



Gordonvale
State High School

STUDENT CODE OF CONDUCT



Gordonvale

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Gordonvale State High School

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Rationale

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

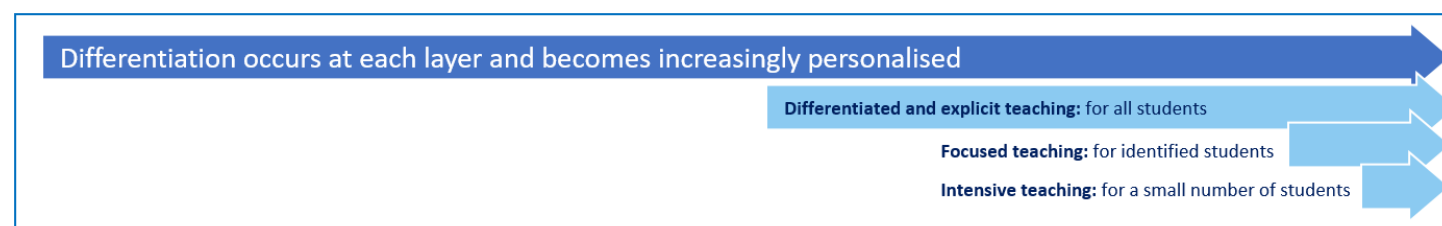
The Gordonvale State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to managing student behaviour.

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

Whole School Approach to Teaching and Learning

Gordonvale State High School provides differentiated teaching to respond to the learning needs of all students. Teachers vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to teaching and learning.

There are three main layers to differentiation and these link directly to Positive Behaviour for Learning and the tiered approach discussed in Systems of Support.



Whole School Approach to Behaviour

Gordonvale State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for behaviour in the school. This is a whole-school approach, used in all classrooms and all activities.

PBL is an evidence-based framework used to:

- explicitly teach students the expected behaviours
- provide support to staff in maintaining consistent and proactive school-wide and classrooms systems and practices
- use data to analyse student behaviour to make informed decisions
- select evidence based practices for student support and intervention



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Behaviour Expectations

	I AM SAFE	I AM RESPECTFUL	I AM RESPONSIBLE	I STRIVE TO EXCEL
ALL SETTINGS	I follow the instructions of staff. I only make appropriate physical contact with other students and staff. I report hazards, accidents and damage to equipment and facilities to staff. I use chemicals, equipment, facilities and machinery correctly and only as directed by staff. I do not bring prohibited items to school.	I follow the instructions of staff. I use a respectful tone of voice, language and actions when communicating with and about others. I am accepting of individual differences. I treat animals with care. I treat other people's possessions, school equipment, facilities and machinery with respect and keep them free from damage.	I attend school every day. I arrive to school on time. I explain my absences. I wear the correct school uniform. I follow school policies and procedures. I return borrowed equipment. I take responsibility for my actions and accept consequences.	I actively participate in my school community. I behave appropriately in the community when I am wearing my school uniform. I am honest.
LEARNING AREAS	I wear personal protection equipment and clothing correctly and only as directed by staff.	I respect the teacher's right to teach. I respect students' right to learn. I raise my hand and wait for permission before speaking. I leave my area tidy and put rubbish in the bin.	I arrive to class on time. I am prepared for learning with all the necessary equipment. I reference all sources in my work. I get a drink and go to the toilet outside of class time.	I participate positively and to the best of my ability. I ask questions when I do not understand. I maintain a high standard of work. I manage my time effectively to complete and submit my work by the due date. I set goals for improvement. I take ownership of my academic progress.
PLAYGROUND	I report unauthorised visitors to the office or staff on duty. I practise sun safety. I walk on all concrete pathways. I wait in the tuckshop line in a calm manner. I only play ball games in designated areas. I do not play contact sport without permission or unsupervised. I do not engage in rough play.	I include others in activities in a positive way. I share areas with others. I leave areas tidy and put rubbish in the bin. I act with good sportsmanship.	I follow the rules and play fairly in all sports and games. I stay in approved areas.	
EXCURSION	I stay with the school group. I adhere to rules, laws and regulations of activities and venues.	I follow the instructions of the excursion facilitators. I acknowledge the effort of those facilitating the excursion.	I submit my permission form and payment on time. I am prepared with all materials needed to participate in the excursion.	I actively participate in activities. I represent my school with pride.
TRANSPORT	I wait for and board the bus in a calm manner. I walk my bike/scooter/skateboard into and out of school grounds. I pay attention to road traffic and follow road rules.	I speak and act respectfully when using transport.	I lock up my bike/scooter/skateboard in the designated area.	
TECHNOLOGY	I keep my personal electronic device in a safe location. I keep my username and password confidential. I only use my own username and password. I keep my personal details confidential online. I practise cyber safety.	I do not take or share recordings of staff or students. This includes photographs, video and audio recordings. I respect staff and students' privacy online.	I am responsible for any technology I bring to school. I use technology for intended curriculum learning. I use all ICT equipment appropriately and as instructed. I do not download software to the school network. I report any broken or damaged equipment to staff. I report online bullying. I only use my bank card for purchasing items.	I have a positive presence online. I aim to improve my digital skills.
TOILETS	I flush the toilet after use. I wash my hands with soap and water.	I respect others' privacy.	I use the space appropriately.	



