

BURPENGARY
STATE SECONDARY COLLEGE



Student Code of Conduct

2022-2025

Every student succeeding

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


Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

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| Postal address: | PO Box 693 Burpengary Queensland 4505 |
| Phone: | 07 3481 6333 |
| Email: | admin@burpengaryssc.eq.ed.au |
| School website address: | www.burpengaryssc.eq.edu.au |
| Contact Person: | Peter Hoehn (Principal) |

Endorsement

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|-----------------|-------------|
| Principal Name: | Peter Hoehn |
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| Principal Signature: |  |
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| Date: | |
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| P/C President / School Council Chair Name: | Chris Tribbeck |
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| P/C President / School Council Chair Signature: | |
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| Date: | |
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Purpose

Burpengary State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Burpengary State Secondary College 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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Principal's Foreword

From the very beginning of the school's opening, Burpengary State Secondary College has focused on an Inclusive culture, founded on the belief that all students have diverse needs and that all students have the human right to engage in learning and to achieve positive learning outcomes for their future.

Also key to our Inclusion model is that we as a College work together as a community and ensure through our values of Respect, Courage and Excellence that no student is disadvantaged and that all barriers to learning are addressed enabling positive learning outcomes for all of young people.

Key to enacting this model is that Parents/Carers, Teaching staff and non-teaching staff, Executive staff, Regional staff and Departmental resources and External Service providers are accessible and that these stakeholders are able to work together in an open and transparent way to support students and enable them to "Live a life of Choice and Not Chance".

The Student Code of Conduct reflects our underlying philosophy that as a community we are all responsible for the futures of our young people under our care, and that everyone has the fundamental Human Right to participate in a pathway of education that suits their needs and their learning capability.

P&C Statement of Support

As president of the Burpengary State Secondary State College P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Peter Hoehn and his team has ensured that parents have opportunities to contribute and provide feedback on the expectations of the College. This has been an important aspect in the development of the Burpengary State Secondary State College 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 Burpengary State Secondary State College 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 Burpengary State Secondary State College 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 how to approach the school about these types of problems.

Any parents who wish to discuss the Burpengary State Secondary State College 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 Burpengary State Secondary State College 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.

Data Overview

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

To view the the College's current data sets, please visit our website or view our Annual Report.

Learning and Behaviour Statement

All areas of Burpengary State Secondary College are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Burpengary State Secondary College to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- Respect
- Courage
- Excellence

Our school values have been agreed upon and endorsed by the community through the consultation process. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

College Values

Respect

- Be polite and courteous to all people at all times
- Demonstrate concern for others and always be encouraging to one another
- Support and accept the worth of other people regardless of background, abilities and belief
- Be ready to learn valuable lessons from others around you
- Show consideration for belongings whether they are your own or the schools

Courage

- Despite feeling fearful or scared always choose to act
- To have passion to challenge ourselves and endure the sharp pains of discovering something new
- Appreciate that we need to persevere despite adversity
- Always stand up for what is right
- In times of hardship or difficulty behave with dignity

Excellence

- Achieve through innovation and learning
- Deliver what is required and add value to what is expected
- Demonstrate with sincerity in all you do and say
- Take responsibility for your actions and own the choices that you make
- Encourage others to work together to attain the best outcomes for all

Multi-Tiered Systems of Support

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

| Tier | Prevention Description |
|------|--|
| 1 | <p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • engaging students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. |
| 2 | <p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will ensure that:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>Burpengary State Secondary College is committed to reviewing College data regarding behaviour. College data should indicate no more than 10-15% of students require targeted services provided in Tier 2.</p> |
| 3 | <p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p> |

Consideration of Individual Circumstances

Staff at Burpengary State Secondary State College 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 disability, 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. Refer to Legislation Delegations pg. 23: Cwlth Disability Discrimination Act (1992); Cwlth Disability Standards for Education (2005)

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families. Refer to Legislation Delegations pg. 23: Information Privacy Act 2009 (Qld); Right to Information Act 2009 (Qld)

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

Student Wellbeing

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Burpengary State Secondary State College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; First Aid and CPR skills training is provided to students who participate in some CERT courses.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

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

Specialised health needs

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

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

Medications

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

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Burpengary State Secondary State College implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#) (Personalised Learning Plan).

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Support Network

Burpengary State Secondary State College 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 Burpengary State Secondary State College 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 Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Department for Wellbeing.

| Role | What they do |
|--------------------------------------|--|
| Deputy Principal | <ul style="list-style-type: none"> assist the Principal to lead the school focusing on providing quality learning outcomes for all students work within the Student Support Network to ensure student learning, wellbeing and behavioural needs are identified and supported form partnerships with parents/carers, internal and external support networks and other government agencies understand the legislation and policies that impact on schooling manage resources to achieve goals |
| Head of Special Education Services | <ul style="list-style-type: none"> provides comprehensive support for students with a verified disability within the school environment through a case management model liaise with students, parents, teachers and/or external support providers as part of the disability support service provision initiate and coordinate student programs that meet the specific learning and wellbeing needs of students with a disability |
| Head of Department: Wellbeing | <ul style="list-style-type: none"> promotes a culture of student wellbeing lead role for implementation of Positive Behaviour for Learning (PBL) initiate and coordinate student wellbeing programs and events leads tracking and monitoring of 'at risk' students |
| Guidance Officers | <ul style="list-style-type: none"> provide a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting facilitate student wellbeing programs assist students with specific difficulties, acting as a mediator or providing information on other life skills liaise with parents, teachers, or other external health providers as needed as part of the counselling and support process. |
| Head of Department: Junior Secondary | <ul style="list-style-type: none"> coordinates transition to secondary for students moving from Yr 6 to Yr 7 arranges support and/or intervention for students in Years 7-12 through the Learning Connections program leads the CONNECT homework/assessment support program leads the Junior Education and Training (JET) program for Years 7-9 leads Student Improvement/Gifted Education Mentor (SIM/GEM) programs coordinates Junior Secondary events (Years 7-9) |
| Head of Department: Senior Secondary | <ul style="list-style-type: none"> leads VET coordination and provision leads Pathways options leads the Senior Education and Training (SET) program for Year 10 tracks and monitors Senior Secondary attendance, engagement and achievement in alignment with QCE/QCIA coordinates Access Arrangements and Reasonable Adjustment provisions for Senior students coordinates Senior Secondary events (Years 10-12) |
| House Leaders | <ul style="list-style-type: none"> leadership of Vertical Communities to promote an inclusive, positive school culture monitor attendance and behaviour data to identify areas of additional need responsible for student welfare within their House provide continuity of contact for students and their families ensure students feel safe and comfortable and want to come to school nurture a sense of belonging to the Community House, year level and school. |

| | |
|---------------------------------|--|
| School Chaplain | <ul style="list-style-type: none"> • promote student wellbeing, particularly through the provision of pastoral care • encourage reflection about the spiritual dimensions of life • have an educative role in the areas of beliefs, values, morals, ethics and religion • work as part of the school support team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations • in coordination with HOD: Wellbeing and Guidance Officers, facilitates pastoral care programs including a breakfast provision |
| Community Education Counsellor | <ul style="list-style-type: none"> • provides individual and small group support to Aboriginal and Torres Strait Islander students • school liaison for Aboriginal and Torres Strait Islander students and families • celebrates and promotes indigenous events within the school community • engages with external support services to support Aboriginal and Torres Strait Islander students • school advocate for Aboriginal and Torres Strait Islander students and builds an understanding of indigenous culture within the school community |
| School-Based Youth Health Nurse | <ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs. |
| State Schools Clinical Nurse | <ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs. |
| Youth Support worker | <ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing. |

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

Whole School Approach to Discipline

Burpengary State Secondary State College 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 throughout 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 Burpengary State Secondary State College 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 Burpengary State Secondary State College 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 student or parent 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 or deputy principal.

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 expectations in place for students.

At Burpengary State Secondary College our focus on positive behaviour underpins all processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviours in all students and ensures that our school provides a safe, supportive and disciplined environment.

