



DAKABIN
STATE HIGH SCHOOL
The future lies within

LEARNING | DISCIPLINE | COMMUNITY

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

At Dakabin SHS our vision is:

To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.

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

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

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

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Endorsement

Principal Name: Mr Pete Keen

Principal Signature:

Date:

21-11-23

P/C President and-or School
Council Chair Name:

Kasey Bennett

P/C President and-or School
Council Chair Signature:

KB

Date:

21-11-23

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Principal Foreword

Dakabin High is dedicated to achieving equity and excellence by providing students with high-quality educational opportunities both inside and outside the classroom. Our School Vision is to be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.

At Dakabin, the belief is that every student has the potential to reach their goals, and the school's values of Learning, Discipline, and Community are the pillars that support this belief. The commitment to these values is expected from all members of the community and is reflected in the extensive array of extracurricular activities available to students.

The school recognises that learning doesn't only happen in the classroom and has developed a strong reputation for academic, sporting, and cultural opportunities. The commitment to excellence is reflected in the variety of opportunities available to students, both inside and outside of the classroom.

Dakabin High believes that working in partnership with students, parents, staff, and the community is essential to achieving its vision. The school community is committed to developing a positive, mindful, caring, and compassionate environment where everyone can thrive. The staff at Dakabin are dedicated to providing rich and engaging learning experiences for every student while focusing on their well-being and sense of belonging.

Overall, Dakabin High is a fantastic place for students to learn and grow, with a strong emphasis on positive relationships, high expectations, and ongoing improvement. The school community's commitment to equity and excellence through providing opportunities for all students is commendable, and I am sure that it will continue to help students achieve their dreams.

Up the Dragons!

Pete Keen
Principal

P&C Statement of Support

As president of the Dakabin State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Pete Keen and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Dakabin State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Dakabin State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 28 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Dakabin State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Dakabin State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

School Captains Statement

Dakabin State High School's student body endorses the 2024 Student Code of Conduct. We actively contributed through the Student Representative Council and PBL committee, offering input on draft materials and voicing concerns on school-related matters. We commit to ongoing collaboration with the school's executive team and P&C Association to assess and enhance the Code's effectiveness, while upholding our school values. Students can approach the School Captains or Student Representative Council for queries or concerns.

School Captain Name: Lachlan Mitchell

Date: 22/11/23

School Captain Signature:



School Captain Name: Danielle Scheu

Date: 22/11/23

School Captain Signature:



Data Overview

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

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

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

There are four different confidential surveys for:

- parents
- students
- staff
- principals

School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for school disciplinary absences at this school.

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

Type of school disciplinary absence	2019	2020	2021	2022	2023*
Short suspensions – 1 – 10 days	631	419	481	194	172
Long suspensions – 11 – 20 days	30	13	15	35	17
Exclusions	20	10	3	1	1
Cancellations of enrolment	5	12	10	0	0

*Data as of 27.11.2023

Consultation

Dakabin State High School has undertaken a consultation process of The Student Code of Conduct 2024 – 2027 involving students, parents/carers, Staff and the P&C to inform the developments in line with our school's review.

1. Review/Assess/Discovery
2. Plan/Communication
3. Implementation
4. Optimisation

Review Statement

The Dakabin 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.

Learning and Behaviour Statement

Dakabin State High School believes that all students, teachers and members of the school community have a right to learn, to teach and to work in a safe, supportive and orderly environment. This includes a school free from disruption, harassment and intimidation, where members of the school work in partnership for the good of the individual and the school. Dakabin SHS is a Positive Behaviour for Learning School and have a positive behaviour matrix, which assists in teaching a systematic approach to teaching expected behaviours and providing opportunities for students to practise the expected behaviours.

Dakabin State High School's values underpin all school rules.

At Dakabin State High School, we value:

- Learning – I am responsible and accountable for my learning
- Discipline – I am positive in my attitude and approach towards learning
- Community – I communicate and collaborate respectfully with others to enhance my learning

3-Tiered Systems of Support

Dakabin State High School employs a 3-Tiered Support System for inclusive learning and behaviour. This model is proactive, restorative, and data-driven, tailoring interventions to each student's specific needs.

Tier	Proactive Strategies
1	Tier 1 Tier 1 provides <u>universal, differentiated, and explicit teaching</u> for all students, forming the foundation of PBL. These interventions cover academic, emotional, and behavioural dimensions of learning at the school-wide level. They target all students and staff in various settings—school-wide, classroom, and non-classroom. <u>Tier 1 supports include:</u> • REBOOT - explicit teaching of behavioural expectations and social-emotional competencies • PBL Non-Negotiables, PBL Behaviour Cycle & Expectations Matrix • R.I.S.E. Referral • Dragon Hoard Coins • Restorative Practices – Individual, Classroom, Lunch Reflection Time (LRT) & After School • ESCMs – Essential Skills for Classroom Management • Classroom Profiling – Top 5 Strategies • MAP Process – Mentoring support • Attendance – Early warning signs – Making every day count • Inclusion Model – Differentiation, Reasonable Adjustments • DSHS Pedagogical High Impact Teaching Strategies, CASW, moderation, feedback and active supervision (classroom & PGD).
2	Tier 2 Tier 2 '<u>focused</u>' <u>interventions</u> assist around 15% of students facing ongoing behavioural challenges not addressed by Tier 1. This support targets social, behavioural, and academic concerns through targeted interventions. The goal of Tier 2 is to decrease the number of students needing extra support. <u>Tier 2 supports include:</u> • Daily Check In, Check Out card • R.I.S.E. Mentoring • R.I.S.E. Sensory Room • Cool Down Card • Post Suspension Re-Entry Agreement • Academic modifications/ differentiation – Flexi Learning Centre (FLC) • Support Team Referral • Support Team Social Skills groups i.e. Shine, Rock & Water, Love Bites • Restorative and Reflection Room

3	Tier 3 Tier 3 '<u>Intensive</u>' interventions aid about 5% of students not benefiting from Tier 1 and Tier 2. They involve highly personalised strategies for a tailored learning program. The goal is to lessen the intensity and complexity of individual situations. Students needing Tier 2 and Tier 3 help should have received and continue to receive the same Tier 1 support. Strong Tier 1 foundations are crucial for the effectiveness of Tier 2 and 3. If over 15% of students require Tier 2 support, Tier 1 needs additional attention. <u>Tier 3 interventions and supports involve:</u> • Academic modifications/ differentiation - ICPs • A case management approach • A process for assessment, such as functional behaviour assessment (FBA) • individual behaviour support planning (PDF, 319KB) (PDF, 326KB) • Ongoing monitoring and review. • Other external support i.e. RYVETS
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Student Wellbeing and Support Network

Dakabin State High School prioritises students' holistic development through diverse programs and services. We encourage parents and students to communicate with teachers or meet with members of our Student Support Team officer for individual advice.

