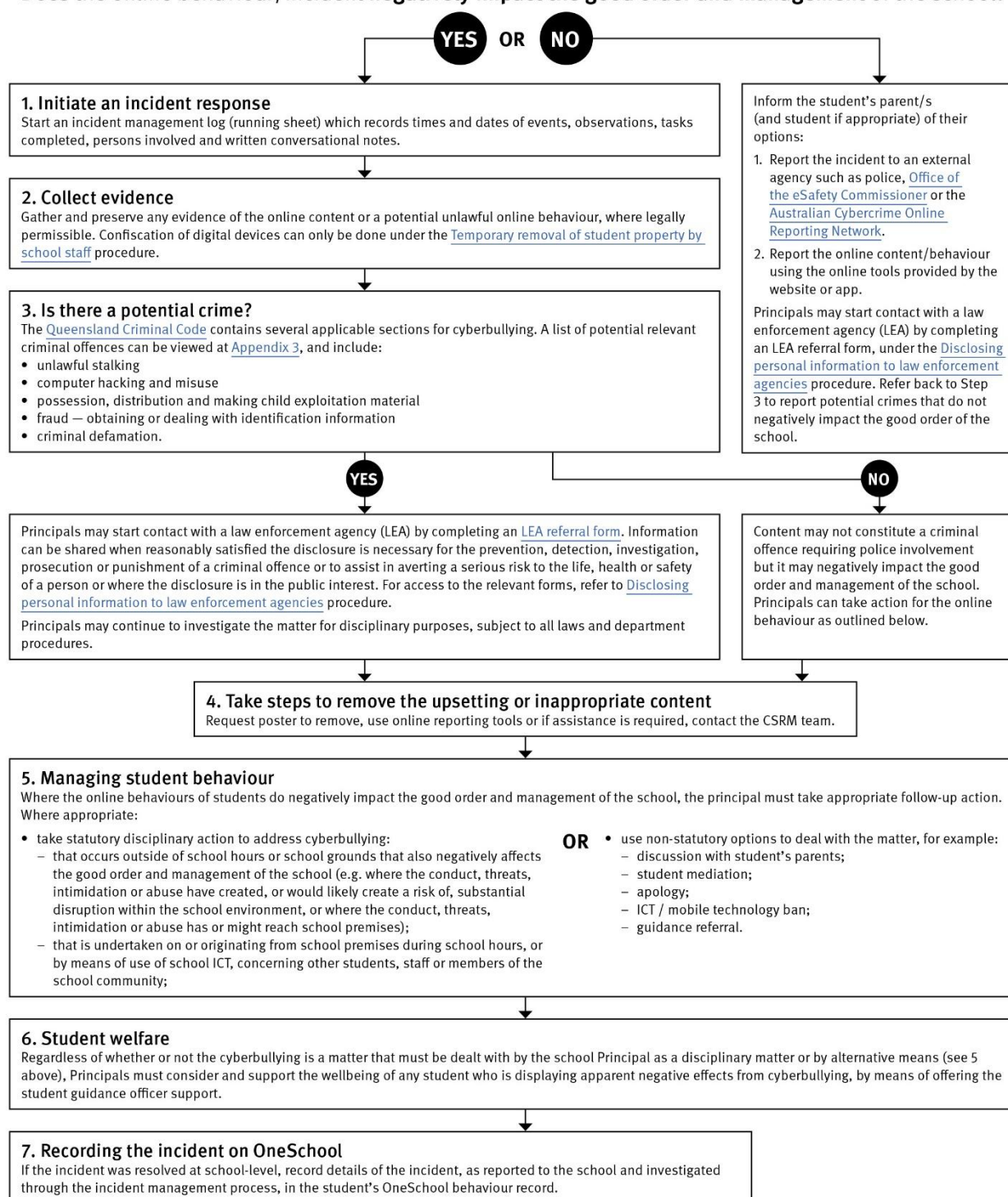
Explicit images

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

Help

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

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



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

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

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

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

Appropriate use of social media

The internet, mobile phones and social media provide opportunities for students to network and interact online. While mobile phones, the internet and other technologies provide positive platforms for sharing ideas, they also have the potential to impact negatively on 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.
- 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 our school uses 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.

If you have raised an issue with a school or know that another person has, refrain 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 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.

School Uniforms & Appearance

Indooroopilly State School's Uniform & Appearance policy is endorsed by the ISS School Council and P&C. It requires that all students wear approved school uniform every day. A note from a parent is required when a student is not in correct or complete school uniform explaining why, and when this will be rectified. Indooroopilly State School remains committed to providing a safe and inclusive environment for all students each day. We will consider individual circumstances and work with families to find a suitable alternative uniform item for cultural or medical reasons. Requests should be directed to the Leadership Team via the school office. Students attending school dressed with incomplete or incorrect uniforms may receive a notification letter to take home to be signed by a parent and returned to school.

Parents are made aware of, and agree to adhere to our Uniform & Appearance policy upon enrolment.

Restrictive Practices

School staff at Indooroopilly 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 by using a range of measures. 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 on OneSchool. 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 on OneSchool (Behaviour>Support and Intervention) and reported in line with departmental procedures.

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully – use explicit language and avoid rhetorical questions, avoid humiliating or drawing attention to the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position (if culturally appropriate), be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates. Offer the student time to calm in an alternative location before beginning the discussion with the student.

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. Selectively attend to any secondary behaviours at this time. If the student continues with the primary problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour and call for a Leadership Team member to attend.