All members of the community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

These expectations are underpinned by the following rights:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

Students are expected to:

- participate actively in the College's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents/carers are expected to:

- cooperate with the College to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment
- initiate and maintain constructive communication and relationships with College staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

The college will:

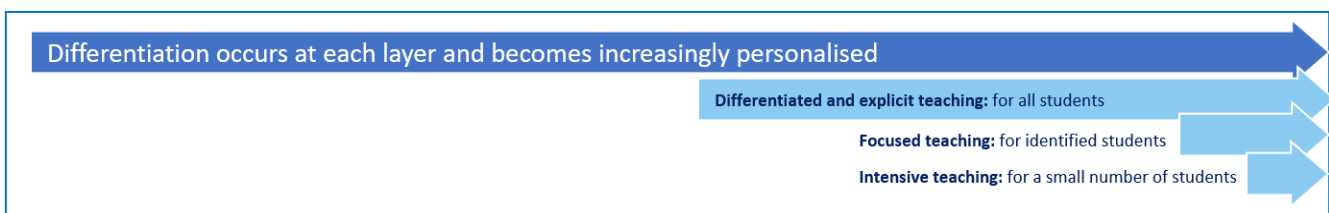
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management
- communicate high expectations for individual achievement and behaviour
- ensure consistency and fairness in implementing the college Student Code of Conduct
- review and monitor the effectiveness of the college practices and their impact on student learning
- support College staff to ensure compliance with the college Student Code of Conduct, and facilitate professional development

Differentiated and Explicit Teaching

Burpengary State Secondary State College 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 Burpengary State Secondary State College 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 focused 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.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline our whole school provision of **Differentiated and Explicit Teaching, Focused Teaching, and Intensive Teaching**.

- **Differentiated and Explicit Teaching**

In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Focused Teaching**

In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive Teaching**

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Differentiated and Explicit, Focused, and Intensive behaviour support includes:

- quality teaching and learning practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development for all members of the school community
- adoption of practices that are non-violent, non-coercive and non-discriminatory
- a continuum of whole school positive preventive action for all students

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

| Our College Values are: | Learning Community (The classroom, SAC, PAC & Lecture Theatre) | School Community (Outside the classroom, lunch & transition times) | The Greater Community (Off school grounds & during excursions) |
|--|--|--|---|
| R E S P E C T | <ul style="list-style-type: none"> ➤ Use appropriate language ➤ Follow College expectations and routines ➤ Support the rights of others to learn and to teach ➤ Care for learning areas | <ul style="list-style-type: none"> ➤ Follow staff instructions ➤ Treat property, facilities and other people's belongings with respect ➤ Speak respectfully to everyone ➤ Appreciate the rights of others to privacy ➤ Walk sensibly, safely and promptly between classes | <ul style="list-style-type: none"> ➤ Be an ambassador of yourself, your community and your family ➤ Be considerate and courteous to community members |
| C O U R A G E | <ul style="list-style-type: none"> ➤ Take responsibility for your actions ➤ Be willing to step outside your comfort zone ➤ Be a champion for yourself and others ➤ Take pride in yourself and your accomplishments ➤ Demonstrate and encourage pro-social behaviour | <ul style="list-style-type: none"> ➤ Keep friends accountable ➤ Positively engage with others outside friendship groups ➤ Walk away from conflict and don't be a spectator ➤ Celebrate success ➤ Be accepting of other people's identities, culture and differences | <ul style="list-style-type: none"> ➤ Take the lead when no one else will ➤ Engage positively through technology ➤ Seek opportunities to contribute positively in your community |
| E X C E L L E N C E | <ul style="list-style-type: none"> ➤ Complete all work to the best of your ability ➤ Have a growth mindset ➤ Be work ready | <ul style="list-style-type: none"> ➤ Wear correct uniform ➤ Maintain a clean College environment ➤ Stay within designated areas ➤ Follow workplace health and safety procedures | <ul style="list-style-type: none"> ➤ Speak positively about the College within our community and on social media ➤ Uphold school values ➤ Engage in College and community events and activities ➤ Manage school and personal commitments ➤ Be an active global citizen |

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.

Student Support staff, including teachers with specialist expertise, work collaboratively with class teachers at Burpengary State Secondary State College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix identified above, and student progress is monitored by the classroom teacher/s to identify those who:

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

Burpengary State Secondary State College has a range of Student Support 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:

- Rock and Water
- RAP (Resourceful Adolescence Program)
- RAGE
- Managing the Bull
- Check and Connect
- Functional Based Assessment

For more information about these programs, please speak with the Head of Department: Wellbeing, Trish Fong.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Burpengary State Secondary State College 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 focused 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) Refer to WIO (Working It Out) process
- Detention

Focused

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. Discipline Improvement Plan)
- Targeted skills teaching in small group
- Token economy – including Burpies
- Detention
- Behaviour monitoring booklet
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Student Support referral for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review (Link 1)
- Stakeholder meeting with parents/carers and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone) Refer School Policies Pg. 28
- 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.

To identify how major and minor behaviours are managed and applied at Burpengary State Secondary College please refer to Major and Minor Behaviour classifications at BSSC



MAJOR and MINOR behaviours classifications BSSC

| | |
|---------------------------|---|
| MINOR MINOR | <p>Dealt with by the staff member – no referral or documentation in one school</p> <ul style="list-style-type: none"> • Littering • Minor possession of prohibited item (for example - Sharpie pen) and compliance to hand item in • Minor swearing within peer group • Wearing make-up or incorrect jewellery • Failure to wear correct uniform – ID Attend • Occasional forgetting of equipment • Occasional late to class • Refusal to dismount bike or scooter <p>Possible strategies</p> <ul style="list-style-type: none"> • Asking student or students to pick up litter, asking students to be mindful of language, asking students to remove make-up/jewellery, reminding students of the college uniform policy |
| DOCUMENTED MINOR | <p>Dealt with by the staff member – documented in one school</p> <ul style="list-style-type: none"> • Failure to follow generic instructions to groups • Minor unsafe behaviour • Regular failure to complete homework • Disruptions to the learning of others • Persistent failure to attempt the set task or tasks and or assessment • Persistent failure to bring appropriate equipment • Persistent unacceptable lateness • Personal phone in use (see phone policy) • Non-compliance with the uniform policy – hats, jumpers... <p>Possible strategies</p> <ul style="list-style-type: none"> • Positive reinforcement, Essential Skills for Classroom Management, change of seating plan, teacher detention, phone call home, log an incident in OS, referral to student support, restorative conversations... |
| MINOR REQUIRING FOLLOW UP | <p>Documented in one school by staff member- referred to line managing HOD</p> <ul style="list-style-type: none"> • Ongoing disruptive behaviour in the classroom • Refusal to complete lunch time detentions • Minor physical altercation • Deliberate minor property damage • Refusal to hand in electronic device • Swearing at peer with intent • Persistent non-compliance in the classroom • Truancy – refer to YLC • WIO referrals 1 and 2 from the same class – referral to HOD • Anti-social or silly behaviour that does not align with the College values <p>Possible strategies</p> <ul style="list-style-type: none"> • Phone call home, The WIO process, log an incident in OS, inform teacher of outcomes, issue and log a Central detention, restorative practices, facilitate meeting between teacher and student, time out for student with the HOD, referral to student support, change of class |
| MAJOR | <p>Documented in one school by staff member- referred to year level DP</p> <ul style="list-style-type: none"> • Persistent behaviours that, despite intervention, significantly impact the learning environment over a period of time • Multiple ongoing truancy issues with concerns around student safety • Deliberate major property damage • Third WIO in same class within a term – referral to HOD who refers to DP • Failing to attend 2 x Central Detentions • Swearing directly at or about a member of staff • Distribution of or use of prohibited substances – tobacco, drugs or alcohol • Sexual behaviour of a serious nature • Major physical conflict including punching • Threatening or assaulting a member of staff or threats to others <p>Possible strategies</p> <ul style="list-style-type: none"> • Parent contact and or meeting, behaviour monitoring booklet, record in OS, referral to outside agency, referral to student support, Suspension, Removal from class and the playground, Recommendation for exclusion. |