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. Our framework integrates wellbeing into all aspects of school life.

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

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

Role	What they do
Deputy Principals	• Portfolios leading priority leadership (Educational Achievement Jnr Sec, Educational Achievement Snr Sec, Inclusion & Engagement and Culture & Wellbeing) to promote an inclusive, positive and restorative school culture • Monitors attendance, behaviour and academic data to identify areas of additional need. • Lead cohorts, line management of SLT, whole school processes, committees, events including operational responsibilities.
Deputy Principal - Engagement	• Lead proactive student support processes across the school for management of the learner and behaviour including Positive Behaviour for Learning (PBL), the RISE Cycle, Essential Skills for Classroom Management (ESCMs) and Classroom Profiling, Restorative Practices and Trauma Informed Practices (Reboot) • Lead Behaviour Management Processes for Tier 2 and 3 students including development of Behaviour Support Plans, Risk Assessments and Safety Plans, and overseeing serious consequences for student behaviour. • Monitor attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	• The role involves advocating for students and providing counselling and psychoeducational assessments for various issues. • The professional works collaboratively with parents, school staff, and external agencies to support students, manage cases, and make referrals. • They conduct observations and assessments to identify learning difficulties or emotional issues and recommend appropriate interventions. • The position also includes leading initiatives related to student protection, behaviour support, and risk management, as well as providing specialised support for career development and Senior Education and Training planning.

	• Maintaining ethical standards in privacy, confidentiality, and record-keeping is crucial. • The professional participates in professional development, prepares skill development programs, and offers leadership in responding to student protection issues, critical incidents, and emergencies. • Collaboration with other support personnel and overseeing the Student Support Faculty are essential aspects of the role. • Additionally, the Guidance Officer is responsible for implementing school-wide wellbeing and career programs, including targeted intervention and prevention efforts.
Year Level Coordinators	• Triage and first contact point for minor student welfare issues. • Monitoring and follow up of uniforms and attendance (in conjunction with Year Level DP) • Coordinating Restorative Practices related to peer conflict and bullying • Year Level Pathways Curriculum, Parades and Events Management • Follow up of Stymie reports and student bullying issues. • Follow up of minor playground behaviours and investigation of incidents for HOD Student Engagement or DPs. • Management of whole lesson student truancy and truancy across multiple subject areas • Support other staff in use of restorative practices where necessary.
Student Engagement Head of Department	• Lead the team of Year Level Coordinators and collaborate with the Wellbeing Team to ensure students are receiving appropriate supports to engage in their education successfully. • Lead the schoolwide implementation of effective PBL and Restorative Practices; including effective and data informed intervention strategies across all 3 tiers. • Review and analyse data to ensure strategic planning of engagement supports that continue to meet the needs of the school community.
Senior Secondary Head of Department	• SET plan interviews • QCE tracking • VET subjects • Future Pathways, Apprenticeships and Traineeships • Monitors senior students at risk in Years 10 to 12.
Junior Secondary Head of Department	• coordinate transition to secondary for students moving from Year 6 to Year 7 • Support Positive Behaviour for Learning (PBL) through the PBL committee • Monitors senior students at risk in Years 7 and 9 • Lead Flexi Learning Centre (FLC)
School-Based Youth Health Nurse	• provides a voluntary and confidential service to young people through individual health consultations with assessment, support, health information and referral options related to: ○ mental health ○ healthy eating and physical activity ○ growth and development ○ relationships ○ personal and family problems ○ sexual health ○ smoking, alcohol and other drugs ○ support referrals for the LGBTIQ+ community.
Youth Support Coordinator	• provides individual and, at times, group support to students to assist their engagement with education and training • consultation and referral to internal and external support services that may help in overcoming barriers to education: ○ engaging with vulnerable students ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Chaplain	• The role involves providing social, emotional, and spiritual support tailored to the specific needs of the school.

	- Activities include running skills programs, engaging in one-on-one pastoral conversations, facilitating group discussions, and promoting community development. - The professional offers peer support, conflict resolution, and initiatives for new students and school engagement. - They assist students in developing knowledge, understanding, and skills for positive behaviour and social relationships through social skills programs. - The chaplain/student welfare worker contributes to the school's care and guidance, addressing spiritual and/or religious needs. - The role includes mentoring, fostering supportive relationships among students, and strengthening links between the school and the community. - The professional may assist in classroom activities, particularly for students at risk of disengagement, and participate in extra-curricular activities such as camps, excursions, and sports coaching. - Importantly, chaplains are not involved in professional counselling, attempting religious conversion, undermining beliefs, or expressing discriminatory views. - They also refrain from referring students to external support without school approval and avoid taking on case management without explicit instructions.
Beyond the Broncos Co-Ordinator	- Provide culturally based support to Aboriginal and Torres Strait Islander girls to achieve their full potential. - Provide culturally safe mentoring support to Aboriginal and Torres Strait Islander students through a range of in school and off campus activities that will support ATSI girls to stay in school, complete their senior studies and transition into further education or employment. - In-school mentoring and support to improve attendance, educational attainment, academic outcomes and effort, positive behaviour and develop career pathway plans. - Support cultural initiatives and promotional events for external and internal initiatives specific to Indigenous students and school-wide events.
General Practitioner and Nurse	The role of the GP in schools is to provide a service to students with free access to a GP at school 1 day per week, removing barriers students may otherwise face to receiving timely and appropriate healthcare. The provision of this service has positive impacts for students' health and wellbeing and their readiness and ability to engage positively at school.
Student Wellbeing Practitioners	Dakabin State High School is provided with access to additional Wellbeing Practitioners through government funded Student Wellbeing Package. These include Wellbeing Guidance Officers, Social Workers and Psychologists. Practitioners add to the school's Support faculty in providing therapeutic interventions for students with mild to moderate mental health needs in issues of emotional stability and behaviour. Wellbeing Practitioners provide face to face sessions and connect students and their families with support services in the community to support their ongoing wellbeing and mental health if required.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

In addition, Dakabin State High School liaises with a number of external networks, including but not limited to:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

The development of the Dakabin State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

Learning, Discipline and Community

The following rules have been established to complement and support students' expectations outlined in specific school policy documents.