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Resources

Government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing:

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [Code of Conduct for School Students Travelling on Buses](#)

- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Report cyberbullying](#)
- [Student Wellbeing Hub](#)
- [Schoolwide Positive Behaviour Support](#)
- www.esafety.gov.au/
- www.geocities.com/ozzypsych/MichaelCarr-Gregg.html

Appendices

1. Conflict Resolution – Indooroopilly State School (40)
2. Complaints Procedures – Indooroopilly State School (41)
3. Student Use of ICT Facilities & Devices Agreement – Indooroopilly State School (42)
4. Offsite Agreement Sports/Music Events/etc – Indooroopilly State School (43)
5. Student Behaviour Reflection Sheets (5A – 5C) – Indooroopilly State School (44-46)
6. Parent & Volunteer Code of Conduct – Indooroopilly State School (47)
7. School Opinion Survey Data – Indooroopilly State School (48-49)
8. Matrix of Student Behaviour – Indooroopilly State School (50)
9. Uniform & Appearance – Indooroopilly State School (51-52)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendices 1-9

Appendix 1

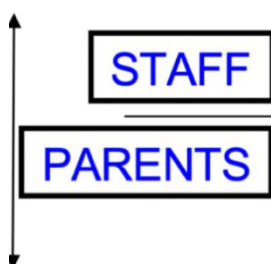
Conflict Resolution – Indooroopilly State School

CONFLICT RESOLUTION

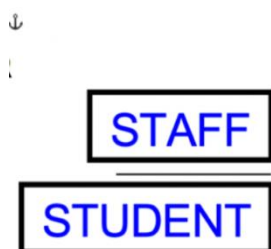
INDOORROOPILLY STATE SCHOOL



- Staff to staff conflict or grievances should be dealt with, wherever possible, between the two staff members concerned as soon as possible.
- Should either party at any stage feel threatened or unsafe, they should state their feelings and immediately remove themselves and go to a safe location such as the school office. The principal should be informed of the actual, perceived or potential conflict.
- Should a mediator be necessary, the principal should organise a mutually agreeable internal or external mediator. At the consent of both parties, the principal could act as a mediator.
- Further support to resolve the conflict can be accessed from Education Queensland, Regional Office. Refer also: HRM-PR-042 Grievance Resolution Policy.
- The principal may report the conflict to the Ethical Standards Unit.



- Staff to parent/community conflict or grievances should be dealt with, wherever possible, between the two parties concerned as soon as possible. Both parties should inform the principal of the actual, perceived or potential conflict.
- Should either party at any stage feel threatened or unsafe, they should state their feelings and immediately remove themselves and go to a safe location such as the school office. The principal should be informed.
- Should a mediator be necessary, the principal should organise a mutually agreeable internal or external mediator. At the consent of both parties, the principal could act as a mediator.
- Further support to resolve the conflict can be accessed from Education Queensland, Regional Office.
- The principal may report the conflict to the Ethical Standards Unit.