Systems of Support

Tier	Prevention Description
1	All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • explicitly teaching the school's Behaviour Expectations. • positively acknowledging students when they demonstrate the school's Behaviour Expectations. • being consistent when addressing student behaviour that does not meet the school's Behaviour Expectations, while taking developmental norms and behavioural function into account.
2	Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body. Examples of Tier 2 supports include but are not limited to: • Clontarf • ASDAN • Rock and Water • Drumbeat If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Examples of Tier 3 supports include but are not limited to: • Functional Behaviour Assessment • Complex Case Management. • Referral to external agencies. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.



Student Wellbeing Action Team (SWAT)

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

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

Parents who would like more information about SWAT and their responsibilities are invited to contact a Deputy Principal.

Teaching Staff

Role	Responsibilities
Student Services Heads of Department	• provides support for students with attendance, behaviour and wellbeing • assists students with specific relational difficulties including acting as a mediator • liaises with parents/carers and teachers as required • liaises with external support agencies as required
Guidance Officer	• provides counselling to students on a one-on-one basis or in a group setting • liaises with parents/carers and teachers as required • liaises with external support agencies as required
Deputy Principal	• provides support for students with attendance, behaviour and wellbeing • liaises with parents/carers and teachers as required • liaises with external support agencies as required

Non-Teaching staff

Role	Responsibilities
Clontarf	• provides educational support services to Aboriginal and/or Torres Strait Islander male students.
Community Education Counsellor	• provides educational support services to Aboriginal and/or Torres Strait Islander students and communities.
School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to: ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ mental health ○ sexual health ○ smoking, alcohol and other drugs.
Registered Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Youth Support Coordinator	• provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education
Transitions Pathways Officer	• provides individual and, at times, group support to students to assist their engagement with education and training



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School Policies and Procedures

Gordonvale State High School Student Code of Conduct is supported by a range of school policies and procedures, including:

- Assessment Policy
- Attendance Policy
- Bookwork Expectations
- Bullying Policy
- Clearance Policy
- Detention Policy
- Electronic Devices Policy
- Homework and Study Guideline
- Managing Complaints Policy
- Prohibited Items Policy
- Student Code of Conduct
- Student Dress Code
- Student Leadership Policy
- Sun Safety and Heat Policy
- Temporary Removal of Student Property
- Tobacco, Alcohol and Drugs Policy

All school policies and procedures can be found at <https://gordonvalehigh.eq.edu.au/our-school/rules-and-policies>

BULLYING POLICY

Definition

The national definition of bullying for Australian schools is:

'Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening'.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Types of Bullying

There are five broad categories of bullying.

Physical

Physical bullying may include but is not limited to:

- hitting
- tripping
- pushing
- damaging property bullying



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Verbal bullying

Verbal bullying may include but is not limited to:

- name calling
- insults
- homophobic or racist remarks
- verbal abuse

Covert bullying

Covert bullying is harder to recognise and often carried out behind the bullied student's back.