1. Students are expected to behave in a manner which brings credit to themselves and to the school.
2. Students must comply with the directions of, and be respectful to, their teachers and other authorities including members of the community.
3. Students should report any incidents of bullying or harassment.
4. Students are to be courteous to all school staff.
5. Students must respect the rights of all students to learn. Disruption, failure to follow teacher instructions and any behaviour that interferes with the teaching and learning process are unacceptable.
6. Students must respect the rights and property of the school and others. All actions likely to result in injury to others or loss of, or damage to, property are forbidden.
7. All students are to assist in keeping rooms and grounds clean and tidy. Students must obey teacher instructions to pick up litter.

Student behaviour that does not comply with expected standards is not acceptable.

When a student displays behaviour issues, he/she will engage with a range of support personnel to attempt to resolve the issues.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students: Learning, Discipline, Community.

The Dakabin State High School Positive Behaviour Matrix (Attachment 1) outlines our PBL expectations in all areas of our school:

- Learning – I am responsible and accountable for my learning
- Discipline – I am positive in my attitude and approach towards learning
- Community – I communicate and collaborate respectfully with others to enhance my learning

In the Resource Section are examples of what our PBL expectations look like for students across the school, parents when visiting our school and the standards we commit to as staff.

Consideration of Individual circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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 punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

The repercussions for violating the Dakabin State High School Student Code of Conduct are determined on an individual basis, following a graduated scale. Central to this is a commitment to the principles of natural justice.

Other factors may include:

- age of the child
- previous behaviour record
- severity of the incident
- the investigation process and data collection process
- degree of provocation and student involvement
- intent of the action
- previous intervention strategies and attempts to encourage the student to engage meaningfully with the school's expectations for positive student behaviours.

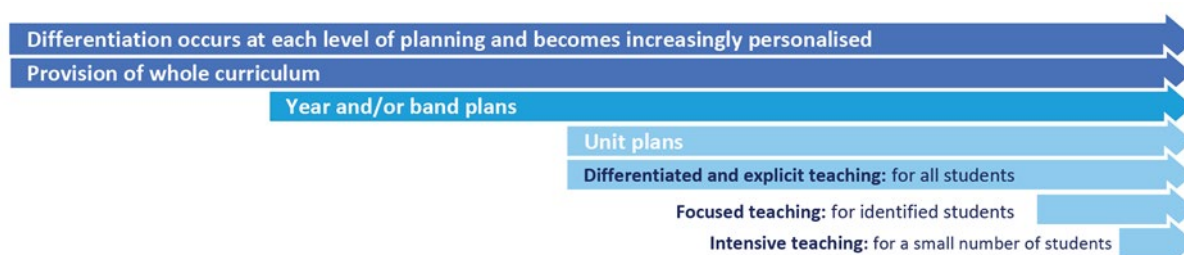
When applying consequences for breaches of the Dakabin State High School Student Code of Conduct, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Differentiated and Explicit Teaching

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

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

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



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

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

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Dakabin State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

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

- Tier 2 & 3 Intervention Programs
- Restorative Practices Programs
- Homework club each Tuesday after school
- Curriculum modification (part timetable) in conjunction with work-experience and work readiness programs
- Pathways classes run, which focus on Social/Emotional Programs, life skills programs, etc.
- Accessing anti-bullying and gender specific anger management programs
- Indigenous programs to target social and emotional wellbeing.
- Reboot Education (see Attachment)
- Functional Based Assessment
- STYMIE.

Intensive Teaching

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

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

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

Students who require intensive teaching through a case management approach (satisfying the needs of the individual) will be assigned a mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Students have a responsibility to work within the expectations of the school community as outlined in this Student Code of Conduct.

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- 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

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Dakabin State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school, or another time agreed to by the school and family. The main purpose of this meeting is to welcome the student, with their parent/s, back to the 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.

Re-entry meetings are intended 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/or in writing, usually via email with suspension paperwork. Re-entry meetings are short, and kept small with only the Principal or their delegate and possibly discussed stake holders 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 supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Dakabin State High School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Dakabin State High School:

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

Parents of students at Dakabin State High School:

- ensure your children do not bring property onto schools' grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Dakabin State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Dakabin State High School:

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

Use of mobile phones and other devices by students

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

Mobile phones and wearable devices - 'Away for the day'

The Queensland Government is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all state school students. All mobile phones, wearable devices and accessories must be switched off and 'away for the day' during school hours.

The adoption of this statewide approach will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement, by:

- providing optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- supporting schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times
- reducing the potential for students to be exposed to the negative impacts of the digital world resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Important to note

- For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.
- Wearable devices can be worn provided that all notifications are switched off and the device is not connected to internet.
- This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOD) policy.

Exemptions

Exemptions for medical, disability and or wellbeing reasons will be considered. Requests for exemptions for students with extenuating individual circumstances must be made to the Deputy Principal of the year level, and should be accompanied by medical or other professional evidence. If approved, the school will ensure that approved exemptions are documented and communicated to all staff.

Contacting your child at school

Students will be permitted to bring phones and wearable devices to school so that they can contact their parents or carers before or after school hours once off school grounds, but they must be away during the school day. Parents and carers are able to contact their child during school hours using the school's existing communication channels.

Mobile Phone Strategy

Operating Procedures

Students are expected to turn their phone(s) off and either lock in a school phone pouch prior to entering the school grounds, or place them away in their school bags prior to entering the school grounds.. Phones and other devices are to remain locked in the pouch or turned off in their school bag on school grounds at all times, including before/after school and on lunch breaks.