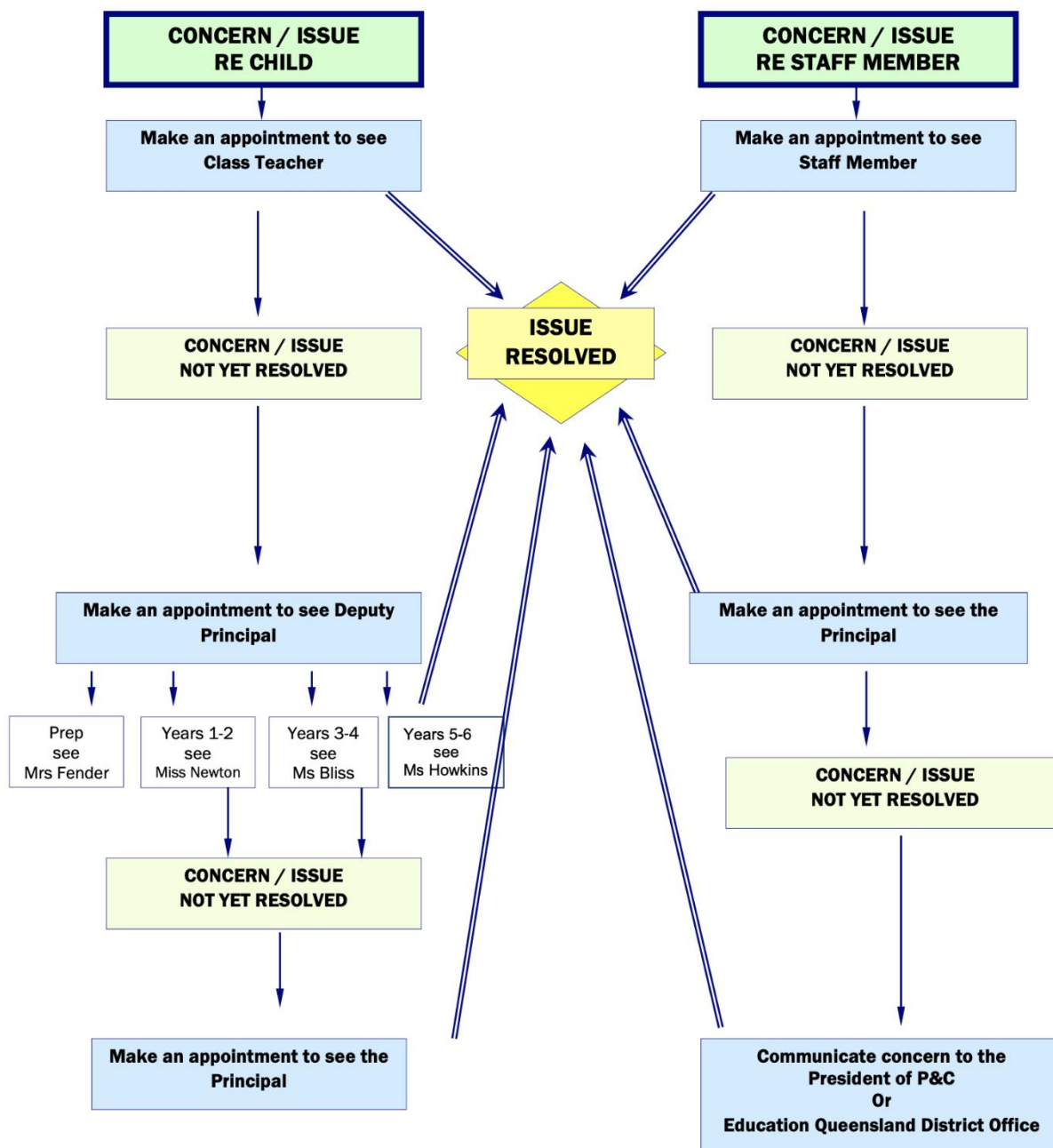


- Staff to student conflict or grievances should be dealt with, wherever possible, between the two parties concerned as soon as possible. The staff member should inform the principal of the actual, perceived or potential conflict.
- Should either party at any stage feel threatened or unsafe, they should state their feelings and immediately remove themselves and go to a safe location such as the school office. The principal should be informed.
- Should a mediator be necessary, the principal should organise a mutually agreeable internal or external mediator. At the consent of both parties, the principal could act as a mediator.
- The principal may report the conflict to the Ethical Standards Unit and record the incident on the One School data base.

Appendix 2

Parent Complaint Procedures – Indooroopilly State School

Parent Complaint Procedures to Resolve Issues



Appendix 3

Student Use of ICT Facilities & Devices Agreement

Student:

I understand that the school's information and communication technology (ICT) facilities and devices provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information stored on computers around the world.

While I have access to the school's ICT facilities and devices: I will use it only for educational purposes; I will not undertake or look for anything that is illegal, dangerous or offensive; and I will not reveal my password or allow anyone else to use my school account.

Specifically in relation to internet usage, should any offensive pictures or information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home.

If I receive any inappropriate emails at school I will tell my teacher. If I receive any at home I will tell my parents/guardians.

When using email or the internet I will not:

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT facilities and devices (including the internet) to annoy or offend anyone else.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT facilities and devices inside or outside of school hours.

I understand that if the school decides I have broken the rules for using its ICT facilities and devices, appropriate action may be taken as per the school's *Behaviour Management Policy*, which may include loss of access to the network (including the internet) for a period of time.

I have read and understood this procedure/policy/statement/guideline and the *Code of School Behaviour*. I agree to abide by the above rules / the procedure/policy/statement/guideline.

Student's name: _____ Student's signature: _____

Year level: _____ Class : _____ Teacher: _____ Date: _____

Parent or guardian:

I understand that the school provides my child with access to the school's information and communication technology (ICT) facilities and devices (including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information on computers from around the world; that the school cannot control what is on those computers; and that a small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by students/my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT facilities and devices. Furthermore I will advise the school if any inappropriate material is received by my student/child that may have come from the school or from other students.

I understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.

I believe _____ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT facilities and devices (including the internet) under the school rules. I understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the *Behaviour Management Policy*. This may include loss of access and usage of the school's ICT facilities and devices for some time.

I have read and understood this procedure/policy/statement/guideline and the *Code of School Behaviour*. I agree to abide by the above rules / the procedure/policy/statement/guideline.

Parent/Guardian's name _____

Parent/Guardian's signature _____ Date: _____

Appendix 4

Off Site Agreement Sports/Music Events/etc – Indooroopilly State School

INDOOROOPILLY STATE SCHOOL



STUDENTS' CODE OF BEHAVIOUR

As per our school rules I agree to be respectful, responsible and to be my best at all times. I understand that at an offsite location this is even more important as I am a representative of my school and understand that the school will be judged on my behaviour.

I will especially be attentive to the following:

- Being a good sport by recognising the efforts of others, encouraging all - including opponents and accepting winning and losing gracefully.
- Participate for enjoyment.
- Strive for personal excellence.
- Take responsibility for all equipment.
- Compete by the competition rules and conditions
- Accept the Judges, Referee and Umpire's decisions.
- Bring all necessary equipment to participate, including full uniform
- Stay in my designated team area and support others when not competing/playing.

Breaches of the Code

A breach of this code of behaviour, in the opinion of the team officials, may result in the player being banned from participating for the remainder of the year. Parents will be notified of this ban.

Agreement to Student Behaviour Code

(Student to sign and return to co-ordinator before leaving the school)

As a student representative of the school, participating in a community event, I agree to uphold to the School Rules and understand the consequences if I am in breach of this code.

Student's name: _____ Class: _____

Parent's name: _____ Date: _____

Parent's phone number: _____

Appendix 5A

Student Behaviour Reflection Sheet – Indooroopilly State School



Student Behaviour Reflection Sheet

Referring Teacher: _____

Name: _____ Class: _____ Date: _____

I did not follow the school value of:

Honest	
Optimistic	
Nurturing	
Organised	
Understanding	
Respect	

What Happened? _____

This is what I should have been doing to demonstrate the value of:

Honest	
Optimistic	
Nurturing	
Organised	
Understanding	
Respect	

What should I have done instead? _____

Which school rule has not been demonstrated?

Be Respectful

Be Responsible

Be Your Best

Consequence of Action: Time Out ☐ School Suspension ☐ Contact Parents ☐ Reflection Sheet ☐

Warning ☐ Other _____

Entered on OneSchool by: _____ Date: _____

H - Honest **O** - Optimistic **N** - Nurturing **O** - Organised **U** - Understanding **R** - Respectful



Queensland
Government

Appendix 5B

Student Behaviour Reflection Sheet – Indooroopilly State School



STUDENT BEHAVIOUR REFLECTION SHEET

The student is to complete this form after a behaviour incident has occurred, then sign and date this form. This information is then entered on One School and this sheet is stored in the Audited files in Comptroller storeroom, Admin Bldg.