Burpengary State Secondary College institutes a Working it Out (WIO) process. WIO should be used for the following behaviours that disrupt the professional learning environment - persistent disruptions and failure to follow directions, persistent minor swearing and disrespectful language, minor unsafe behaviour, persistent disruption to the learning of others, persistent refusal to engage with the learning process, minor physical altercations

| Working It Out 1 | |
|---|---|
| Incident | Follow-Up |
| <ul style="list-style-type: none"> Student demonstrates persistent low-level behaviour Student is sent to WIO classroom with work AND WIO Reflection Sheet. The WIO reflection sheet to be returned to the teacher during the restorative conversation Teacher logs WIO on ID Attend | <p>TEACHER CENTRAL</p> <ul style="list-style-type: none"> The teacher records the incident in One School as a minor and refers the incident to the HOD The line managing HOD completes an Admin Follow-Up by contacting home and negotiating a Central (WED or FRI) The teacher contacts home to discuss the issues and strategies for moving forward – issues Central Detention The teacher conducts a restorative conversation with the student prior to the next class - <i>please be flexible with the timing of this in order to ensure the relationship is maintained</i> Student completes the Central by completing classwork or work around the school values |
| Working It Out 2 | |
| Incident | Follow-Up |
| <ul style="list-style-type: none"> Student demonstrates persistent low-level behaviour for the second time IN THE SAME CLASS Student is sent to WIO classroom with work AND Reflection Sheet Teacher logs WIO on ID Attend | <p>HOD CENTRAL</p> <ul style="list-style-type: none"> The teacher records the incident in One School as a minor and refers the incident to the line managing HOD The teacher contacts home to discuss the issues and strategies for moving forward The teacher conducts a restorative conversation with the student prior to the next class - <i>please be flexible with the timing of this in order to ensure the relationship is maintained.</i> The line managing HOD completes an Admin Follow-Up by contacting home and negotiating a Central (WED or FRI) ***the HOD informs the parent of what could happen if a third WIO is used within a term. Student completes the Central – student works on classwork or work around the school values |
| Working It Out 3 | |
| Incident | Follow-Up |
| <ul style="list-style-type: none"> Student demonstrates persistent low-level behaviour for the third time IN THE SAME CLASS in the same term Student is sent to WIO classroom with work AND Reflection Sheet Teacher logs WIO on ID Attend | <ul style="list-style-type: none"> The teacher records the incident in One School as a major and refers to the line managing HOD The line managing HOD refers this third WIO to the Year Level Deputy Principal. The DP contacts home to discuss the issues and strategies for moving forward, including consequences (possible suspension) The teacher conducts a restorative conversation with the student prior to the next class - <i>please be flexible with the timing of this in order to ensure the relationship is maintained.</i> |

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 Burpengary State Secondary State College, 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 Burpengary State Secondary State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s/carer, 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.

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

Arrangements

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

A record of the meeting is saved in OneSchool, under the Contact tab.

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.

Senior School Engagement policy

Our Senior School

Burpengary State Secondary College is committed to 'supporting the holistic growth of every student on their journey to post-secondary success.' Our inclusive community approach to senior schooling acknowledges and celebrates individual diversity. We work collaboratively between the College, parents and the students to forge a differentiated pathway for success.

Senior Engagement

Success in the post compulsory phase of education will depend on the student's pathway and abilities. However, a shared measure of success across Queensland is the successful completion of the Queensland Certificate of Education (QCE).

The Senior School Agreement outlines the commitments and expectations of our senior students in the post compulsory phase of learning. Students are engaged with their senior schooling when they have full attendance, are meeting deadlines, submitting work, attending exams, fully participating in their lessons, and upholding the College values.

Through the Senior Student Re-engagement (SSR) process the College tracks student progress to enable individualised support and interventions where appropriate. Through the SSR process the College collaborates with the student and parents to develop strategies for improvement.

Disengagement

The College works proactively through the SSR process with students who are disengaged from their studies. If these interventions do not result in a change of behaviour the student may be deemed to be 'deeply disengaged.' The College considers a student to be 'deeply disengaged' if they exhibit one or more of the following:

- Persistent and consistent low attendance to school
- Persistent and consistent failure to complete academic work
- Persistent and consistent failure to attend or to complete exams
- Persistent and consistent unsatisfactory reporting grades for effort / behaviour / homework
- Refusal to work with the College and to engage with the agreed interventions
- Persistent and consistent failure to uphold the College values of respect, courage and excellence

Reengagement

Formal reengagement meetings are completed with the student and parent. This gives all parties an opportunity to raise concerns, identify barriers and work solutions to support student reengagement. These actions are formalised into a plan with agreed targets for success. Students and parents are informed that continued 'deep disengagement' may lead to the student's cancellation of enrolment. Parents and carers are notified of their student being at risk of having their enrolment cancelled in writing. Cancellation of enrolment is a strategy of last resort that can only be utilised for students who are older than compulsory school age and whose behaviour amounts to a 'deep disengagement' and refusal to participate in their educational program.

Reviewing Engagement

Over the agreed timelines the student's engagement plan is monitored and reviewed through the SSR process. If the student has been successful they may be removed from the reengagement process and be monitored through the SSR systems. If there is a later regression in behaviour a new reengagement process will commence.

If the agreed targets have not been met, and the student is still 'deeply disengaged' a further 'deeply disengaged' cancellation of enrolment letter is sent and parent meeting arranged.

Deeply Disengaged

'Deeply disengaged' meetings are completed when a student fails to make satisfactory progress on their engagement plan. At this meeting the College outlines the concerns and strategies that have been put in place to support the student's engagement. The cancellation of enrolment is discussed and alternative pathways explored. A new engagement plan is agreed, monitored and reviewed over the agreed timelines.

Engaging to an alternative pathway

In cases where students remain 'deeply disengaged' and do not respond to the supportive interventions provided their enrolment will be cancelled. Parents and carers are notified in writing of this decision. During the cancellation process the student and parent will receive advice from the College to identify and support the transition to a different education, training or work environment.

The College will continue to work with the student to facilitate a successful outcome. In unique circumstances the College can cancel a student's enrolment without the full engagement process having been completed.

School Policies

Burpengary State Secondary State College 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:

Hostile people on school premises

This procedure outlines the options available under the Education (General Provisions) Act 2006 (Qld) (EGPA), to assist Principals and school staff in preventing and managing unsafe situations on the premises of state educational institutions (whether they have buildings on them or not, or whether or not the conduct occurs in school hours).

To see the full document please follow the link [Hostile people on school premises](#)

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, students and visitors.

This procedure outlines the processes, conditions and responsibilities for principals and state school staff when temporarily removing student property.

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

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

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.

Responsibilities

Staff at Burpengary State Secondary College

- Do not require 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 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 parent/carer (e.g. to access EpiPen for an anaphylactic emergency)
- Consent from the student or parent is required to search a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parent should be called to make such a determination.

Parents of students at Burpengary State Secondary College

- ensure your children 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 school's Student Code of Conduct
 - is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
 - puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
 - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
 - does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda)
- collect 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 Burpengary State Secondary College

- 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 school's Student Code of Conduct
 - is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
 - puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
 - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
 - does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda)
- collect their property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Attendance Policy

Rationale

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs.

- Burpengary State Secondary College expects all students to attend every lesson every day.
- Burpengary State Secondary College attendance policy aims to outline the expectations and responsibilities that the College, students and parents have in relation to attendance. It also outlines the College's attendance strategies and procedures

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Burpengary State Secondary College:

- is committed to promoting the key messages of Every Day Counts.
- believes all children should be enrolled at school and attend school all day, every school day.
- monitors, communicates and implements strategies to improve regular school attendance.
- believes truancy can place a student in unsafe situations and impact on their future employability and life choices.
- believes attendance at school is the responsibility of everyone in the community.

Responsibilities

School responsibilities:

- Inform parents of their legal obligations in regard to enrolment and attendance.
- Implement strategies to manage student enrolment, absences, chronic absenteeism, school refusal and truancy using the guidelines set out in the Every Day Counts policy.
- Monitor student absences and identify when a student is absent for three or more consecutive days, or where there is a pattern of persistent unexplained absences, or where a student's attendance rate is reasonably considered unsatisfactory.
- Take reasonable steps to follow up unexplained absences as soon as possible or ideally within three days of the absence.

- Continue to work with regional and other local resources to re-engage students and their families with the aim of returning the students to school.
- Follow established processes for enforcing parental obligation in regard to: enrolment, attendance, compulsory participation.

At our school we promote 100% attendance by including Every Day Counts information and discussing the importance of attendance with every new family upon enrolment displaying Every Day Counts material within the school.

As a school we are committed to achieving or surpassing the state average of 92% attendance rate.

Student responsibilities:

- All students need to be at school each and every day prepared for work and learning.
- All students are to be accountable for attendance and participation.
- All students are expected to be in class on time and remain in class each lesson.
- Students are to remain at school during school hours unless they have permission from parents/carers or the school.
- Ensure all missed school work is completed.

Parent responsibilities:

Each parent of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends school, on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse for their child's absence.

From time to time a student may be absent from their educational program. Parents must provide a satisfactory reason for these absences, unless the student is an adult or it is not appropriate to contact the student's parents, in which case an explanation should be sought directly from the student. Parents should provide a reason for a child's absence as soon as possible through the Colleges' absence line on: 07 3481 6366.

Acceptable reasons for a student's absence would be:

- Work experience
- Natural disaster
- Representative sport
- Illness
- Funeral
- Legal Obligations
- Suspension or exclusion

The department would strongly encourage families not to schedule holidays during school time. This minimises the disruption to student learning. If you need to schedule holidays during school time, please contact the College in advance to talk about arrangements.

For any absence of longer than 10 school days, an application for exemption needs to be submitted to the College. Application forms are available either on the College's website or from Executive Services..