At the end of the day, students can use the unlocking stations to unlock their pouches, or are able to turn on their phones once off school grounds.

Excursions/Sport/Vocational Education and Training

Rules around phones, wearable devices and accessories apply on all school excursions, camps and sporting events. Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Consequences for Inappropriate Use

If a student does not comply with the school policy, the Principal or other delegated staff may impose the following actions and/or consequences:

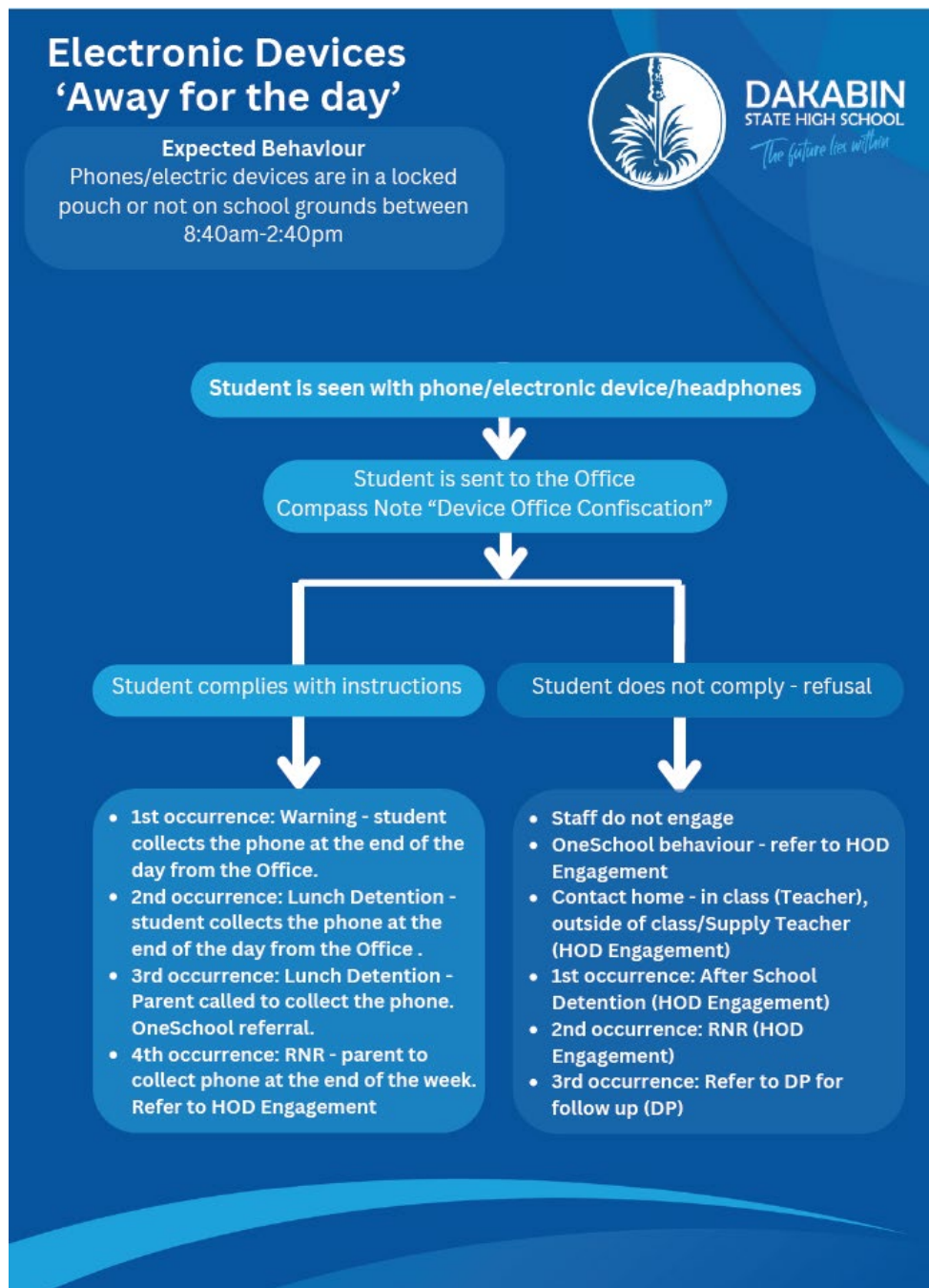
- Temporary removal of student property (the device) as per school policy. The device/s may be returned to the student or alternatively directly to the parent at the end of the School Day.
- Withdrawing the permission to bring a phone or other electronic device to school.
- Detention.
- Prevent the student from attending or participating in, any school activity that, in the reasonable opinion of the Principal or delegate, is not part of the essential educational program of the school.
- R and R.
- Suspension.
- Exclusion.

** Where there is suspected illegal activity or conduct, Dakabin SHS may notify the Queensland Police Service.

Support Strategies for Students

If students are concerned about leaving their phones inside their school bag due to the risk of theft or damage, they are able to:

- Purchase a Phone Pouch from the front office. Students place their phone inside the pouch and lock it prior to arriving on school grounds. If a phone is in a pouch it can be left on their desk during lessons. Students are able to unlock the pouch when leaving school at the end of the day.
- Students are also able to check in their phone at the school office each morning where it can be locked in the school safe. Students will be able to collect it at the end of each day.



ICT Acceptable Use Policy

This document defines the ICT Acceptable Use Policy for Dakabin State High School. As responsible members of the Dakabin SHS community, it is expected that all students and staff follow and adhere to the guidelines established below. This policy covers the use of all school devices and personal devices, internet access and email access.

Etiquette

All users of devices and the network are expected to respect others' right to freedom from harassment and intimidation. Abusive, threatening or unwarranted behaviour is offensive and will not be tolerated.

Responsible Use of Devices in Class

- During class time, devices and/or specific software are only used at the direction of a teacher.
- Devices and the network will only be used for curriculum related tasks, including developing literacy and communication skills, creating texts and media, conducting research and referencing, and collaborating in online environments.
- All devices are for learning enhancement and are not a sole means for learning.
- Learning is the students' key priority at school.
- In circumstances where the device become a behaviour issue or interferes with learning, the school may confiscate the device as outlined below.
- Students are responsible for backing up files, and the school will not take responsibility for lost files.