STUDENT'S NAME: CLASS: DATE:

TIME OF INCIDENT: WHERE THE INCIDENT OCCURRED:

NAMES OF OTHER STUDENTS INVOLVED IN INCIDENT AND CLASSES:

NAME OF REFERRING TEACHER:

REFERRED STUDENT'S ACCOUNT OF INCIDENT (EXPLAIN WHAT HAPPENED):

Explain what should have happened:

Which school value has not been demonstrated: (circle)

Honest Optimistic Nurturing Organised Understanding Respect

Which Indi rule has not been demonstrated: (circle)

BE RESPECTFUL BE RESPONSIBLE BE YOUR BEST

How do you plan to do the right thing next time?

Consequences of your actions: TIME OUT IN SCHOOL SUSPENSION

CONTACT PARENTS REFLECTION SHEET WARNING ON BEHAVIOUR OTHER

Date entered on One School: Recorded by:



Appendix 5C

Buddy Class Reflection Sheet – Indooroopilly State School



INDOOROOPIILLY STATE SCHOOL

Buddy Class Reflection Sheet

H - Honest **O** - Optimistic **N** - Nurturing **O** - Organised **U** - Understanding **R** - Respectful

Name: _____ Class: _____ Buddy Class sent to: _____

Today I reached Step 3 and was sent to Buddy Class. The unacceptable behaviour choices I made were:

Step 1 – _____

Step 2 – _____

Step 3 – _____

These are Indooroopilly State School's Expectations			Next time I will:
	All Settings	Classroom Including Specialist Lessons	Write or draw what you will do next time
Be Respectful	<ul style="list-style-type: none"> Respect school property Respect peers, adults and yourself Consider others Use polite, appropriate, positive language Help keep the school orderly Look after your property and the property of others. Be honest. Greet others in a polite manner Place rubbish in the appropriate place Your actions and words should show consideration for others 	<ul style="list-style-type: none"> Actively listen while others are speaking Follow all directions and instructions from adults Maintain a clean and tidy environment Wait your turn Demonstrate team work Everyone is a learner 	
Be Responsible	<ul style="list-style-type: none"> Have all belongings and equipment organised and ready Walk on concrete Stay in approved areas Be sun safe Respect others' personal space and property Ensure a responsible adult knows where you are Wear shoes at all times Follow trusted adults instructions Accept the consequences of your actions 	<ul style="list-style-type: none"> Follow all directions and instructions from adults Walk in the classroom Organise yourself and your belongings Use furniture properly Enter and exit the room/the lesson in an orderly, calm manner Use all equipment appropriately. Use all technology and digital devices appropriately Observe boundaries Use showers and amenities in an appropriate manner while keeping the noise level to a minimum 	
Be Your Best	<ul style="list-style-type: none"> Wear full school uniform each day with pride Be a responsible learner Listen actively Be prepared Possess a positive attitude Allow others to learn Work to the best of your ability Co-operate with others Give full effort Be a problem solver Keep track of belongings 	<ul style="list-style-type: none"> Be in the right place at the right time. Actively participate; ask and answer questions Self-evaluate/reflect on your learning Return to class promptly Be resilient Take risks and value mistakes Participate in all games and activities to the best of your ability Be a persistent worker Have a positive mindset 	

Students Signature: _____ Date: _____

Teachers Signature: _____ Date: _____

I have read this Reflection Sheet and discussed the behaviour and reflection plan with my child.

Parent/Caregiver Signature: _____ Date: _____



Queensland
Government

Appendix 6

Parent & Volunteer Code of Conduct – Indooroopilly State School



INDOORROOPILLY STATE SCHOOL

Behaviour Management Overview

Parent & Volunteer Code of Conduct

For the productive partnership in a school community to be successful it takes the combined effort of all involved. All members of the school community have the right to feel they are in a safe, non-threatening, constructive environment. This can be achieved by means of an agreed acceptance of clear expectations.

Set out below is what you can expect and what is expected of you when you involve yourself in the Indooroopilly School community. Involvement is classified as any activity that brings you into the school environment, for example:

- ☐ Discussions with any of the staff at the school
- ☐ Parent/teacher interviews
- ☐ Tuckshop/Uniform shop volunteer
- ☐ Classroom assistance
- ☐ P & C Meetings
- ☐ Excursions
- ☐ Fundraising Activities
- ☐ Sporting Activities

I understand that I need to behave with integrity, honesty and in a manner that reflects positively upon the school community. I understand that I need to model appropriate behaviour to our children while at school. I endorse my support for the following key principles, which will guarantee successful outcomes for the whole school community, by those who view themselves as part of the team:

- ☐ Mutual respect and trust
- ☐ Effective honest and open communication including active listening
- ☐ Collaborative effort encompassing meaningful consultation
- ☐ Acknowledgement of the shared goal of best outcomes of all students

Team members can expect to be (rights):

- ☐ Respected and valued for their own personal attributes and opinions
- ☐ Treated as an equal
- ☐ Informed to allow effective participation
- ☐ Active in a non-threatening environment
- ☐ Heard in clear and open communication at all times
- ☐ Provided with constructive criticism only

Team members are expected to (responsibilities):