It is designed to harm someone's social reputation and/or cause humiliation.

Covert bullying may include but is not limited to:

- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate
- provoking a food-allergic reaction
- mimicking - tone of voice or a specific student's accent
- encouraging others to socially exclude someone
- damaging someone's social reputation and social acceptance
- being a bystander and not reporting a bullying incident

Psychological bullying

Psychological bullying may include but is not limited to:

- threatening
- manipulating
- stalking someone

Cyber-bullying

Cyber bullying can involve the use of information and communication technologies such as email, text messages, social networking sites, chat rooms or video internet sites to bully verbally, socially or psychologically.

It can be particularly harmful because it can happen anywhere and at any time. Thus, young people who are the victims of cyber-bullying have no place where they feel safe.



Behaviours that do not constitute bullying

Behaviours that do not constitute bullying include:

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

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying.

Responsibilities

All incidents that directly impact the good order and management of a school will be managed in line with the school's Student Code of Conduct.

Principal responsibilities

At Gordonvale State High School the Principal has the responsibility to:

- ensure that their school's Student Code of Conduct clearly articulates the approach for responding to allegations of bullying and includes the bullying response flowchart.
- ensure the school community is aware of the school's approach for responding to and managing allegations of bullying.
- develop individual school-based policies regarding the use of mobile phones and other technology as part of the school's Student Code of Conduct.
- provide clear guidance to students and parents about the appropriate use of mobiles and other electronic devices — at school and outside of school.
- has the authority to take disciplinary action to address student behaviours (such as bullying) that occur outside of school hours or school grounds if the conduct adversely affects, or is likely to adversely affect, other students and/or the good order and management of the school.
- where appropriate, take statutory disciplinary action to address cyberbullying that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school OR that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community.
- use non-statutory options to deal with the matter.
- must if at any point a reasonable suspicion is formed that a student has been harmed or is at risk of harm, respond in accordance with the Student Protection Procedure.
- must regardless of whether or not the bullying is a matter that must be dealt with by the school Principal as per this document, support the wellbeing of any student who is displaying apparent negative effects from bullying by means of offering the appropriate support.
- share information appropriately and as necessary with staff about any incidents of alleged bullying.
- encourage and model appropriate behaviour from staff, parents and the school community.
- act to highlight or manage any concerns of bullying.

Staff responsibilities

At Gordonvale State High School staff have the responsibility to:

- promote positive student behaviours.
- follow appropriate processes outlined in the school's Student Code of Conduct and bullying response flowchart when responding to allegations and incidents of bullying.
- take immediate action to address the physical and emotional safety of the student, for example providing a safe place for the student, redirecting students engaging in bullying behaviours or interrupting and addressing verbal abuse in situations,
- support the wellbeing of any student who is displaying apparent negative effects from cyberbullying by discussing guidance officer support.
- do not open or search with the property of a student without the consent of the student or parent



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- remove property from a student if it is necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors in accordance with the Temporary Removal of Student Property Policy.
- take reasonable steps to prevent bullying and responds to complaints to help bring the bullying to an end.
- ensure records in OneSchool are maintained accurately in relation to any allegations of bullying.

Student responsibilities

At Gordonvale State High School students have the responsibility to:

- show respect to all members of the school community
- make a report immediately to a member of staff when they witness or are the target of bullying
- if they have concerns about bullying incidents that occur outside of school hours, including weekends or school holidays that they should immediately seek assistance through the Office of the eSafety Commissioner or the Queensland Police Service
- if they are suffering negative effects from cyberbullying that they can seek guidance support from the school or other support services such as headspace or Kids Helpline.
- become an active bystander and support for the target of bullying by:
 - speaking up and letting the person who is doing the bullying know that what they are doing is bullying
 - refusing to join in with the bullying and walk away
 - helping the student who is being bullied ask for help
 - encouraging appropriate and modified behaviour of the bully if they are your friend

Parent responsibilities:

At Gordonvale State High School parents have the responsibility to:

- encourage your student to not bully others
- encourage your student to record evidence of bullying and report it
- provide support and encourage your student to seek help
- work with the school to resolve the bullying issue



Bullying Response Flowchart

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

STEP 1

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

STEP 2

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parents/s that the issue of concern is being investigated

STEP 3

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

STEP 4

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

STEP 5

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

STEP 6

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

STEP 7

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



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Consultation

The Gordonvale State High School Bullying Policy was developed in consultation with the school community, including:

- Teaching and non-teaching staff
- Student Council
- P&C

Review

The Gordonvale State High School Bullying Policy will undergo annual minor updates 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.