Social Media

At no time is social media acceptable and incidences of misuse, including cyber-bullying will be dealt with in accordance with the school Behaviour Management Policy.

Digital Media

- Devices with photographic capacity are banned from use in showers, toilets and/or change rooms at all times.
- Photographs of students or staff within the school grounds or on school related activities are only to be taken with the full permission of the person concerned.
- Taking photographs without permission is an invasion of privacy and will be dealt with to the full extent of the law.
- Any photographs of students in school uniform, or identifiable as Dakabin SHS students, published on social media are in breach of copyright laws and must be taken down on request.
- A school student who uses a device to record private conversations, violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
- Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is a serious breach of the law and if detected by the school will result in a referral to the Queensland Police Service.
- All games and media must be legal copies and not exceed a PG rating. No games or media may be stored on the school network unless directly related to the curriculum, and you are directed to do so by a teacher. Games and media will not be played during class time, except under teacher direction.
- Respect and adherence to the laws concerning copyright and other intellectual property rights. Copying files belonging to another user without their express permission may constitute plagiarism or theft. When using information from other sources, students must ensure that it is acknowledged in an appropriate manner.

Internet

- Students will not access personal 3G or 4G connections at school.
- Students will not store inappropriate material on devices. Where there is reasonable suspicion that material considered illegal or inappropriate, the school reserves the right to temporarily remove the device and institute a search for such material.

Network Security

- Students are not allowed to have on their device or on a portable hard drive or USB any hacking or cracking program, nor are they allowed scripts and batch files which could cause nuisance or damage to school computers or the network.
- While at school students are not allowed to use download tools to make copies of any music, movie or other media as this causes an excessive drain on the band width and can cause copyright issues.
- Activities such as downloading inappropriate files, playing networked games or sharing copyrighted material are strictly prohibited.

- Students agree not to attempt to circumvent the school's network security and/or filtering policies. This includes setting up proxies and downloading programs to bypass security.
- Reasonable attempts must be made to keep devices protected from viruses and other file damage.

Network Folders

The contents of network folders are not private and may be inspected by any staff member at any time without warning or notification. Files that are not school related will be deleted without warning or notification.

Internet and Printing Privileges

Students are given an initial allocation of internet download capability. This allocation resets each month. Any requests to reset this allowance before the end of month must be discussed with the IT HOD for approval. Students are also given a printing allocation each year, which can be topped up upon payment to the cashier. Subjects that have a high printing usage will have additional printing allocations given.

Passwords

Passwords must be kept secret. Users must not share password or log others onto the network or internet. Understand that you will be held accountable for the use of your account and password privileges.

Use of devices during exams or assessment

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Disciplinary action will be taken against any student who is caught using a personal technology device during exams or assessments.

Special Circumstances Arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

Consequences if ICT Acceptable Use Policy and Agreement is breached may include:

- Student network access and/or internet access suspended
- Parent/Guardian notified.
- Interview with IT HOD or Deputy Principal.
- Detentions, RNR or SDAs

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

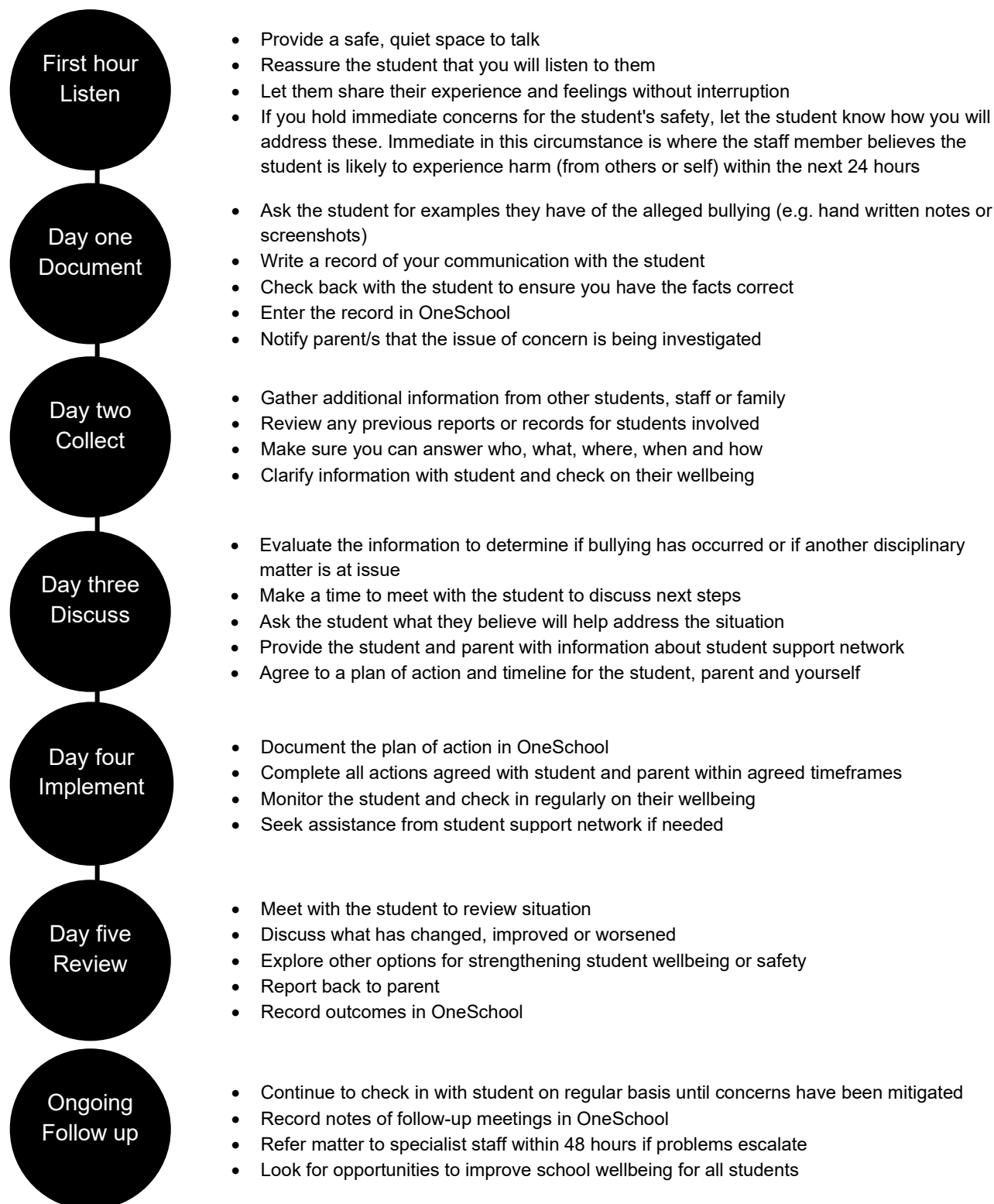
The following flowchart explains the actions Dakabin State high School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Dakabin State High School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – STYMIE, Form Teacher, Year Level Coordinator, Case Manager or HOD of Engagement
Ongoing concerns – Hod of Engagement and/or Deputy Principal



Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Dakabin State High School, we promote effective social skills and positive relationships through:

- Awareness and education about bullying and interpersonal skills within teaching and learning programs, including curriculum and alternative programs
- Year Level Coordinators for students with problems in their year levels. Year Coordinators often become among the first people to hear about any bullying behaviour and will take appropriate action including regular contact with parents.
- Liaisons with professionals
 - Police officer (school-based)
 - Guidance officer
 - Chaplain
 - Youth Worker
- Alternative programs and Human Relationship Education Programs that emphasise tolerance and non-violence can be used depending on the expertise of staff such as Shine, Girls Time Out, Strength, Stay Cool, Reconnect Programs, etc.
- Whole school approach against bullying - STYMIE
- Effective means of communication between all members of the school community
- Programs to develop intercultural understanding, pride in our cultural heritage and in our community.

Cyberbullying

Cyberbullying is treated at Dakabin State High 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.

Dakabin State High School invests in STYMIE, an anonymous online reporting tool and encourages all students either witness to bullying, or being bullied to report the incidents so that action can be taken and support offered.

In the first instance, students or parents who wish to make a report about cyberbullying should approach any teacher. There are also dedicated senior leadership team, the HOD of Engagement and/or the Deputy Principals, who may also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Dakabin State High School – Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

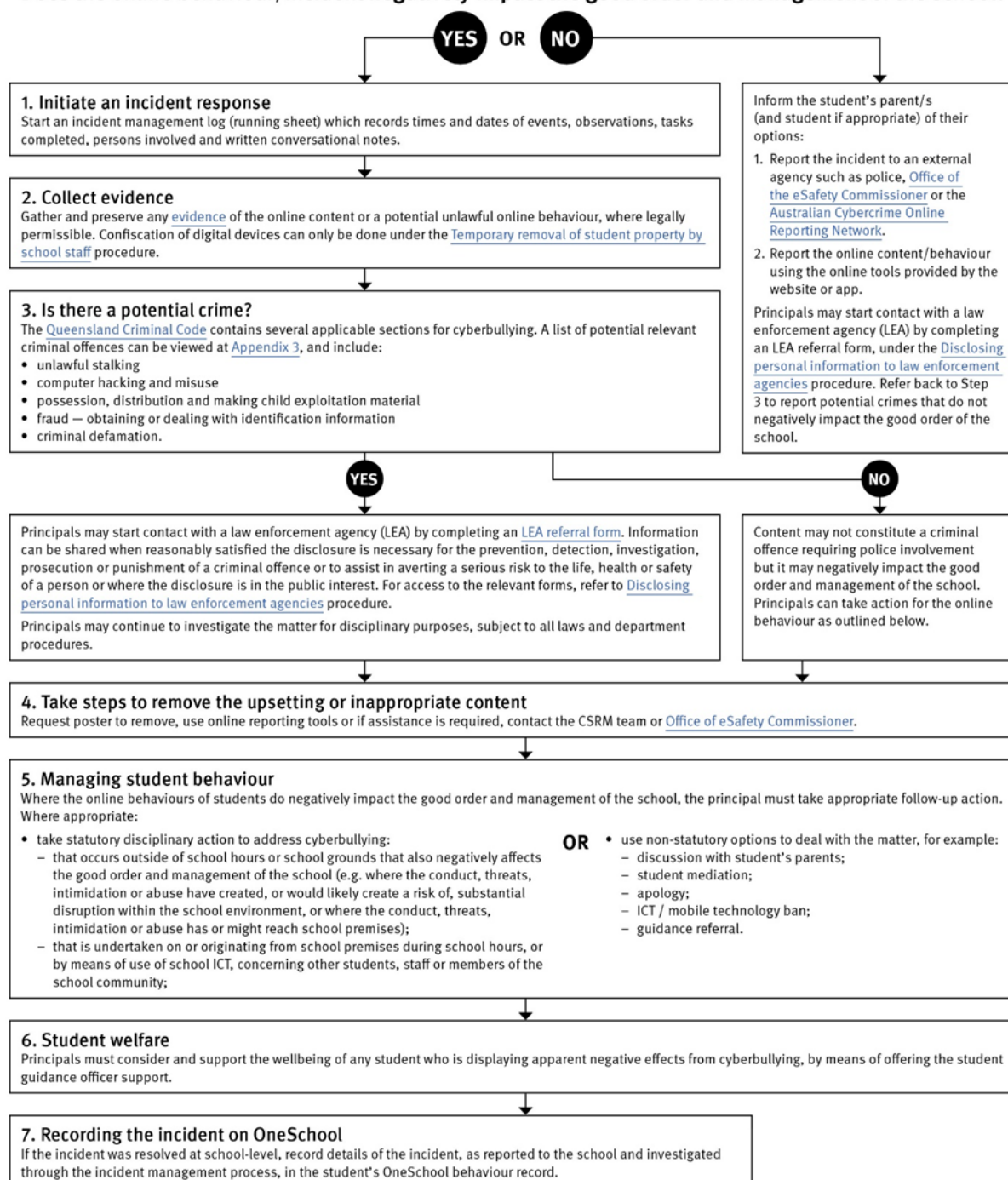
Explicit images

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

Report

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

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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. 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 school detentions, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

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

- As a parent, you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, in particular, do not use the names of anyone involved.