- ☐ Provide clear and open communication at all times
- ☐ Learn about the school's structure, programs, policies and procedures
- ☐ Appreciate cultural diversity
- ☐ Communicate clear expectations
- ☐ Share concerns and work towards solutions
- ☐ Recognise the skills and strengths of others
- ☐ Listen to the opinions of others (students, staff, visitors & other volunteers) and to treat those with whom you interact with courtesy and respect
- ☐ Always maintain confidentiality

Appendix 7

School Opinion Survey Data – Indooroopilly State School

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

(0585) Indooroopilly State School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree.
Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	n	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
S2001	My child likes being at this school.	282	0.7	2.1	0.7	2.8	28.2	67.4	98.5
S2002	My child feels safe at this school.	282	0.4	1.4	1.4	3.2	28.4	65.2	98.9
S2003	My child's learning needs are being met at this school.	281	1.1	0.4	0.4	12.1	38.7	49.5	98.2
S2004	My child is making good progress at this school.	280	0.4	0.7	1.1	11.1	39.3	47.5	97.9
S2005	Teachers at this school expect my child to do his or her best.	280	0.4	0.7	0.0	8.1	33.6	56.3	98.9
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	277	0.0	0.4	4.0	11.9	37.9	45.8	95.7
S2007	Teachers at this school motivate my child to learn.	278	0.7	0.4	2.2	9.0	37.4	50.4	96.8
S2008	Teachers at this school treat students fairly.	272	1.5	0.0	1.8	9.6	38.2	48.9	96.7
S2009	I can talk to my child's teachers about my concerns.	280	0.0	0.0	1.8	8.1	33.2	56.9	98.2
S2010	This school works with me to support my child's learning.	274	1.5	0.0	2.2	15.0	34.7	46.7	96.4
S2011	This school takes parents' opinions seriously.	253	1.6	1.2	3.2	16.6	39.5	37.9	94.1
S2012	Student behaviour is well managed at this school.	270	1.1	1.1	3.0	7.8	43.7	43.3	94.8
S2013	This school looks for ways to improve.	276	0.4	0.4	1.4	7.6	39.9	50.4	97.8
S2014	This school is well maintained.	280	0.0	0.7	3.9	8.6	41.8	43.9	95.4
S2015	This school gives my child opportunities to do interesting things.	280	0.7	0.7	1.8	14.3	35.4	47.1	96.8
S2016	My child is getting a good education at this school.	280	0.4	0.4	0.7	7.1	37.5	53.9	98.6
S2017	My child's English skills are being developed at this school.	278	0.0	0.7	1.1	7.2	35.3	55.8	98.2
S2018	My child's Mathematics skills are being developed at this school.	280	0.4	0.7	1.8	10.0	37.9	49.3	97.1
S2019	I understand how my child is assessed at this school.	278	0.4	2.5	3.2	18.3	39.6	36.0	93.9
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	270	0.0	2.2	5.2	20.4	41.1	31.1	92.6
S2021	Teachers at this school are interested in my child's wellbeing.	276	0.0	0.7	0.4	10.1	40.2	48.8	98.9
S2022	Staff at this school are approachable.	280	0.7	0.7	1.8	8.6	33.2	55.0	96.8
S2023	Staff at this school are responsive to my enquiries.	276	0.7	1.8	1.4	10.1	33.7	52.2	96.0
S2024	This school asks for my input.	264	1.1	4.2	6.8	19.7	43.9	24.2	87.9
S2025	This school keeps me well informed.	281	0.7	2.1	3.2	12.5	43.1	38.4	94.0
S2026	This school encourages me to take an active role in my child's education.	277	0.4	1.4	4.3	13.7	43.3	36.8	93.9
S2027	This school encourages me to participate in school activities.	278	0.4	0.0	2.9	13.0	41.7	42.0	96.7
S2028	This school provides me with useful feedback about my child's progress.	279	0.0	1.4	4.7	15.1	40.1	38.7	93.9
S2029	This school provides useful information online.	275	0.4	1.5	5.8	17.8	40.0	34.5	92.4
S2030	This school is environmentally friendly.	269	0.7	0.4	3.3	10.4	43.1	42.0	95.5
S2031	This school is well organised.	276	0.4	1.8	2.2	8.7	41.3	45.7	95.7
S2032	This school has a strong sense of community.	280	1.8	0.7	3.6	12.5	37.9	43.6	93.9
S2033	This school celebrates student achievements.	273	0.7	0.7	1.5	8.8	38.5	49.8	97.1
S2034	I would recommend this school to others.	279	1.4	1.8	1.1	4.7	31.9	58.1	95.7
S2035	This is a good school.	279	0.7	0.4	1.8	4.3	29.0	63.8	97.1

SCHOOL OPINION SURVEY – Student school report, 2019.

