The Gap State School

Student Code of Conduct 2025-2028

Brighter futures education strategy

Delivering excellence in every state school, for every student

Queensland Department of Education

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Purpose

The Gap State School is committed to providing a safe, respectful and inclusive learning environment for all students, staff, parents and visitors.

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

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

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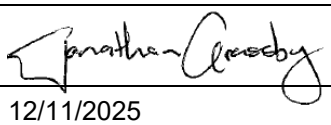
Endorsement

Principal Name:	Katie Stubbings
Principal Signature:	
Date:	12/11/2025
P&C President Name:	Ann Wallin
P&C President Signature:	
Date:	12/11/2025
School Council Chair Name:	Jonathan Grassby
School Council Chair Signature:	
Date:	12/11/2025

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Whole-school Approach to Behaviour Support

At The Gap State School, we aim to create a safe, caring, and supportive environment where all students can thrive.

Our Beliefs:

- Every student deserves a **safe, secure, and stimulating** learning environment.
- Children **grow and learn at different rates**, so we personalise our proactive behaviour management approach.
- **All staff** are responsible for:
  - Modelling school expectations and rules.
  - Using **flexible, responsive behaviour management** in both classrooms and playgrounds.
- We focus on building **positive relationships** with students to help them feel a strong **sense of belonging** in our school community.

Working Together with Families:

- **Strong parent partnerships** are a key priority.
- We encourage **open, respectful two-way communication** through:
  - Classroom Parent Representatives (CPRs).
  - A supportive Parents & Citizens (P&C) Association.
- Parents are kept informed and involved through:
  - 'Meet your child's teacher' events.
  - Start and end-of-term teacher emails.
  - Parent/teacher interviews.
  - Three-way reporting (Years 5 & 6).
  - Student stakeholder meetings (as needed).

Supporting Positive Behaviour:

- Our **Student Code of Conduct** includes:
  - A clear system to meet individual student needs.
  - Explicit teaching of school rules and expectations.
  - Consistent responses to unacceptable behaviour.
- Everyone in the school community:
  - Knows the behavioural expectations.
  - Understands their role in maintaining a **positive and productive learning environment**.

Embracing Diversity:

- We recognise that people may hold different beliefs and expectations.
- These differences make our school community **richer and more diverse**.
- We welcome conversations to better understand differing views on behaviour and discipline.

Consideration of Individual Circumstances

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

We recognise that the way we teach, the support we provide and the way we respond to students may differ on a case-by-case basis. 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 each student is supported with a personalised response. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with

each individual student in both the instruction of behavioural expectations and the response to behaviours.

Our teachers are obliged by law to respect and protect the privacy of individual students. Although we understand the interest of other students, staff and parents to know the consequences another student might have received, we will not disclose or discuss this information with anyone other than relevant staff members and the student's family. We expect that parents and students will respect the privacy of other students and families. 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 highly value the trust bestowed upon us by our families and acknowledge the confidence our parents have in our school processes.

If parents have concerns about the behaviour of another student at the school or the way our staff have responded to their child's behaviour, contact your child's classroom teacher or the Principal to discuss the matter.

Early Years Transitions

The Gap State School recognises the importance of transitions within the Early Years of schooling to support engagement and well-being. The Gap State School has an established transition program for the Early Years and some examples are listed below.

Pre-Prep/Kindy to Prep

- V.I.P (Visits in Prep) Days/ Parent information session
- Prep Information night
- Enrolment interview
- Kindy visits
- Welcome letter to students from their Prep teacher
- Focus on personal/social learning and making new friends

Prep to Year 1

Towards the end of the Prep year children:

- introduced to new playground areas with extra teacher support at lunchtimes as needed
- Transition to new eating areas
- Visit all Year 1 classrooms including those with stairs
- Focussed opportunities to mix with children in other Prep classes
- Meet the teacher morning in the last week of school
- Year 1 Parent information evening

At the beginning of Year 1:

- Explicit teaching of the personal and social capabilities curriculum including learning about being a friend and playground problem solving.

Year 1 to Year 2

Towards the end Year 1 children:

- Transition to new eating areas
- Visit all Year 2 classrooms including those with stairs if needed
- Focussed opportunities to mix with children in other year 1 classes
- Meet the teacher morning in the last week of school

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Student Wellbeing

The Gap State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher 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 our school to create a positive school culture and embed student wellbeing in all aspects of school life. This is achieved through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life. The Whole-school Approach to Student Wellbeing and Positive Mental Health outlines our processes and programs to support all students and is provided in **Appendix 1**.