Endorsement

The Gordonvale State High School Bullying Policy has been informed by:

- Department of Education: Fact Sheet – Bullying and school aged students
- Department of Education: Fact Sheet – Cyber bullying and school aged students

Geoffrey Moore
Principal
Thursday 27th March 2025

Narelle Rossi
P&C President
Thursday 27th March 2025

ELECTRONIC DEVICES POLICY

Rationale

Gordonvale State High School acknowledges that:

- electronic devices and the development of student's technological skills are important in developing 21st century learners in a digital world.
- the inappropriate use of electronic devices at school is disruptive to teaching and learning and the good order and management of the school.
- electronic devices are also effective communication tools for parents/carers and provide peace of mind about the safety and security of their child, especially when normal routines of arriving to and leaving school may be varied.
- face-to-face interaction is an important part of a student's social skill development.
- excessive screen time can be detrimental to individual's health.

Approved Electronic Devices

For the purposes of this policy, school approved electronic devices are:

- desktop computers, laptops, tablets and cameras provided by the school.
- personal electronic devices that meet the Bring Your Own Device (BYOD) minimum requirements.

School approved electronic devices may be appropriately used in the classroom when it is a planned part of a teaching and learning activity and as instructed and supervised by the teacher.



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School approved electronic devices may be used in the Resource Centre at lunch times for learning purposes.

For the purpose of this policy, electronic devices not approved by the school are:

- Mobile phone
- Smart watch
- Camera
- iPod
- Bluetooth devices
- Laptop/iPad/Tablet that does not BYOD requirement

Devices that are not approved by the school are to be turned off and placed out of sight between the hours of 8:35am (first bell of the day) and 2:50pm (last bell of the day) and during all school events.



Music

Listening to music at school is prohibited.

An exception may be granted if the use of music is part of a teaching and learning activity.

In these instances, students may only listen to music with earphones.

Back-up of Student Work

Students are required to back-up their work using the school network, USB or other means on a regular basis.

Security of Devices

Students are urged to ensure the security of their personal electronic devices at school. Personal electronic devices are used at the owner's risk. The school does not accept liability for the loss, theft, or damage to personal electronic devices brought to school.

Students can voluntarily hand in their personal electronic device at the school office for safekeeping. Devices must be handed in before 8:35am (first bell of the day) and collected after 2:50pm (last bell of the day).

Use of Computer Laboratories/School Laptops

- Students must be accompanied by a teacher at all times.
- Students must not move equipment.
- Prior to using a computer laboratory, teachers must have:
 - Read the school's Electronic Devices Policy.
 - Read the school's ICT Acceptable Use Agreement.
 - Recorded their booking on the school's booking system.



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- Prior to using a computer laboratory, students must have:
 - Read the school's Electronic Devices Policy.
 - Read and signed the school's ICT Acceptable Use Agreement.
- Each lesson the teacher commences by:
 - Monitoring the proper functioning of the mouse, keyboard, monitor/screen and tower and immediately reports faulty or damaged equipment to the Computer Technician through the Service Centre Online.
https://qlddet.service-now.com/sco/?id=sc_cat_item&sys_id=eb03f09e4f3e8344238c1d801310c7a3
- Each lesson the student commences by:
 - Monitoring the proper functioning of the mouse, keyboard, monitor/screen and tower and immediately reports faulty or damaged equipment to the teacher.
 - Logging onto the device using their own username and password.
- Each lesson the teacher concludes by:
 - Monitoring the proper functioning of the mouse, keyboard, monitor/screen and tower and immediately reports faulty or damaged equipment to the Computer Technician through the Service Centre Online.
https://qlddet.service-now.com/sco/?id=sc_cat_item&sys_id=eb03f09e4f3e8344238c1d801310c7a3
 - Ensuring room is locked and secured and all equipment is returned to the correct location.
 - Pushing chairs in and leaving the room in a tidy condition.
- Each lesson the student concludes by:
 - Monitoring the proper functioning of the mouse, keyboard, monitor/screen and tower and immediately reports faulty or damaged equipment to the teacher.
 - Turning of the computer/laptop at the end of the day.
 - Storing keyboard and mouse at the base of the screen.
 - Pushing chair in.
 - Tidying area around desk.