(0585) Indooroopilly State School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree.
Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	n	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
S2036	I like being at my school.	119	0.8	0.0	1.7	8.4	36.1	52.9	97.5
S2037	I feel safe at my school.	118	0.0	0.8	3.4	11.9	37.3	46.6	95.8
S2038	My teachers motivate me to learn.	116	0.0	0.0	1.7	9.5	28.4	60.3	98.3
S2039	My teachers expect me to do my best.	119	0.8	0.0	0.0	5.0	23.5	70.6	99.2
S2040	My teachers provide me with useful feedback about my school work.	120	0.0	1.7	1.7	13.3	40.0	43.3	96.7
S2041	Teachers at my school treat students fairly.	119	3.4	0.8	8.4	14.3	31.1	42.0	87.4
S2042	I can talk to my teachers about my concerns.	118	0.0	2.6	1.7	25.0	42.2	28.4	85.7
S2043	My school takes students' opinions seriously.	112	0.9	2.7	4.5	17.0	32.1	42.9	92.0
S2044	Student behaviour is well managed at my school.	119	1.7	2.5	5.9	19.3	36.1	34.5	89.8
S2045	My school looks for ways to improve.	118	0.0	0.0	1.7	5.1	33.9	59.3	98.3
S2046	My school is well maintained.	116	0.9	1.7	0.9	14.7	46.6	35.3	96.8
S2047	My school gives me opportunities to do interesting things.	120	0.8	1.7	2.5	9.2	25.8	60.0	95.0
S2048	I am getting a good education at my school.	119	0.0	0.0	2.5	6.7	28.6	62.2	97.5
S2049	My English skills are being developed at my school.	117	0.9	0.0	0.9	12.8	35.0	50.4	98.3
S2050	My Maths skills are being developed at my school.	118	0.0	0.8	0.8	11.9	28.8	57.6	98.3
S2051	I understand how I am assessed at my school.	116	0.9	2.6	1.7	13.8	44.8	36.2	94.8
S2052	I can access computers and other technologies at my school for learning.	119	0.0	0.8	0.8	8.4	35.3	54.6	98.3
S2053	I am encouraged to use computers and other technologies at my school for learning.	115	1.7	0.9	0.9	25.2	36.5	34.8	90.5
S2054	I use computers and other technologies at my school for learning.	118	0.0	0.0	1.7	8.5	49.2	40.7	98.3
S2055	I enjoy using computers and other technologies at my school for learning.	120	0.0	0.8	0.8	5.0	27.5	65.8	98.3
S2056	I feel accepted by other students at my school.	117	3.4	5.1	2.6	14.5	31.6	42.7	88.9
S2057	My schoolwork challenges me to think.	120	1.7	0.8	3.3	15.0	38.3	40.8	94.2
S2058	My teachers challenge me to think.	119	0.0	0.0	5.0	8.4	37.0	49.6	95.0
S2059	My teachers encourage me to do my best.	119	0.0	0.8	2.5	4.2	22.7	69.7	96.8
S2060	My teachers clearly explain what is required in my school work.	120	2.5	1.7	3.3	10.8	41.7	40.0	92.5
S2061	My teachers help me with my school work when I need it.	118	0.8	1.7	2.5	11.0	33.9	50.0	94.9
S2062	My teachers use a variety of resources to help me learn.	120	0.0	0.0	1.7	16.7	36.7	45.0	98.3
S2063	My teachers care about me.	115	2.6	1.7	0.9	7.0	27.0	60.9	94.8
S2064	My school encourages me to participate in school activities.	119	0.0	0.8	1.7	12.8	31.1	53.8	97.5
S2065	My school encourages me to be a good community member.	118	0.0	0.8	4.2	12.7	25.4	56.8	94.9
S2066	My school celebrates student achievements.	118	0.0	3.4	1.7	9.3	27.1	58.5	94.9
S2067	I would recommend my school to others.	118	2.6	2.6	2.6	11.2	24.1	56.9	92.2
S2068	This is a good school.	117	2.6	0.0	1.7	5.1	16.2	74.4	95.7

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

(0585) Indooroopilly State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	n	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
S2069	I enjoy working at this school.	81	0.0	1.2	0.0	1.2	28.4	69.1	98.8
S2070	I feel this school is a safe place in which to work.	81	0.0	0.0	1.2	4.9	24.7	69.1	98.8
S2071	I receive useful feedback about my work at this school.	80	1.3	3.8	3.8	18.8	32.5	40.0	91.3
S2072	Students are encouraged to do their best at this school.	81	0.0	0.0	0.0	1.2	12.3	86.4	100.0
S2073	Students are treated fairly at this school.	81	0.0	0.0	0.0	2.5	28.4	69.1	100.0
S2074	Student behaviour is well managed at this school.	81	0.0	0.0	0.0	4.9	30.9	64.2	100.0
S2075	Staff are well supported at this school.	81	0.0	2.5	2.5	14.8	48.1	32.1	95.1
S2076	This school takes staff opinions seriously.	78	1.3	3.8	2.6	15.4	42.3	34.6	92.3
S2077	This school looks for ways to improve.	80	0.0	0.0	1.3	5.0	23.8	70.0	98.8
S2078	This school is well maintained.	81	0.0	2.5	2.5	8.6	32.1	54.3	95.1
S2079	This school gives me opportunities to do interesting things.	78	0.0	3.8	2.6	17.9	32.1	43.6	93.8
S3201	Students with a disability are well supported at my school.	78	0.0	0.0	5.1	3.8	32.1	59.0	94.9
S3202	My school has an inclusive culture where diversity is valued and respected.	81	0.0	1.2	2.5	3.7	18.5	74.1	96.3
S3203	People are treated fairly and consistently at my school.	80	0.0	2.5	2.5	10.0	43.8	41.3	95.0
S3204	My school is well managed.	81	0.0	1.2	0.0	7.4	37.0	54.3	98.8
S3207	I am confident that poor performance will be appropriately addressed in my school.	78	0.0	1.3	0.0	10.5	50.0	38.2	98.7
S3208	I have choice in deciding how to do my job.	79	0.0	7.8	2.5	16.5	36.7	36.7	89.9
S3209	I have the authority necessary to do my job effectively.	79	0.0	0.0	3.8	13.9	32.9	49.4	96.2
S3210	My school inspires me to do the best in my job.	81	0.0	0.0	4.9	3.7	29.6	61.7	95.1
S3211	My school encourages me to take responsibility for my work.	80	0.0	0.0	1.3	10.0	23.8	65.0	98.8
S3212	My school encourages me to undertake leadership roles.	69	1.4	7.2	8.7	20.3	26.1	36.2	82.6
S3213	My school encourages coaching and mentoring activities.	77	2.6	1.3	3.9	19.5	27.3	45.5	92.2
S3252	My workplace culture supports people to achieve a good work-life balance.	78	0.0	2.6	5.1	17.9	32.1	42.3	92.3
S3253	My workplace offers flexible work arrangements.	68	4.4	5.9	7.4	22.1	25.0	35.3	82.4
S3214	I am satisfied with the opportunities available for career development.	77	2.6	3.9	7.8	13.0	36.0	33.8	85.7
S2086	I have access to quality professional development.	79	0.0	7.8	5.1	11.4	36.7	39.2	87.3
S3215	Staff at my school are actively involved in Developing Performance discussions.	74	0.0	1.4	4.1	10.8	28.4	55.4	94.8
S3216	I can access necessary information and communication technologies to do my job at my school.	80	0.0	0.0	2.5	16.3	26.3	55.0	97.5
S3217	Information and communication equipment is well maintained at my school.	78	0.0	1.3	2.6	15.4	44.9	35.9	98.2
S3218	My school provides useful information online.	79	0.0	0.0	2.5	8.9	36.2	49.4	97.5
S3219	My school keeps me well informed about things that are important to my work.	79	0.0	1.3	5.1	10.1	34.2	49.4	93.7
S3220	There is good communication between all staff at my school.	79	0.0	6.3	6.3	17.7	27.8	41.8	87.3
S3221	Staff at my school work as a team to deliver improved outcomes.	80	0.0	1.3	3.8	12.5	35.0	47.5	95.0
S3222	I feel that staff morale is positive at my school.	80	0.0	2.5	6.3	8.8	36.3	46.3	91.3
S3223	Staff at my school are interested in my wellbeing.	78	1.3	3.8	3.8	6.4	46.2	38.5	91.0
S3224	The wellbeing of employees is a priority for my school.	79	0.0	3.8	2.5	15.2	31.6	46.8	93.7
S3225	I can cope with the pressures of my workload.	80	0.0	2.5	2.5	8.8	51.3	35.0	95.0
S3226	I am aware of occupational health and safety procedures at my school.	80	0.0	0.0	2.5	7.5	42.5	47.5	97.5