Curriculum and pedagogy
Our school builds the foundations for wellbeing and lifelong learning through the 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.

Staff at The Gap State School acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

As part of the whole-school curriculum plan at The Gap State School, we provide, as required, additional age-appropriate educational opportunities including:

- Presentations on Assembly;
- Class and/or Cohort Presentations;
- True Relationships;
- Cyber Safety Talks;
- RACQ – Road Safety Program;
- a range of incursions when required.

Policy and expectations
Within our school community, there are specific health and wellbeing concerns that need to be addressed for the whole school, individual students or in particular circumstances.

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

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

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

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

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

Mental health
The Gap State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health issue. Our process includes facilitating the development, implementation and periodic review of a Student Wellbeing and Mental Health Plan.

Suicide prevention
The Gap State School staff who notice suicide/self-harm warning signs in a student should seek help immediately from the Principal, Deputy Principal and the school Guidance Officer.

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

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

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

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

Equity & Excellence Team

The Gap State School is proud to have a comprehensive support structure in place to help the academic, social/emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. These staff members form the Equity and Excellence Team (EET): the Principal, Deputy Principal, Head of Special Education Services, Head of Department-Curriculum, Guidance Officer/s, Speech and Language Pathologist, Support Teachers and Chaplain.

Students can approach any staff member at The Gap State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Services Committee.

Parents who would like more information about the student support roles and responsibilities are invited to contact the office on (07) 3511 3333. Equity and Excellence Team roles and responsibilities are in the table below.

Role	Responsibilities
Principal/Deputy Principal	• monitors attendance, behaviour and academic data to identify areas of need; • allocates resources (GO, SLP, Teacher, Teacher Aides, Chaplain, Kids Hope Mentors) based on needs of students. • promotes case conferencing within a multi-disciplinary team to create informed action plans to enable students of all backgrounds, identities and abilities to access and participate in engaging learning, school activities and events; • leads an agenda committed to and accountable for inclusive education and proactively provides policy advice and direction for all staff.

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Head of Special Education Services	• actively promotes an inclusive culture and practices within the school community to ensure equity and excellence for students with disability; • leads the special education program, supporting teachers, students and stakeholders to develop high level quality teaching and adjustments for students with disability in accordance with related legislation and policies; • co-ordinate and provide intensive targeted teaching for students requiring intervention; • provide complex-case management for students who require extensive adjustments; • co-ordinate school-wide systems to monitor students with disability and record the Nationally Consistent Collection of Data on School Students with Disability.
Guidance Officer	• responds to student referrals (prioritised by the EET Committee) relating to concerns regarding student learning, behaviour, mental health or disability. This may include the following: o psychoeducational assessment; o educational recommendations regarding program development; o student verifications; o mental health support; o parent support; o liaising with and referring to outside agencies where appropriate.
Head of Department-Curriculum	• suggests/develops plan for differentiation required to meet the needs of all students; • consults on curriculum matters; • consults on strategies to support highly able students; • coordinates transition to secondary for students moving from Year 6 to Year 7.
Chaplain	• provides wellbeing and welfare support to students and families; • provides access to wellbeing programs and support agencies.
Support Teachers	• promote and support a whole school approach to differentiated teaching and learning, and provide case management where needed; • work within school teams and with students to improve student achievement; • work alongside classroom teachers to contribute additional expertise in planning, teaching, assessing and monitoring student achievement and progress; • co-ordinate and deliver Tier 2 interventions for identified students to assist students with additional learning and support needs; • connect staff to advice and support by liaising with specialists (guidance officer, speech and language pathologist, AVT, OT, physiotherapist) and external providers to identify and develop adjustments.
Speech and Language Pathologist	• contributes specialist knowledge in speech, language and communication to the school team to improve literacy and learning results of students.

A number of school staff are trained in tools that can support the professional learning of teachers and adjustments and responses to student need. These currently include: Functional Behaviour Analysis and Classroom Profiling.

It is important for students and parents to be aware that there are also regional and state-wide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the school Principal.