Unreasonable reasons for student absence would be:

- Birthdays
- Shopping
- Visiting friends or family
- Minor appointments e.g. haircuts

Strategies

At Burpengary State Secondary College we promote 100% attendance by:

- Providing a welcoming, supportive and inclusive learning environment where students are challenged through differentiated and engaging student led learning activities.
- Including Every Day Counts information and discussing the importance of attendance with every new family upon enrolment.

- Disseminating Every Day Counts material and messages within the school community through assemblies, newsletters, and school based rewards.

Responses to absences

At Burpengary State Secondary College, we are committed to achieving the following targets in improving attendance:

- 100% attendance

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Burpengary State Secondary College will take the following actions:

- Absences are actioned daily via SMS text messaging, email or a phone call parents.
- A please explain letter with details of unexplained absences is sent to those parents who do not respond to the messages every week.
- A phone call is made to those parents that do not respond to the letter.
- Weekly monitoring of three or more unexplained absences is conducted by the Deputy Principals.
- Half termly monitoring of all absences is conducted by Deputy Principal utilising percentage reports and attendance data sets.

Where there is a persistent pattern of unexplained absences or absences without reasonable justification, a student's attendance can be considered unsatisfactory. The Principal will commence 'compulsory' schooling and compulsory participation processes.

1. Making contact with parent/guardian, requesting reason for absence and offering support to engage student with their schooling.
2. If the child is still not attending regularly after three weeks (15 school days) from the first attempt to contact parents, a Notice to both parents outlining parents' legal obligation will be posted and they will be invited to meet with school to discuss the situation.
3. If a meeting does not occur with the parents and there is no change in circumstances within one week (five school days) of sending the Notice. OR If a meeting does occur with the parents but there is no change in circumstances within one week (five school days) of this meeting:
 - a. A Warning Notice advising parents of their legal obligations will be posted and an offer to meet to discuss support available to address failure to attend will be extended by the school.
4. If there is no change in attendance one week (5 school days) after the Warning Notice is sent, an Authorised Officer:
 - a. Requests Performance, Monitoring and Reporting Branch to conduct a search for information regarding enrolment and attendance to ensure the child is not enrolled at another state school (including School of Distance Education).
 - b. Checks with Home Education Unit whether the child is registered or provisionally registered for home education.
 - c. Advises Regional Office they wish to seek the Director-General's consent to prosecute.
5. Where unsatisfactory attendance still continues, the Principal may commence processes associated with Enforcement of Compulsory Schooling and Compulsory Participation. The Principal is able to seek advice from Central Office Legal & Administrative Law Branch regarding consent to prosecute parents/carers.

Reporting and monitoring attendance

At Burpengary State Secondary College reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

- Contacting the absence line on 3481 6366
- Informing the Administration office in person, by phone, email or by writing a letter

Some related resources

Every Day Counts <http://education.qld.gov.au/everydaycounts/index.html> [Departmental Policies and Procedures](#)

Managing Student Absences and Enforcing Enrolment and Attendance at State Schools

Roll Marking in State Schools

Enrolment Agreement

Statement of intent

This enrolment agreement sets out the responsibilities of students, parents/carers and college staff in relation to the educational needs of students enrolled at Burpengary State Secondary College.

Responsibility of Student to:

- Attend the College regularly, on time, ready to learn and take part in all College activities.
- Act at all times with respect and show tolerance towards other students, staff and the wider school community.
- Focus on building positive relationships with others to enhance a positive College culture
- Comply and follow all directions given by College staff.
- Abide by the College values and rules; meet homework and assessment requirements
- Wear the correct school uniform with pride.

Responsibility of Parent/Carer to:

- Work in partnership with College staff to ensure positive and productive outcomes for their child.
- Notify College staff of any concerns that will impact on their child's ability to engage with their child's program of instruction.
- Notify College staff with a reason, via the appropriate communication pathway, if their child will be absent from school.
- Engage with all College staff with respect to ensure positive outcomes are achieved.
- Support the authority and discipline of College staff and Principal to enable the student to recognise the importance of participating in College life in a positive and respectful manner.
- Advise the Principal if your child is in the care of the state or you are the carer of a child in the care of the state.
- Inform the College if your child's living arrangements change and provide details of new home address and contact details.

Responsibility of College staff:

- Work in partnership with parent/carer to ensure each student is given every opportunity to achieve personal excellence.
- Focus on teaching excellence and set high standards for each individual student.
- Notify parents/carers of student progress in a timely manner.
- Provide a clear outline of student assessment requirements each semester.
- Ensure all student individual learning plans are completed no later than term 1 and revised in term 4 in preparation for the following academic year.
- Be opening and welcoming reinforcing a positive learning culture.
- Take reasonable steps to ensure the student's safety and positive wellbeing in a caring and supportive manner.
- Clearly communicate the College's expectations regarding the Responsible Behaviour Plan for Students and College Dress Code policy.
- Ensure that the parent/carer are aware of the college's insurance arrangements and accident cover for students.
- Ensure that parent's/carers are aware of the College's record keeping policy including the creation of transfer note should the student enrol at another school.
- Contact parents/carers as soon as possible if the College is concerned about the student's College work, behaviour, attendance or punctuality.
- Notify parents/carers of positive student outcomes that reflect the college values.
- Build positive and productive relationships with all stakeholders that have an impact on the learning of individual students (refer to Complaints Management Policy).

ICT Acceptable Use Policy

This policy sets out guidelines for the acceptable use of:

- the School's computer network facilities.
- installed computer software.
- the Internet.
- electronic mail.
- BYOx

which are provided to students for educational purposes only.

Acceptable use issues may be broadly categorised as personal conduct relating to:

- System security.
- Legal requirements.
- Ethical use of Education Queensland's computer network facilities at Burpengary SSC.
- Standards of interpersonal communication.

Benefits to students - Students will have access to

- A variety of equipment, software and services to support effective learning.
- Information sources for research via network facilities and the Internet.
- Network facilities before school and during lunch breaks.

Procedures for use - Students are expected to

- Operate all equipment with care. Follow written and oral instructions for room and equipment use. Consult a teacher where necessary.
- Ensure personal security of their user account by correctly logging on and off.

Responsibilities of Students

- Students are responsible for all activity carried out on their personal network account.

General Network Responsibilities - Students will NOT

- Share their password with anyone else
- Use another student's network account
- Allow another student to use their account
- Attempt to change the network in any way
- Install / use any software other than that provided by the school
- Attempt to bypass security
- Store inappropriate material in their network account (eg non-program related files, .exe files, personal files, video files, games)

Internet and Email Acceptable Use Responsibilities

Students will use the Internet in a responsible manner for educational purposes - for their classwork and assignment research. Internet use is a privilege, and students must at all times exercise careful judgment over all material that they access and communications that they make.

A Word to Students on Personal Responsibility

When you are using the College network, it may feel like you can more easily break a rule and not get caught. This is not really true because whenever you do something on a network you leave little "electronic footprints," so the odds of getting caught are really about the same as they are in the real world. The fact that you can do something or think you can do something without being caught does not make it right to do so. The College network is for storage and access of College course related materials only.

You MUST NOT

- Violate copyright laws by using material from Internet sites without permission of the copyright owner.
- Plagiarise works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- View, send, store or display indecent and/or offensive messages or pictures.
- Use profane, abusive, impolite or sexually explicit language to communicate. Do not knowingly access materials which are not in line with the rules of School behaviour. A good rule to follow is to never view, send, or access materials which you would not want your teachers and parents or

colleagues to see. Should you encounter such material by accident, you should report it to your teacher immediately.

- Share your password with another person under any circumstance or logon for another person whose privileges have been withdrawn.
- Waste limited resources such as disk space or printing capacity. Large files are not to be downloaded unless permission has been obtained from a supervising teacher. Users are expected to remain within allocated disk space and delete material which takes up excessive storage space.
- Trespass in another's folders, work, or files. Respect their privacy. Network storage areas may be treated like school lockers. The Information Technology Coordinator may review communications to maintain system integrity and will ensure that students are using the system responsibly.
- E-mail, or place on the Web, personal contact information about yourself or other people. Personal contact information includes your home address, telephone number, the school address, your work address etc.
- NEVER agree to meet with someone you have met online unless you have your parent's approval.
- Possible Network misuse will be detected in a number of ways:
 - As reported by staff or students
 - As notified by Education Queensland Officers (Note: Education Queensland reserves the right to monitor and audit any or all intranet, Internet or e-mail activity undertaken by EQ officers using departmental resources.
 - As discovered by the Information Technology Coordinator through for example, inspection of Network security logs and Internet proxy logs, scans of student file storage areas, and automatic notifications of inappropriate e-mail use.