... continued on next page

... continued from previous page

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	n	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
S3227	I am proud to tell others I work for my school.	80	0.0	0.0	0.0	6.3	23.8	70.0	100.0
S3228	My work has a direct positive impact on the community.	72	0.0	0.0	0.0	4.2	33.3	62.5	100.0
S3229	I feel a strong personal connection to my school.	79	1.3	1.3	3.8	11.4	31.6	50.6	93.7
S3230	I am satisfied with my job at my school.	80	0.0	1.3	2.5	7.5	36.3	52.5	96.3
S3231	I would recommend my school as a good place to work.	80	0.0	1.3	3.8	8.8	25.0	61.3	95.0
S2108	This is a good school.	80	0.0	0.0	1.3	5.0	21.3	72.5	98.8
S3232	My school has taken action as a result of last year's School Opinion Survey.	51	0.0	2.0	7.8	9.8	33.3	47.1	80.2
S3233	The last week of a school term is generally as productive as the rest of the term.	77	2.6	0.0	1.3	11.7	42.9	41.6	96.1

Appendix 8

Matrix of Behaviour Expectations – Indooroopilly State School

ALL AREAS	CLASSROOM AND SPECIALIST LESSONS	PLAYGROUND	EATING AREAS	TOILETS	AT SCHOOL EVENTS (sports, camps, excursions) AND OUTSIDE SCHOOL HOURS
<ul style="list-style-type: none"> Have all belongings and equipment organised and ready Walk on concrete Stay in approved areas Be sun safe Respect others' personal space and property Ensure a responsible adult knows where you are Follow trusted adults instructions Accept the consequences of your actions 	<ul style="list-style-type: none"> Follow all directions and instructions from adults Organise yourself and your belongings Use furniture properly Enter and exit the room/the lesson in an orderly, calm manner Use all equipment appropriately Use all technology and digital devices appropriately Observe boundaries Use showers and amenities in an appropriate manner while keeping the noise level to a minimum Actively listen while others are speaking Follow all directions and instructions from adults Maintain a clean and tidy environment Wait your turn Demonstrate team work Everyone is a learner 	<ul style="list-style-type: none"> Walk and talk before school Play fairly – take turns, invite others to join in and follow the rules Wear shoes and socks at all times Use equipment as it is intended, participate in school approved games only Stay in approved areas Keep hands, feet and objects to yourself Kick balls on oval only Be sun safe – wear your hat at all times whilst outdoors 	<ul style="list-style-type: none"> Remain seated during eating times Sit in designated eating areas. Respect others personal space Put your hand up and stop speaking when instructed by the staff member on duty Wait for staff member instructions before leaving the area to play Carry, Chew Convent and Recycle Keep track of your belongings 	<ul style="list-style-type: none"> Wash your hands with soap and water During class time, ensure the supervising adult knows where you are Eating or taking food and / or drinks into the toilets is not permitted One person per cubicle Keep water in the basin 	<ul style="list-style-type: none"> Follow community rules Use pedestrian crossings Watch for traffic Walk bikes, scooters, etc. out of school grounds and across crossings Remain seated in buses and cars Wear a seatbelt Keep all body parts inside the vehicle Stay with your group Speak only to familiar or appropriate people Go straight to and from school, go directly to your pick up or collection point
<ul style="list-style-type: none"> Respect school property Respect peers, adults and yourself Consider others Use polite, appropriate, positive language Help keep the school orderly Look after your property and the property of others Be honest Greet others in a polite manner Place rubbish in the appropriate place Your actions and words should show consideration for others 	<ul style="list-style-type: none"> Be in the right place at the right time Actively participate, ask and answer questions Self-evaluate/reflect on your learning Return to class promptly Be resilient Take risks and value mistakes Participate in all games and activities to the best of your ability Be a persistent worker Have a positive mindset 	<ul style="list-style-type: none"> Co-operate with others and use self-control Show sportsmanship Follow all adults' instructions and directions Invite others who want to join in Use positive language Share equipment Return borrowed sports equipment 	<ul style="list-style-type: none"> Keep your area clean – take pride in eating areas and the school Remember your manners and observe proper etiquette whilst eating Eat only your food Wait patiently and in line for tuckshop during food collection / buying times Do not walk around with tuckshop treats – eat them in the designated tuckshop area. 	<ul style="list-style-type: none"> Respect the privacy of others Wait patiently and quietly Place all hand towel waste in the correct place 	<ul style="list-style-type: none"> Display responsible behaviour and respect members of the community Use your manners Conduct yourself in a manner so as to promote the positive image of the school Show consideration for the environment Be on time
<ul style="list-style-type: none"> Wear full school uniform each day with pride Be a responsible learner Listen actively Be prepared Possess a positive attitude Allow others to learn Work to the best of your ability Co-operate with others Give full effort Be a problem solver Keep track of belongings 	<ul style="list-style-type: none"> Be in the right place at the right time Actively participate, ask and answer questions Self-evaluate/reflect on your learning Return to class promptly Be resilient Take risks and value mistakes Participate in all games and activities to the best of your ability Be a persistent worker Have a positive mindset 	<ul style="list-style-type: none"> Be a problem solver Learn new games and activities Report issues to the supervising teacher Think before acting Share and respect each other's play spaces 	<ul style="list-style-type: none"> Follow toilet procedures Return to class promptly Turn off the taps – be water wise Use toilets for their intended purpose 	<ul style="list-style-type: none"> Report any issues to a responsible adult, and respect the judgement of the adult in charge Be aware of and follow school and community rules Show good sportsmanship 	