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

Any photographs of students in school uniform, or identifiable as Dakabin SHS students, published on social media are in breach of copyright laws and must be taken down on request.

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 and send the screenshot via STYMIE
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Dress Code Policy

Introduction

Dakabin State High School is a uniform school. The Parents & Citizens' Association of Dakabin State High School resolves that it supports a student dress code for Dakabin, because it believes that such a dress code promotes the objectives of Education (General Provisions) Act 2006.

In particular, the P&C of Dakabin supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:

- Ready identification of students and non-students at school
- Eliminating distraction of competition in dress and fashion at school
- Fostering a sense of belonging
- Developing mutual respect among students through minimizing visible evidence of economic or social differences

In addition, the P&C supports:

- Promoting the image of the school in the eyes of the community and employers
- Protecting students from injury that may be caused by machinery, tools, chemicals or other factors during practical lessons

Implementation

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

For unexpected critical incidents, staff will use basic defusing techniques.

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement](#)
[Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [STYMIE](#)
- [Spark their Future](#)
- [Customer complaints management procedure](#)
- [Cybersafety and reputation management](#)
- [Inclusive education policy](#)
- [Managing students' health support needs at school procedure](#)
- [Managing risks in school curriculum activities procedure](#)
- [Student discipline procedure](#)
- [Temporary removal of student property by school staff procedure](#)
- [Use of ICT systems procedure](#)
- [Use of mobile devices procedure](#)

Conclusion

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

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

Attachments



DAKABIN
STATE HIGH SCHOOL
The future lies within

Department of Education

DAKABIN STATE HIGH SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3,
Division 3 of the Education (General Provisions) Act 2006 ('EGPA')

I, Pete Keen, Principal of DAKABIN STATE HIGH SCHOOL, authorise the persons who are from time to time the holders of the position of Deputy Principal, at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal, to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal, tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal, tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

PETE KEEN

DAKABIN STATE HIGH SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

25-10-23

DATE



DAKABIN
STATE HIGH SCHOOL
The future lies within

Department of Education

DAKABIN STATE HIGH SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the Education (General Provisions) Act 2006 ('EGPA')

I, Pete Keen, Principal of Dakabin State High School, authorise the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

PETE KEEN

25-10-23

DATE

DAKABIN STATE HIGH SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

NON-NEGOTIABLE EXPECTATIONS



DAKABIN
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LEARNING | DISCIPLINE | COMMUNITY

Dragon's Hoard

Rewards



DRAGON COINS!

Dakabin State High School uses Dragon Coins as rewards system that implements the use of physical tokens as a **fast, free,** and **frequent** reward for **expected** student behaviours.

Students can then spend those coins on fun events, tuckshop vouchers, and other awesome prizes!

Dragon's Hoard Goals

Increased student engagement in the school

Students following expected behaviour norms

Building strong community spirit

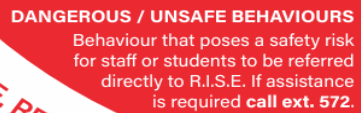
POSITIVE BEHAVIOUR MATRIX



DAKABIN
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	Learning We are responsible and accountable for our learning	Discipline We are positive in our attitude and approach towards learning	Community We communicate and collaborate respectfully with others to enhance learning
All settings	- We are responsible and ready to learn. - We report issues to staff or appropriate adults. - We use a positive, inclusive, growth mindset. - We are honest and own our actions. - We reflect on mistakes and learn from them.	- We respect our own, and others, privacy. - We follow all staff instructions. - We always keep our hands to ourselves. - We use equipment safely and respect all property.	- We talk respectfully to others using appropriate language and volume. - We use polite manners. - We value the opinions of others. - We show others empathy and understanding. - We put rubbish in the bin and respect our environment.
Classroom settings	- We listen to understand. - We participate and put effort into learning.	- We follow all non-negotiables. - We stay in the classroom.	- We collaborate respectfully with everyone. - We contribute positively to classroom culture.
Other school settings	We walk away from conflict.	We stay in allowed areas.	We encourage friends to walk away from conflict.
Community settings	We strive to be good role models.	We follow the rules where we are.	We look for opportunities to help others.
Online settings	- We use technology for learning. - We only submit our own work.	- We only talk to people we know in real life. - We only use safe websites.	- We use positive language online. - We interact positively with others online.
Public transport settings	We are aware of safety rules and our surroundings.	We follow the law.	We are respectful of priority seating areas.