Inappropriate content on social networking sites

Social networking sites such as Facebook, Twitter, Instagram and Snapchat have changed the way young people communicate. While these sites are an effective way to keep in touch, it is important for young people to be cybersmart and think before posting material online.

- All web users have a responsibility to be mindful when publishing content online to ensure it does not breach social, religious, cultural or copyright standards.
- If our College becomes aware of inappropriate content involving our staff, students or school, or images, banners, logos or our school crest are used without permission, we will take reasonable steps to ensure the content is removed.

Student Agreement

I have read and understand the Information Communication Technology Acceptable Use Policy and Agreement.

- I understand that the school's ICT network provides me with access to a range of essential learning tools, including the internet. I understand that the internet can connect me to useful information stored on computers from around the world.
- While I have access to the school's ICT network: I will only use it for educational purposes; I will not undertake or look for anything that is illegal, dangerous or offensive; and I will not reveal my password or allow anyone else to use my school account.
- Specifically in relation to e-mail and internet usage, I will: clear any offensive pictures or information from my screen; and immediately quietly inform my teacher.
- I will not: reveal home addresses or phone numbers – mine or that of any other person; or use the school's ICT network (including the internet) to annoy or offend anyone else.
- I understand that if the school decides I have broken the rules for using its ICT network, appropriate action will be taken, which may include loss of access to the network (including the internet) for some time.

Parent Agreement

I have read and understand the Information Communication Technology Acceptable Use Policy and Agreement.

- I understand that the school provides my child with access to the school's network (including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information on computers from around the world; that the school

cannot control what is on those computers; and that a small part of that information can be illegal, dangerous or offensive.

- I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend finally upon responsible use by students/my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT network.
- I believe my child understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT network (including the internet) under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of access and usage of the school's ICT network for some time.

Mobile electronic devices acceptable use policy

Statement of intent

Burpengary State Secondary College recognises that there are times when it is appropriate and beneficial for students to have access to various digital devices; however, the use of mobile telephones, smart/communicative watches and other electronic equipment by students at College can become disruptive to the learning and teaching process. College time is to focus on effective learning and teaching and must not be disrupted by electronic devices.

The following acceptable use policy refers to all electronic devices used by students within the College grounds and at College events/activities e.g. excursions/camps

Students at Burpengary State Secondary College may bring digital devices to College at their own risk, but must only operate them in accordance with the following:

1. Mobile phones may not be turned on (and therefore not used for any purpose) by students on the College premises.
2. Any watch worn by a student (in accordance with the Jewellery and Grooming Policy) must not have communication capabilities.
3. All electronic devices must be switched off and out of sight whilst on the College premises
4. If students require urgent access to a phone they should report to the administration building to use a school phone.
5. Students must display courtesy, consideration and respect for others whenever they are using any digital device.
6. Devices with built-in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
7. Students must not take photographs, recordings or images of teachers, ancillary staff, other students or visitors to the College without their consent and knowledge.
8. Students must not make/send harassing or threatening calls/messages/emails.
9. All digital devices including mobile phones are brought to College at their owner's risk. No liability will be accepted by the College in the event of loss, theft or damage to any device.
10. Students are not permitted to use personal noise emitting devices such as headphones, airpods and airbuds unless permission has been granted by the Principal.

Consequences of failure to comply with College policy:

- If non compliant, students will be required to hand in the device at the office.
- Victims of abusive, threatening, bullying messaging, or inappropriate video/photo imaging will be advised to make a complaint to the Queensland Police.
- Any student who places an image / words on the Internet which have a negative impact on the good standing of the College, its staff or students will be dealt with according to the SCC.
- If a student uses their BYOx device in an inappropriate manner they will be asked to turn off the device and put it away. Repeat infringements will be considered willful non-compliance and dealt with according to the SCCS.
- Any repeated or other inappropriate use will be dealt with under the SCC.

College Dress Code

Under the Education (General Provisions) Act 2006, a principal may develop a dress code to apply when students are attending or representing the school.

The following Student Dress Code clearly explains and documents standards of acceptable dress within Burpengary State Secondary College. The College Dress Code is endorsed by the P&C Association.

Why do students wear a uniform?

- Establishes a culture of school pride, a positive learning environment and high expectations.
- Promotes a positive image within the community with an identifiable uniform that is smart, tidy and worn appropriately.
- Addresses health and safety policies by ensuring students are wearing appropriate footwear and sun-safe clothing.
- School uniforms promote social equality among students because they diminish socioeconomic differences by reducing peer pressure associated with expensive 'brand' clothing.
- Improves student safety by enabling staff to identify people within the school grounds who are not associated with the school.

Junior Secondary Students will wear the Formal Uniform on all days they do not have Sport, practical Physical Education class or during designated elective classes as specified by the Principal.

Senior Secondary Students will wear the Formal Uniform on Monday's and Friday's only. Sports Uniform will be required to be worn on Tuesday's, Wednesday's and Thursday's.

All uniform items (with the expectation of socks, belts and shoes) are to be purchased from the College uniform shop. Look-a-like items are not acceptable. Students are to purchase the appropriate size clothing.

Students are required to wear their formal uniform to all formal occasions such as excursions (unless otherwise specified), awards nights, College photos, other College or public functions.

Jumpers, sport jackets, jerseys and blazers, other than those with the official College logo, are not permitted to be worn.




College uniforms are not to be altered in any fashion. This includes (but is not limited to):

- Cutting and shortening of hemlines.
- Rolling up of sleeves and short legs.
- White undershirts/singlets may be worn, but should not be visible.

The college understands and accepts that some cultures and religions have specific dress requirements. Modifications to the uniform that comply with recognised cultural or religious values may be negotiated with the Principal.

School Bag

The school bag should be of an appropriate size to carry necessary school equipment and should not display any inappropriate or offensive words or images. College back pack has a lifetime warranty and is available for purchase from the College uniform shop

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| <p>Formal Uniform Style 1</p> <ul style="list-style-type: none"> • Tailored charcoal college shorts or long college charcoal trousers • Plain black belt • College striped boys shirt with logo • College tie (term 2 & 3). • Plain white crew socks • Black leather lace-up shoes |  |
| <p>Formal Uniform Style 2</p> <ul style="list-style-type: none"> • Charcoal (below knee length) skirt • College striped girls blouse • Plain white crew socks • Cross over college tie • Black leather lace-up shoes • Tailored charcoal College Shorts |  |
| <p>Sports Uniforms</p> <ul style="list-style-type: none"> • College sport shorts • College sport polo (optional long sleeve polo available) • Plain white crew socks • Appropriate runner, jogger or cross trainer in black leather. (Canvas and non-lace up shoes not permitted) • College bucket hat or cap COMPULSORY |  |
| <p>Winter Additions</p> <ul style="list-style-type: none"> • Charcoal knitted V neck college jumper (can be worn with both formal and sports uniforms). • College sports jacket (can be worn with both formal and sports uniforms). • College sports track pants • Black or skin coloured stocking or black opaque full foot stocking (no pattern) <p>Note: During winter months students are permitted to wear plain white t-shirts or singlets under their formal uniform.</p> | |

Footwear

Students are required to wear protective and appropriate footwear to College every day. Students must wear black laced- up polished leather/leather look shoes of plain, conventional College or multi-purpose design (see photographs). The College Uniform Shop will provide specifications and recommended products to all families. Plain black leather lace up joggers will be permitted with the sports uniform.

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Non-compliance with Dress Code

Education (General Provisions) Act 2006 Section 362 of the Act (1) if a student of a State school does not comply with a dress code for the school's students, developed under section 360, the school principal may only impose one of the following sanctions.

- Detention of the student for a period mentioned in section 283 (3);
- Prevent the student from attending, participating in, any activity for which the student would have been representing the school;
- Prevent the student from attending, or participating in, any school activity that, in reasonable opinion of the school's principal, is not part of the essential educational program of the school.

Non-compliance Procedure

Students unable to wear an item of the correct uniform must comply with the following procedures:

- Report to the year level Co-ordinator or Deputy Principal
- Provide a note from home explaining the uniform breach and the period for which this will exist.
- Where possible, exchange the incorrect uniform article for the correct uniform. The student's own article of clothing will be held until the exchanged article is returned at the end of the school day.
- Where the uniform item is unavailable, and the student's dress is deemed appropriate, the student will be issued with a slip indicating that they have followed procedures.
- Display the note to all staff, upon request, at all times.
- The student may also be issued with one of the sanctions as outlined in the Education (General Provisions) Act 2006 Section 362.

Presentation and grooming

Personal Hygiene

Students are expected at all times to take responsibility for their own cleanliness. This shows respect for self and other members of the community. Aerosol cans are not permitted on school campus.