AB Tutor

All school owned electronic devices must be connected to the school network and are required to have AB Tutor installed and running whilst the device is in operation.

AB Tutor is a classroom management software tool that allows school staff to effectively manage networked classrooms and computer laboratories through real-time remote screen watch and control.

Images and Recordings

Students are not permitted to take or transmit images, videos or audio recordings at school using an electronic device.

An exception may be granted if a teacher has approved the use of a school provided electronic device to take images, videos or audio recording as part of a teaching and learning activity. In these instances, the teacher will provide the students with an 'Image and Recording Pass' for the lesson.

These images, videos or audio recording may only be used for the approved curriculum activity.

All images and recordings must be deleted from electronic devices at the conclusion of the curriculum activity.

Contact

If parents/carers need to convey a simple message to their child, a text message/voicemail can be sent.

Students are permitted to turn on their personal electronic device and check for messages before 8:35am and after 2:50pm.

For the purposes of this policy, a simple message includes but is not limited to:

- Catch the bus home.
- Your brother/sister has gone home sick.

If parents/carers need to convey an urgent message to their child, they need to contact the school office.



Consequences

Where a school approved electronic device is found to have been used inappropriately, the following consequences may apply:

Minor offences

- Teacher verbally redirects the student.
- Teacher redirects the students through AB Tutor.
- Teacher instructs the student to log off the electronic device.
- Teacher records the offence in One School.
- Teacher issues an appropriate consequence in accordance with the school's Student Code of Conduct.
 - Phone call home.
 - Detention.

Repeated minor and major offences:

- Teacher verbally instructs the student to shut down the electronic device.
- Teacher remotely shuts down the electronic device.
- Teacher records the offence in One School and refers it to the appropriate member of the School Leadership Team.
- School Leadership Team issues an appropriate consequence in accordance with the school's Student Code of Conduct.
 - Phone call home.
 - Detention.
 - Removal of student ICT privileges for a period of time.
 - Extended withdrawal.
 - Suspension from school.
 - Exclusion from school.
 - Compensation.

Where a personal electronic device not approved by the school is found to have been used, the following consequences may apply:

- Temporarily removal of student property (either by staff or student directed to take to the office).
- Registered into ID Attend and remains in office for the remainder of the day.
- Reporting staff member records the offence in One School and refers it Teacher Aide Behaviour.
- Student issued an appropriate consequence in accordance with the school's Student Code of Conduct:
 - 1st offence – 3 Day registration of electronic device. (If student is caught with a mobile phone during this time may lead to suspension)
 - 2nd offence – 5 Day registration of electronic device. (If student is caught with a mobile phone during this time may lead to suspension)
 - 3rd offence – Internal withdrawal (If student is caught with a mobile phone during this time may lead to suspension)
 - 4th offence – May include suspension.
- Consequences reset at the start of the school term.
- Parent/carer contacted to inform them of the offence and consequence.

Failure to hand in an electronic device when asked will be treated as failure to follow instructions of staff and an Extended Withdrawal or Suspension may be issued as a consequence according to the school's Student Code of Conduct.



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**Mobile
Phone
FREE
Zone**



Devices that accept messaging and connect to social media are **not permitted**

If the school becomes aware that an electronic device has been used for cyber-bullying or to capture or distribute images of nudity, violence or malice, appropriate action will be taken in accordance with the school's Student Code of Conduct. Students will be required to remove any material deemed to be offensive from the device, website or social network in the presence of the Executive leadership Team. Failure to comply with such requests will result in serious disciplinary action in accordance with the school's Student Code of Conduct.