The future lies within



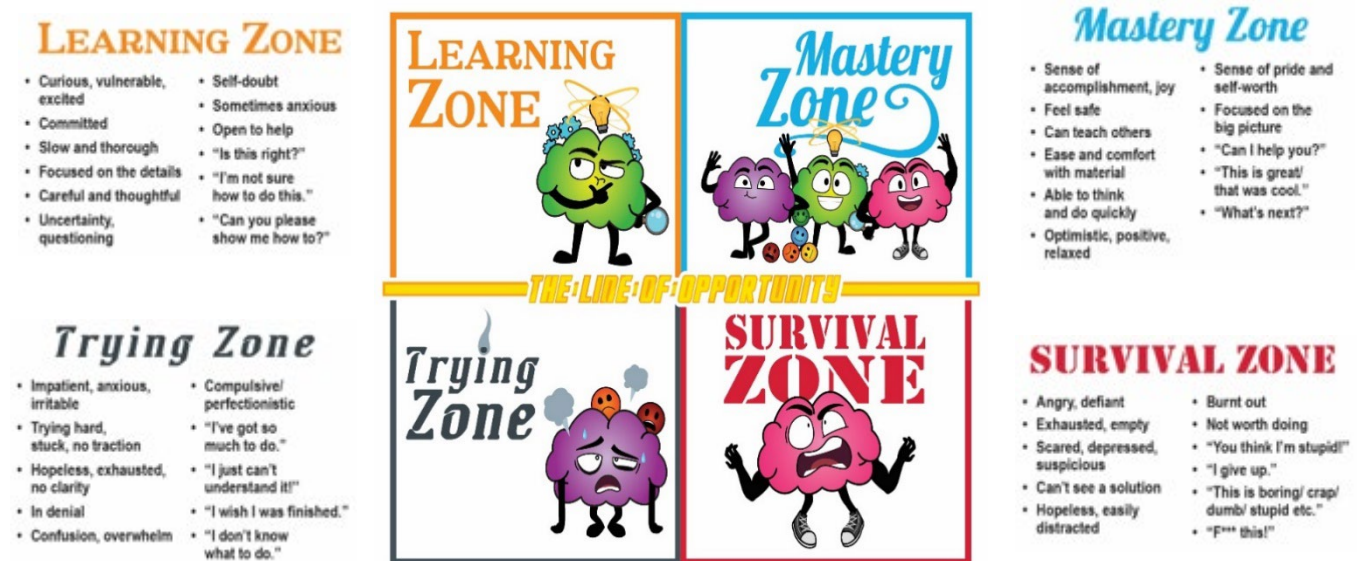
The Rebooted Class

Key Reboot Language and Tools

We improve engagement and learning outcomes by **creating a whole-brain teaching and learning environment** using the following Reboot tools and language:

1. Line of Opportunity / Quadrants of Engagement

We welcome students and thank them for their choice to cross the Line of Opportunity and for attending school/class today. We emphasize the role teachers/educators play to help students address any anxiety or fears that might cause them to slip from the Learning Zone.



2. Create a stress-aware classroom – Whole-Brain awareness



Smart Brain
(Neocortex)

- Complex thought
- Problem solving
- Language
- Reasoning/logic
- Creativity
- Decision making



Emotional Brain
(Limbic System)

- Feelings and emotions (both positive and negative)
- Memory
- Scans for and picks up on stress



Wild Brain
(Brain Stem + Cerebellum)

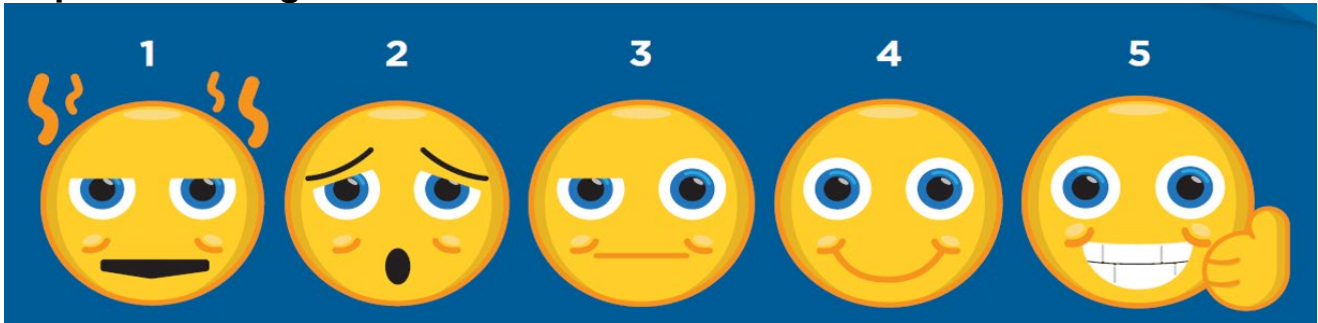
- Heart rate and breathing
- Body temperature control
- Balance and movement
- Fight, Flight and Freeze (survival responses)

Which brain are you in? Which brain were you in?

What do you need to access and stay in Smart Brain?

- Enhance students' awareness of the learning process and impact of stress
- Improve students' image of themselves as learners (potential to learn)
- Debrief after an incident or when learning is challenging

3. Improve self-regulation



What number are you? OR How are you feeling today?

What do you need to feel better? OR What could you do to feel better?

How do you feel now? OR How can I help?

- Check-in before the start of the day or before classes
- Check-in to support students with reactivity or learning anxiety throughout a class or day
- Debrief at the end of class to ensure everyone leaves feeling ok
- To support conflict resolution, discipline and restorative justice practices
- To help address student anxiety

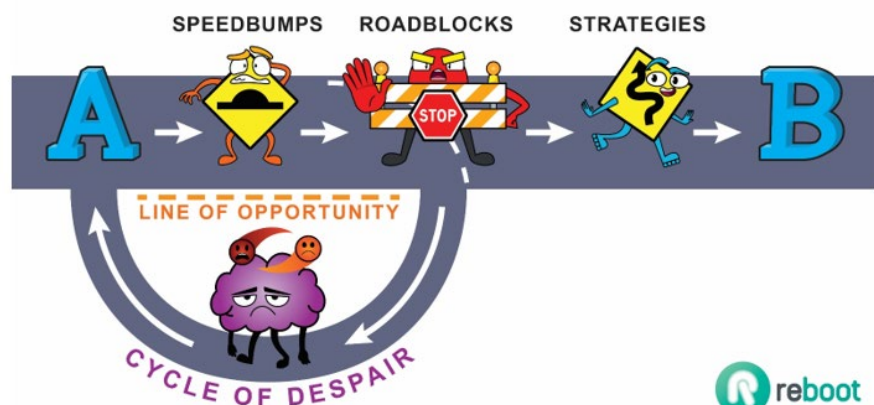
4. Have you got your power or did you give it away?

- Centring games and activities
- Reduce reactivity by encouraging self-responsibility and intrinsic motivation
- Debrief tool

5. Positive Change Highway

Identify goals (next steps) and the inevitable Speedbumps and Roadblocks that may be encountered as well as Strategies to address them.

Celebrate success and effort with a **Wall of Awesome**.



6. Hook, Line and Sinker learning

Lessons designed in a hook, line and sinker format to improve engagement and learning outcomes.

Hooks: sense of anticipation or expectation, narrative (fiction or non-fiction, personal or unknown subject stories), visuals, student-driven activities (providing tools/materials and watching what happens), unusual objects, food, movement, unusual spatial design, games

Lines: 12-15 minute segments using a range of visual, auditory and kinaesthetic learning opportunities

Sinkers: debrief as a class on what went well or was not understood, cement memory with links back to the relevance, intention and outcomes of the learning, ask what content was of interest, highlight the content that might contribute to the next class, create a summary visually, pictorially or link back to the hook