Hair

Hair must be neat and tidy and of natural-looking colour only (no unnatural colour dye eg blue, pink, bright red). Hair below the collar is to be tied back (applicable to male and female students) Hair is to be worn in a neat conventional style.(not to be styled in extreme manner - mohawks and dreadlocks are also inappropriate) Ribbons/hair ties are acceptable only if they are in College colours. It is a WH&S requirement for long hair to be tied back during practical subjects. Facial hair needs to be groomed and presentable

Jewellery & Grooming

Jewellery is restricted to one simple fine chain around the neck, two sets of plain studs or sleepers worn in earlobes only, one plain ring. Only clear Facial/Body piercings and spacers are permitted. Students are permitted to wear a traditional watch that has not communicative ability. No other jewellery including bracelets, anklets and necklaces (other than what is described above) are permitted. There should be no visible tattoos or henna tattoos (Note: it is illegal in Queensland to tattoo a child under 18 - even if your parent/ carer agrees).

Make-up

Make-up and nail polish worn should be of a protective nature, maintaining a natural look (eg. tinted sunblock and clear nail polish) and not of a decorative nature (eg. bright/dark nail polish, eye shadow, mascara, eyeliner)

Non-uniform College occasions

Students are required to dress appropriately for the occasion and are expected to do so with the responsibility of being ambassadors for the College. On these occasions it is important that students present themselves in a manner that is neat, tasteful and meets safety requirements. Extremes of style and fashion are not acceptable.

It is not possible to set out presentation and grooming rules in a way that is 'black and white': there is always the need for interpretation about taste, safety and appropriateness of fashion trends and the College authorities will need to make judgements about this from time to time.

We are confident that our students will take pride in being members of the Burpengary State Secondary College community and will choose to make responsible choices about presenting themselves.

Complaints policy

Rationale

Educational success is dependent upon effective partnerships between parents, students and the College. Working together is a part of our strategic vision and at the heart of what we do each day at Burpengary State Secondary College. To achieve this partnership honesty, openness and trust are required. We need to be able to talk to each other when we have concerns, so that issues can be worked out. During the course of your child's education you may have concerns or complaints relating to our College. It is important to us that you share these concerns with us so that we can endeavour to put things right. We need to understand what the issues are and then be able to talk them through. As a result you may gain a better understanding of why we make particular decisions. Your feedback is important to us and your contribution can always help us improve our business.

How to raise a complaint

Burpengary State Secondary College is committed to ensuring that all complaints are dealt with in a fair and equitable manner. We want to hear your concerns and we aim to deliver an education where open communication is a major part of our relationship with you and your family. If your complaint is with your child's teacher or relates to an issue concerning your child's experience at College, make an appointment with that teacher as soon as possible through the College administrative office. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both the parent/caregiver and the teacher should then take steps to resolve the incident or problem.

Together, both parent/caregiver and the teacher should take the steps necessary to resolve the complaint at this level. The teacher will make a record of the concern or complaint and report your meeting and any outcomes to their supervisor. You can raise an issue with any member of our College staff. Contact the College office to make an appointment to see the relevant person.

When making the complaint or raising a concern, it is in the best interest of complaint resolution to ensure that you:

- Provide complete and factual information in a timely manner;
- Deliver your complaint in a non-threatening and non-abusive manner; and
- Not make frivolous or vexatious complaints or include deliberately false or misleading information.

Please be aware that if you make a complaint about a member of staff, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate in the process and may choose to access the assistance of an advocate, interpreter or a third party (as agreed between you and the Principal) when raising your concern or complaint. All members of our College community are encouraged to deal positively and sincerely with concerns or complaints as they are raised. We will listen and we will ask questions to make sure that we understand fully your concern or complaint. We will usually take notes to assist in following up your concern or complaint.

Process for managing concerns or complaints

There are generally four phases in managing a complaint or a concern, with the option of a fifth phase for review of a complaint or concern outcome. In most situations these can be worked through quickly as one process.

Phase 1: - Receiving and clarifying the complaint

All members of staff can receive concerns or complaints. Try to state your concern or complaint calmly, clearly and courteously. Being aggressive will not assist the issue.

When a staff member receives a verbal complaint they will/may:

- Listen carefully to the issues you raise and make sure they understand what you are saying.
- Ask clarifying questions to ensure they are clear in their understanding of what you have said.
- Summarise the main points you have raised.

- Explain a relevant College policy or procedure as related to the concern or complaint raised.
- Work out an action plan with you in relation to: what they will do; what you should do; what your child should do; and when you will talk again if necessary.
- Tell you that they may access the support of another party in investigating the complaint, if they feel this is needed or refer the matter to an appropriate person.
- Offer an apology and / or recognition of the effect of the situation has had on you or your family as appropriate.
- Resolve the complaint as soon as possible. In most circumstances this will be immediate but in others it may require further investigation.

If your verbal concern or complaint is not resolved you may consider putting your concerns or complaint in writing and forwarding it to the College for action. In general, if you advise that you prefer the complaint be in writing, the member of staff will take no further action until your written complaint is received. When a written complaint is received it is date stamped and forwarded to the Principal. Please be aware that when raising a concern or complaint anonymously you may limit the College's capacity to adequately manage the situation or fully investigate the issues raised. If your complaint relates to a report of harm (whether physical, emotional or sexual) of a student under the age of 18 years, or the matter relates to possible criminal activity, the matter must be dealt with immediately and reported to the Principal or Principal's supervisor advising them of all the particulars known (in relation to sexual abuse, as prescribed in section 365 of the Education General Provisions Act 2006.)

Phase 2: - Deciding how to handle the complaint

When a member of staff receives a complaint they will:

- Begin the process of making an assessment about your concern or complaint from the moment it is received.
- Make an assessment in the first instance about whether the issue can be dealt with as a concern or a complaint.
- If they are not the Principal, they may refer your concerns or complaint to the Principal.

The Principal will then decide whether to:

- Take no further action.
- Attempt to resolve your concern or complaint through resolution strategies such as mediation.
- Refer your concern or complaint to the relevant internal or external agency as required. Some matters are so serious that they may need to be referred to DET, District Office or the QLD Police Service.
- Initiate an investigation of the concern or complaint within the College, if further information is required.

Some matters may require further investigation, in this instance you will be advised as to the next contact time.

The Principal has the final responsibility for the management of all complaints that relate to College management issues under their jurisdiction. The concern or complaint can however be referred to another member of staff for action. (If your concern or complaint relates to departmental policy, or a departmental policy position, you may be advised to take your complaint to the relevant District or Regional Office. If your concern or complaint is in relation to official misconduct, student protection, staff grievances or perceived breach of privacy, the complaint is directed to the Workforce Standards and Performance Unit and the Administrative Law Branch. The Principal ensures that records are kept of a complaint and any referral of a complaint for either internal or external review.

Phase 3: - Finding out about the concern or the complaint

In this phase the person managing the concern or complaint will gather the facts about the issues while keeping in mind the principles of natural justice of all parties concerned. A key principle in understanding any concern or complaint is to understand context and cause. You can assist the College by providing as much information as you can.

When investigating a concern or complaint our College staff may need to talk to other people in order to get a complete picture of the situation. As they do this they begin to explore options to resolve the concern or complaint with you. You can assist the College by focussing on a positive resolution to the matter. Your information will be treated confidentially where possible, however if investigation by an external agency is required information will be passed on.

Please be aware that if you are raising a concern or complaint about an individual that this person will usually have the right to be made aware of the concern or complaint.

- Our staff will investigate concerns by:
- Collecting and analysing information.
- Working collaboratively with all people involved.
- Finding the facts relating to the matter.
- Identifying any contributing factors to the matter.
- Consulting the relevant policy on issues that relate to the concern or complaint.
- Documenting the investigation report or outcome.

Phase 4: - Making a decision

In this phase the member of staff managing your concern or complaint will use facts that have been gathered to make a decision about the way forward that is fair to all. Burpengary State Secondary College will work to put things right for you and we appreciate your support in helping us to do this. We will want to make sure that you understand the decision and accept the resolution.

Phase 5: - Review

If you are not satisfied with the response to your complaint, you are encouraged to discuss it further with College Principal and /or are advised to contact the Principal's supervisor, the Assistant Regional Director, at the District Office. Further review of the decision is available from the Office of Education Queensland and the Queensland Ombudsman as described in Education Queensland's Making a Complaint policy document.

Our commitment to you

We are committed to listening to your concern or complaint and dealing with the issues you raise in a positive and supportive manner. We welcome all your feedback as it helps us learn how we can do things better for you. We will try to make sure that your concern or complaint is resolved quickly, however sometimes more complex issues take time to investigate thoroughly. We will always endeavour to ensure that you understand what we are doing and why we are doing it.