If it is believed that an electronic device has been used in a manner which contravenes legislation, the device may be confiscated by the Executive Leadership Team and handed to police for further investigation.

Consultation

The Gordonvale State High School Electronic Devices Policy was developed in consultation with the school community, including:

- Teaching and non-teaching staff
- Student Council
- P&C

Review

The Gordonvale State High School Electronic Devices Policy will undergo annual minor updates 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.

Endorsement

The Gordonvale State High School Electronic Device Policy has been informed by:

- Education (General Provisions) Act 2006
- Department of Education: Procedure – Temporary Removal of Student Property by School Staff
- Gordonvale State High School Student Code of Conduct

Geoffrey Moore
Principal
Thursday 27th March 2025

Narelle Rossi
P&C President
Thursday 27th March 2025



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Consideration of Individual Circumstances

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

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

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

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



Disciplinary Consequences

	Minor	Examples of Consequences	Major	Examples of Consequences
I am SAFE	Failure to follow instructions of staff <i>(Defiant/threat/s to adults)</i> Inappropriate use chemicals, equipment, facilities and machinery <i>(Misconduct involving object)</i> Rough play <i>(Physical misconduct)</i> Playing contact sport without permission or unsupervised <i>(Physical misconduct)</i> Possession, use or distribution prohibited items <i>(Possess prohibited items)</i>	Lunchtime detention Temporary removal from activity Temporary loss of privileges Phone call home Compensation	Failure to complete minor consequences <i>(Third minor referral)</i> Failure to follow instructions of staff <i>(Defiant/threat/s to adults)</i> Sharing of usernames and passwords. <i>(IT Misconduct)</i> Use of others' usernames and password. <i>(IT Misconduct)</i> Inappropriate use of equipment machinery and chemicals with the potential to cause serious harm <i>(Misconduct involving object)</i> Physical violence towards another student <i>(Physical misconduct)</i> Physical violence towards a staff member <i>(Physical misconduct)</i> Possession, use or distribution of tobacco and/or alcohol <i>(Substance misconduct involving tobacco and other legal substances)</i> Possession, use or distribution of illegal substances <i>(Substance misconduct involving illicit substance)</i> Possession, use or distribution of weapons and or drug paraphernalia <i>(Possess prohibited items)</i>	Lunchtime detention Temporary loss of privileges Temporary removal of property Outside school hours detention Phone call home Meeting with teacher and HOD Meeting with parent/carer Compensation Temporary removal from subject Permanent removal from subject Extended withdrawal from class/regular lunch breaks at school Suspension from school Exclusion from school
I am RESPECTFUL	Failure to follow instructions of staff <i>(Defiant/threat/s to adults)</i> Excessive talking <i>(Disruptive)</i> Excessive calling out <i>(Disruptive)</i> Repeatedly walking around the room <i>(Disruptive)</i> Use of offensive language in general conversation <i>(Verbal misconduct)</i> Graffiti and Vandalism <i>(Property misconduct)</i> Teasing <i>(Verbal Misconduct)</i>	Seating plan Lunchtime detention Mediation Phone call home Compensation Temporary removal of property	Failure to complete minor consequences <i>(Third minor referral)</i> Failure to follow instructions of staff <i>(Defiant/threat/s to adults)</i> Graffiti and Vandalism <i>(Property misconduct)</i> Theft <i>(Property misconduct)</i> Use of offensive language/gesture directed at another student in a threatening manner <i>(Verbal misconduct/Physical misconduct)</i> Use of offensive language/gesture directed at a staff member <i>(Verbal misconduct/Physical misconduct)</i> Bullying/harassment/defamation <i>(Bullying/harassment)</i> Serious threat to harm another student <i>(Threat/s to others)</i> Threat to harm a staff member <i>(Defiant/threat/s to adults)</i> Inappropriate use of electronic devices – taking and distribution of images and/or recordings in all settings <i>(IT misconduct)</i> Inappropriate treatment of animals <i>(Other)</i>	Lunchtime detention Outside school hours detention Phone call home Compensation Meeting with teacher and HOD Meeting with parent/carer Mediation Temporary removal of property Temporary removal from subject Permanent removal from subject Extended withdrawal from class/regular lunch breaks at school Suspension from school Exclusion from school
I am RESPONSIBLE	Failure to follow instructions of staff <i>(Defiant/threat/s to adults)</i> Late to class <i>(Late)</i> Leaving class without permission <i>(Truant/skip class)</i> Failure to bring equipment to class or excursions <i>(Refusal to participate in program of instruction)</i> Use of mobile phone <i>(Possess prohibited items)</i> Inappropriate use of school electronic devices <i>(IT Misconduct)</i> In an out of bounds area <i>(Non-compliant with routine)</i> Failure to wear the school uniform correctly <i>(Dress code)</i>	Lunchtime detention Phone call home Temporary removal of property Temporary loss of privileges Change of clothes	Failure to complete minor consequences <i>(Third minor referral)</i> Failure to follow instructions of staff <i>(Defiant/threat/s to adults)</i> Truancy <i>(Truant/skip class)</i> Leaving school without permission <i>(Truant/skip class)</i> Plagiarism <i>(Lying/cheating)</i>	Lunchtime detention Outside school hours detention Phone call home Meeting with parent/carer Meeting with teacher and HOD Extended withdrawal from class/regular lunch breaks at school Suspension from school Exclusion from school Enforcement of attendance (Years 7 to 10) Cancellation of enrolment (Years 11 and 12 only)
I STRIVE TO EXCEL	Failure to participate in class activities <i>(Refusal to participate in program of instruction)</i> Lying <i>(Lying/cheating)</i> Failure to complete homework <i>(Refusal to participate in program of instruction)</i> Non submission of drafts <i>(Refusal to participate in program of instruction)</i>	Homework Lunchtime detention Phone call home	Failure to complete minor consequences <i>(Third minor referral)</i> Cheating <i>(Lying/cheating)</i> Non submission of assessment <i>(Refusal to participate in program of instruction)</i> Behaving inappropriately in uniform on the way to and from school/on excursion <i>(Other)</i>	Homework Lunchtime detention Outside school hours detention Phone call home Meeting with teacher and HOD Meeting with parent/carer Extended withdrawal from class/regular lunch breaks at school Suspension from school Exclusion from school Cancellation of enrolment (Years 11 and 12 only)