Appendix 9

School Uniforms & Appearance – Indooroopilly State School

What uniform to wear and when?

Each day, students must wear:

ISS polo shirt, and royal blue shorts or skort / skirt OR ISS dress (optional in Years 1-6)

All children wear:

- School hat
- Predominantly black or white enclosed footwear – (no brightly coloured shoes or shoe laces)
- Plain coloured socks, preferable white

For music and choir performances, the following formal school uniform should be worn:

- ISS monogrammed royal blue button up shirt with long black trousers OR ISS dress
- Black enclosed shoes

School Hat

The royal blue, broad-brimmed hat or legionnaire school cap (yellow is an option for students with medical issues, whose parents choose for them to be easily identified as such) is to be worn at all times when students are out of doors, including:

- travelling to and from school
- before school, during morning tea and lunch breaks
- when running messages
- when away from school on excursions
- during sport or physical education activities.

The school hat is an integral part of the school uniform. Baseball caps or other hats are unacceptable. The **'NO HAT, NO PLAY in the sun'** rule applies to all students.

Other provisions

- Year 6 students have the option of purchasing a Year 6 polo shirt to wear as per the ISS polo
- Long hair (hair longer than collar length) is to be tied up completely; ribbons/scrunchies or headbands in royal blue, white or yellow.
- Jumpers and tracksuit pants must be plain royal blue, or ISS design/brand (available from Uniform Shop)
- Stockings or leggings (worn under dresses, skirts or shorts only) must be navy blue or white
- Long sleeved shirts worn under the ISS polo must be royal blue, yellow or white
- Hijab or other cultural wear to be in royal blue or white
- No jewellery should be worn except for a watch, one set of stud earrings, religious/cultural or medical alert pieces
- No nail polish is to be worn.

Uniform Supplies

The Uniform Shop is open Tuesdays and Thursdays from 8:15am to 9:15am.

Labelling

ALL ITEMS belonging to students, including lunchboxes, drink bottles, and every item of clothing, must be clearly labelled with the child's FULL NAME and CLASS.

Prep Uniform - all

- ISS polo shirt
- Royal blue shorts
- White socks
- Predominantly black or white enclosed footwear (trainers or leather school shoes)
- School hat

Years 1-6 Uniform

- ISS polo shirt, royal blue shorts, skirt/skirt or ISS dress
- White socks
- Predominantly black or white enclosed footwear (trainers or leather school shoes)
- School hat (new hats purchased to be embroidered with student's surname)

Swimming Requirements

- Swimwear
- Swimming cap
- Swimming shirt for sun protection
- Goggles are optional

Winter: Prep-Year 6

During colder weather, the above uniforms may be supplemented by the following:

- ISS monogrammed royal blue microfibre tracksuit
- Navy blue or white stockings or leggings, to be worn under dress / skirts / shorts only
- Full length, plain royal blue track pants
- Plain royal blue track top, jumper or cardigan
- Plain Royal blue, yellow or white skivvy or long sleeved shirt under ISS polo
- ISS royal blue fleecy or microfibre jacket

Personal Presentation

Hair

- Hair is worn up for safety and comfort. Long hair (hair longer than collar length) should be tied back completely, and fringes should be kept out of eyes
- Hair style should be neat, tidy, a natural colour; and reflect positively on school image. No tracks, designs or radical hairstyles are permitted.
- Hair accessories should be in school colours (royal blue, white and/or yellow).
- Hijab, headscarves, turbans or other cultural or religious headwear should align with school colours (royal blue or white)

Make-up/Nails

Face and nails should be clean and make up/polish free.

Other

- Only plain studs to be worn in ears
- Decorative jewellery is not permitted. Pieces that are of religious/ cultural significance are excepted

Watches are permitted to be worn. Smart watches are not to be used in any capacity (these include but are not limited to messages/photos) other than as a watch.