Homework policy

Statement of intent

The classroom is the place where much of the learning takes place. However, real understanding (transferring knowledge for short to long term memory) is achieved when, outside the classroom, students:

- revise the work introduced in class.
- test their understanding.
- apply their newly acquired knowledge / skills.
- extend their reading; and
- summarise the information obtained in class or from the textbook This additional work comes under the heading home learning.

Home learning comprises of:

- set homework - this is negotiable and will be checked by the teacher.
- revision of work covered in class or on any one day - revision involves more than just reading the material - it involves note taking i.e. looking for main ideas of the speaker / writer and then writing them out in your own words - be concise which does not mean just writing down main headings but includes the explanation and / or information - notes should be neat, orderly and legible and should be a summary of the main facts.
- assignment work and / or test / exam preparation.

Home learning provides students with an opportunity to work independently and develop greater responsibility for their own learning.

For home learning to be effective students should:

- have a regular routine and time.
- develop a weekly home learning planner (modify it after two weeks if there are problems).
- have an area where they can learn without unnecessary distractions.
- have a short break every 45 - 60 minutes.
- focus on what they are doing.
- ask for teacher assistance if, after reading and thinking about a section of work, they still have difficulty understanding it.

Recommended times for home learning:

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|---------------------------------|--|
| Junior Secondary (Year 7 - 9) | 1-2 hours per week day at least four days per week |
| Senior Secondary (Year 10 - 12) | 2-3 hours per week day at least four days per week |

Anti-bullying Policy

Rationale

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur.

School Community Beliefs about Bullying

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Burpengary State Secondary College (BSSC). Respect and courage, two of our three school values are particularly important when discussing anti-bullying. Respecting people and property, and having the courage to act against bullying are at the core of our anti-bullying philosophy and policy at BSSC.

Definition of Bullying

At Burpengary State Secondary College, we define bullying as a deliberate, repeated, unfair or hurtful behaviour that involves a power imbalance.

The National Centre Against Bullying identifies five kinds of bullying:

1. **Physical bullying** - This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying - Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.**
3. **Covert bullying** - Such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological bullying - For example, threatening, manipulating or stalking someone.**
5. **Cyber bullying** - Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

In alignment with The National Centre Against Bullying's statement about the topic, BSSC acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

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

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance), at BSSC, they will be addressed in the same way as other inappropriate student behaviours.

Our school-wide approach to bullying will be based on the ten elements that have been recognised by national and international research and program reviews as elements of effective school based action against bullying. The ten elements are as follows:

1. Create a caring, respectful, inclusive and supportive **school culture**.
2. Establish a **clear whole school definition** of bullying.
3. Establish a **clear anti-bullying policy** developed in collaboration with staff, students and parents/carers, which addresses all forms of bullying (including cyber bullying).
4. Collaboratively develop **procedural steps to respond appropriately to bullying incidents** that are clearly documented and define the roles and responsibilities of staff, students and parents/carers.
5. Establish **teaching and learning programs** that promote personal development and address all forms of bullying through the teaching of language skills, social-cognitive abilities, social skills, assertiveness, coping strategies, group mechanisms, motives for bullying and being effective bystanders.
6. Provide **professional development** to assist school staff to understand the anti-bullying policy, implement teaching and learning programs, and to provide support for students at high risk times and in high risk settings.
7. **Consult students** regularly to monitor and determine the types of bullying behaviour and in what school and social contexts bullying (including cyber bullying) occurs.
8. Create **physical environments** in the school and staff supervision practices that limit the incidences of bullying (including cyber bullying).
9. **Support and engage families** by maintaining regular, clear communication and through systematic parent awareness raising and skill building.
10. Establish a process for **regularly reviewing** and celebrating the effectiveness of school policies, programs and procedures.

BSSC has engaged with the STYMIE program to allow staff, students and the wider community (bystanders) to send anonymous notifications to our College, about someone who they believe is being bullied or harmed.

WHY USE STYMIE?

"Every child and youth has the right to be respected and safe.
Bullying is a violation of this basic right."

~ KANDERSTEG DECLARATION

Educational Programs and Communication with Community

It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Burpengary State Secondary College. We use the following educational strategies to communicate information about bullying to our school community:

Parents/guardians and community members:

- School newsletters (delivered electronically to parents who have provided email addresses) and made available on the school's website; will contain regular information about the anti-bullying policy and programs used at BSSC (Element 9).
- The school's website will host the most up-to-date version of the BSSC Anti-bullying Policy. (Element 9).
- The BSSC Anti-bullying Reference Group comprises key school staff members as well as parents, community members and students. The group meets once per term to discuss and make revisions to the school's anti-bullying policy as necessary and to provide input as to the effectiveness of the educational and prevention programs the school is running (Elements 3, 7, 9 & 10).
- Directions for how to use the Stymie tool (see below for explanation) will be placed on the school's website and regularly communicated in the newsletter (Elements 4, 5, 8 & 9).

Students:

- Students will undertake formal lessons adapted from the Bullying and Harassment Prevention in Positive Behaviour Support: Expect Respect curriculum developed by Stiller, Nese, Tomlanovich, Horner, and Ross. The effectiveness of these lessons will be evaluated so that they can be revised as appropriate. Other curriculum programs may also be used as is necessary (Elements 1 & 5).
- Students will be trained in how to use the Stymie tool so that they clearly understand how to anonymously report the bullying of others to school administration (Elements 4 & 5).

Staff:

- Staff will be trained in the delivery of the anti-bullying curriculum (Element 6).
- All staff will engage with the anti-bullying policy (Element 3).
- Staff will be trained in how the Stymie system works and encourage its use with students (Element 6).
- Key staff members will collate and analyse data on bullying (garnered from school surveys etc.) and report the results back to the BSSC Anti-bullying Reference Group (Elements 7, 9 & 10).

Prevention Strategies

Effective social skills and positive relationships act to prevent bullying. At BSSC we promote effective social skills and positive relationships by:

Primary Prevention:

- Ensuring our school values of respect, courage and excellence are modelled and regularly referred to by school staff in the classroom and across the playground
- Supporting students in Access and Communities
- Access to support staff such as the Guidance Officer and College Nurse
- Developing Leadership and Peer Support Programs
- Ensuring that a number of teacher or peer-led, organised activities take place during breaks
- Accessing appropriate guest speakers to discuss anti-bullying (e.g., a member of the police force to speak about cyberbullying)

Secondary Prevention:

- As needed, small groups of students who are at risk of demonstrating challenging behaviours will be chosen to undertake additional programs. Programs similar to the ones listed below may be used depending on students' needs:

Tertiary Prevention:

- Individual students who are demonstrating challenging behaviours will be offered an assessment of their needs by key staff members. These students may be placed on Individual Responsible Behaviour Plans. These students are likely to require significant support outside of school as well as within.

Responses to Bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures. At Burpengary State Secondary College, we support targets and perpetrators by:

Using one, or a combination of the following six research-based responses to bullying:

1. The traditional disciplinary approach

Using disciplinary measures (e.g. detentions, suspensions and exclusions) so that perpetrators understand that their behaviour is unacceptable, and as a deterrent to them and to others.

2. Strengthening the target

Helping those who have been bullied to become less vulnerable by learning to act more assertively.

3. Mediation

In situations where both the perpetrator and the person who has been bullied are genuinely interested in seeking a solution to their issues, mediation by a key staff member may be undertaken.

4. Restorative practice

Working with the students involved (and often their carers) in a process where the student responsible for causing the harm accepts responsibility for that harm, and those involved agree to a range of actions to repair the harm.

5. The support group method

The perpetrators of the bullying go to a group meeting with a key staff member and friends of the target of the bullies (the bullying target is not present). The perpetrators are required to work with the group to say what they will do to improve the situation.

6. The method of shared concern

This involves working with the suspected bullies and with the target in one-to-one meetings. When progress has been made, a meeting is held with the suspected bullies and the target to plan on how to resolve the problem (Element 4).

Offering appointments with key staff members (e.g. Guidance Officer, School-based Health Nurse, Year Coordinator etc.) for all students who bully, or are affected by bullying.