School Disciplinary Absence

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

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

SDA is only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended may be invited to attend a re-entry meeting on the day of their scheduled return to school.

The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school.

The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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 support, provision of written and/or pictorial information and other relevant accommodations.

The inclusion of support staff may also offer important advice to ensure a successful outcome to the re-entry meeting.



Restrictive Practices

On occasions, a situation may arise where there is an immediate risk of physical harm to the student or other people. In these instances, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student.

Restrictive practices include:

- seclusion
- physical restraint
- containment
- mechanical restraint
- chemical restraint, and
- clinical holding.

Restrictive practices are not used for punishment or as a disciplinary measure.

If a restrictive practice has been used on a student, a member of the school's leadership team will conduct a Focused Review of the incident as soon as practicable

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



Critical Incidents

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

The aim in these situations is to bring the behaviour of the student under rapid and safe control.

It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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



Gordonvale State High School

Consultation

The Gordonvale State High School Student Code of Conduct was developed in consultation with the school community, including:

- Positive Behaviour for Learning (PBL) Committee
- Teaching and non-teaching staff
- Student Council
- P&C

Review

The Gordonvale State High School Student Code of Conduct will undergo annual minor updates 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.

Endorsement

The Gordonvale State High School Student Code of Conduct has been informed by:

- Education (General Provisions) Act 2006
- Department of Education: Student Discipline Procedure
- Department of Education: Restrictive Practice Procedure
- Department of Education: Whole School Approach to Differentiated Teaching and Learning

Geoffrey Moore
Principal
Thursday 27th March 2025

Narelle Rossi
P&C President
Thursday 27th March 2025