Reporting and Monitoring Bullying

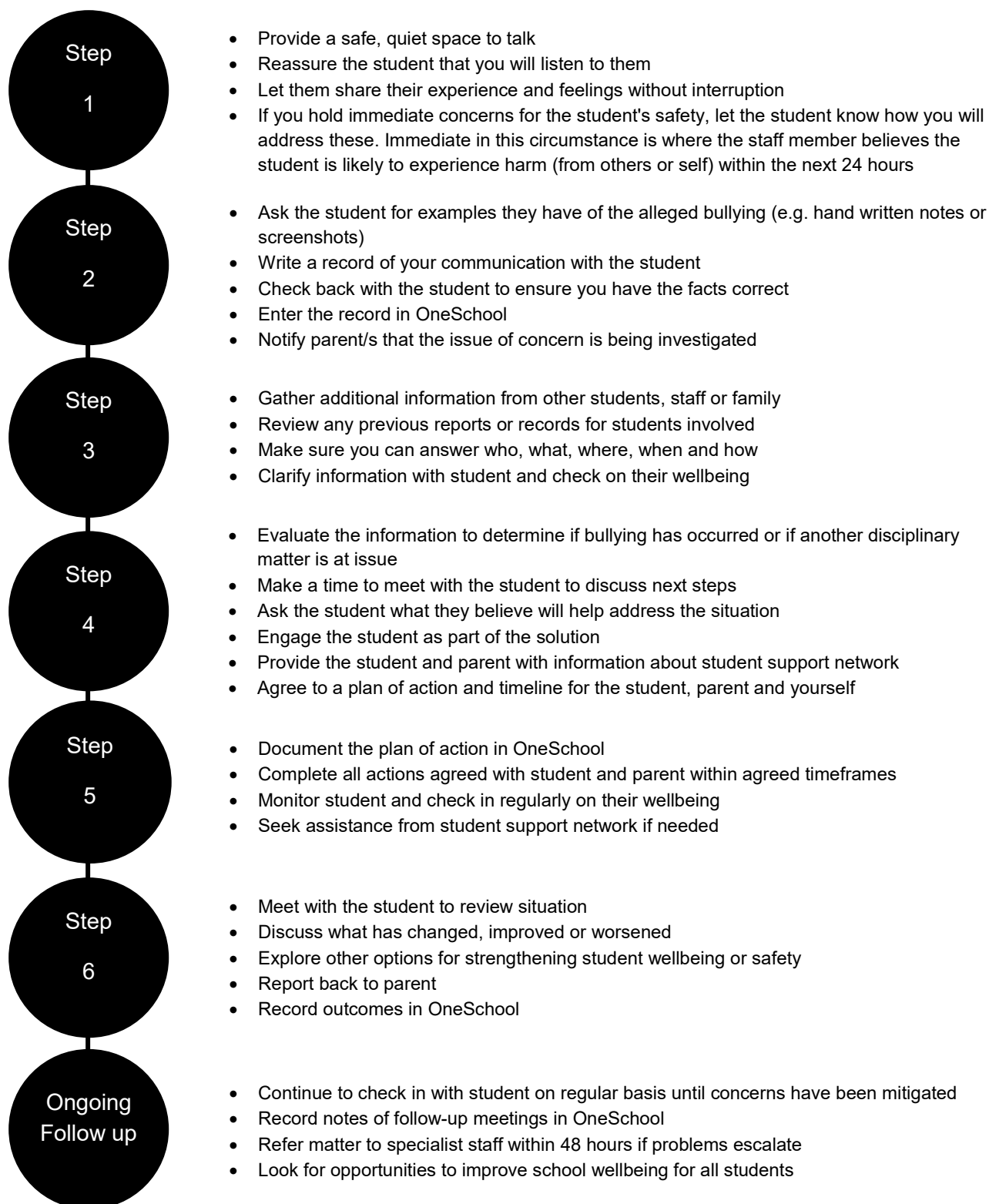
At Burpengary State Secondary College, reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

- Using Stymie. Stymie (see stymie.com.au) is a tool for schools that students can use to anonymously identify another student who is being bullied or harmed. The notification interface allows bystanders to upload evidence like screen shots of FB discussions, Snapchats, text messages or instant message conversations and an outline of the incident(s). The notifications are encrypted, anonymous and confidential. Stymie does not store any information; it is merely the road upon which it travels. Stymie was built in consideration of the Australian Safe Schools Framework and the recommendations from the Australian Covert Bullying Prevalence Study
- Contacting a teacher, Year Level Coordinator or member of support staff (Element 4).

Reports of bullying will be dealt with following the principles in the school's Responsible Behaviour Plan. Reports will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Bullying response flowchart for teachers

The following flowchart explains the actions Burpengary State Secondary State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their Access teacher or House leader. Students can also report incidents confidentially through the Stymie platform.

It is important for students, parents/carers 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 Burpengary State Secondary State College 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.

Appropriate use of Social Media

Appropriate use of social media Students of Burpengary State Secondary College are expected to engage in the appropriate use of social media.

Specific examples of appropriate use of social media sites and apps include:

If inappropriate online behaviour impacts on the good order and management of Burpengary State Secondary College, the college may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Burpengary State Secondary College will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse.
- Possession of child exploitation material
- Involving a child in making child exploitation material.
- Making child exploitation material

- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Burpengary State Secondary College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal we expect students to engage in positive online behaviours.

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](#).

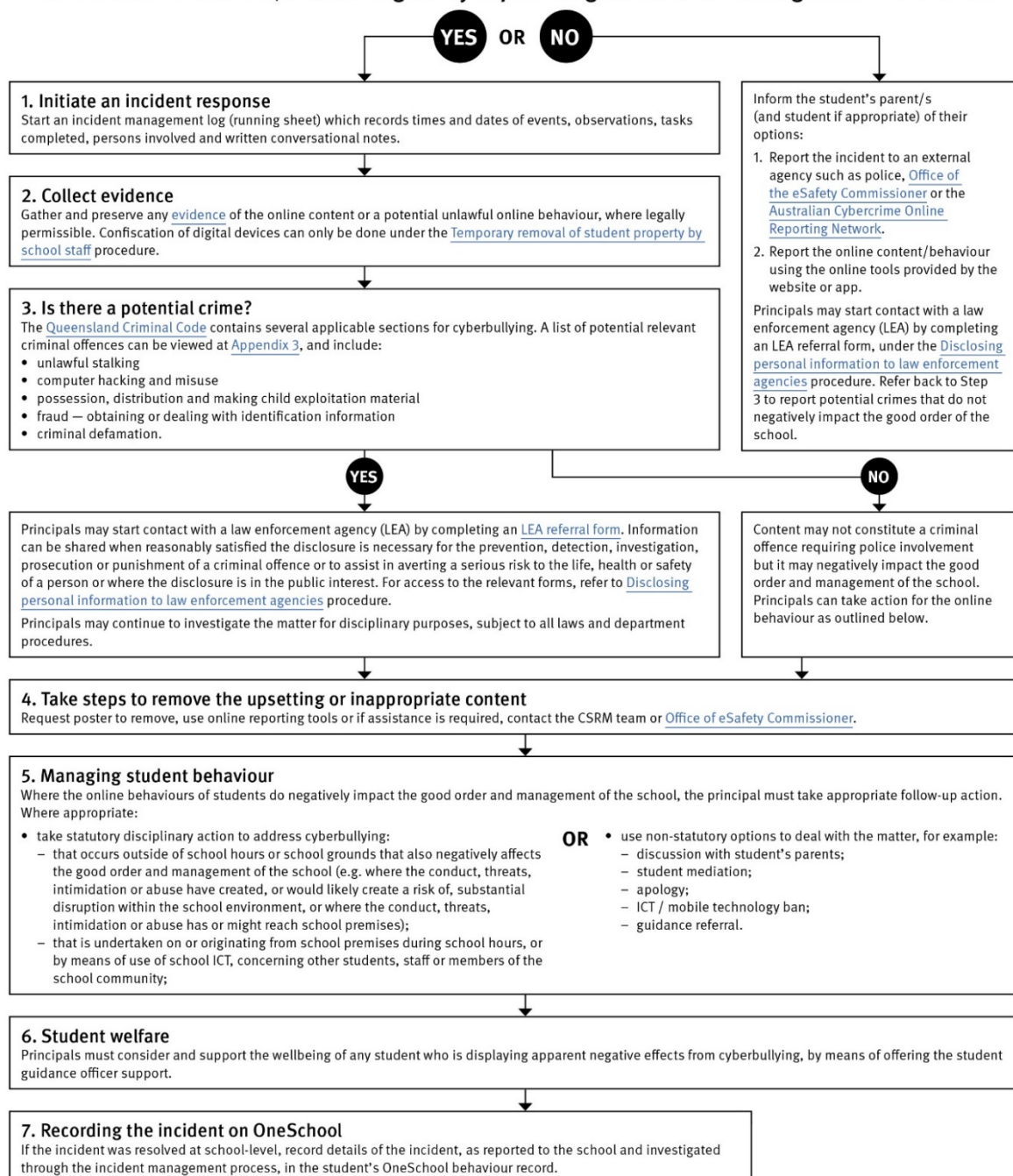
Explicit images

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 Cybersecurity 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?**



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Burpengary State Secondary State College 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](#).