Multi-Tiered Systems of Support

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

MTSS - Behaviour	
	Prevention Description
Tier 1	**<u>All students</u>** (100%) in the school receive support for their behavioural development. At The Gap State School the focus is on the whole-school implementation of Positive Behaviour for Learning (PBL) expectations and the You Can Do It Program. This involves: • teaching behaviours in the setting they will be used (in and out of the classroom); • 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; • asking students and their families for their perspectives on school culture, instruction, reinforcement and discipline so improvements in Tier 1 may be made (School Opinion Survey and other surveys, P&C meetings, CPR meetings, Student Council Meetings).
Tier **2**	Targeted instruction and supports for **<u>some students</u>** (10-15%) are more intense than Tier 1 strategies, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required behavioural standards. Tier 2 students are identified by the number of behaviour incidents recorded in OneSchool. Tier 2 support builds on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 support is provided for individuals or small groups of students with similar needs, offering more time and/or detailed instruction on particular aspects of Positive Behaviour for Learning (PBL) and the You Can Do It program. The types of behaviour interventions offered at this level vary according to the needs of each student and their individual circumstances, but all have the following aspects in common: • there is a clear connection between the problem behaviour and 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). The Gap State School Tier 2 strategies are: • Check-In, Check-Out; • Social Skills Intervention Groups (aligned with PBL/YCDI/personal and social capabilities); • Self-Monitoring; • Targeted environmental interventions such as Positive Peer Reporting; and • Differentiated Instructional Groups. Students in Tier 2 may require Risk Assessments, Individual Behaviour Support Plans; and/or Playground Plans. When our school data indicates that more than 10-15% of

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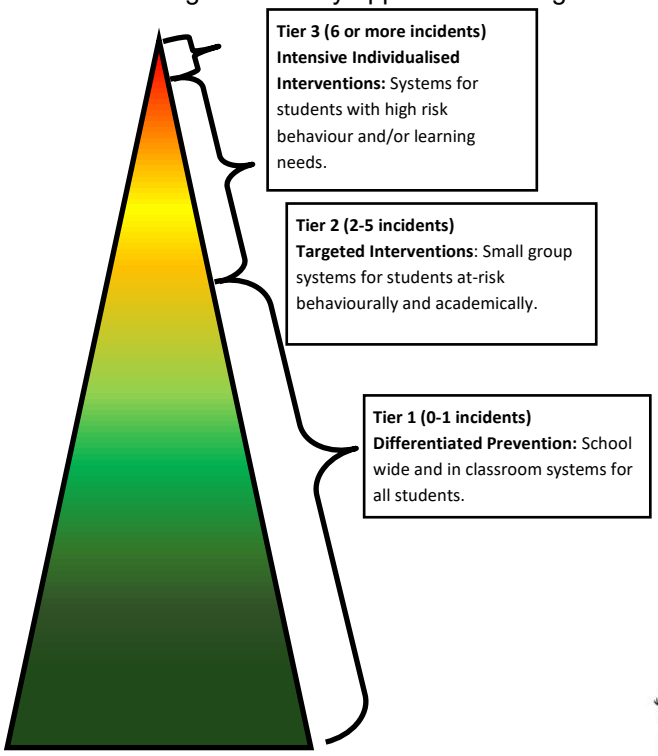
	students require targeted services, a review of Tier 1 will be completed to address the basic implementation and quality of instruction. Parents are informed and asked to collaborate on plans developed in the Tier 2 phase.
Tier **3**	Individualised services for a **few students** (2-5%) who require the most intensive support our school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tier 1 and Tier 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 functional behaviour) and includes strategies to: • 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. At The Gap State School, Tier 3 strategies are developed through a collaborative approach involving all stakeholders. Parents are invited to contribute to plans and strategies in this phase. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies evidence-based strategies to help the student achieve success. The Guided Functional Behaviour Assessment Tool can be found using the link below. https://autismhub.education.qld.gov.au/resources/functional-behaviour-assessment-tool 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. When our 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 will occur.

The Gap State School has established behaviour targets and they appear in the diagram below.



Explicit Teaching

The Gap State School uses Positive Behaviour for Learning (PBL) as a whole-school approach, used in all classrooms and programs offered throughout the school, including, whole school/cohort events, camps, 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; and
- continually support staff members to maintain consistent school and classroom improvement practices.

School expectations and school rules are directly communicated to students via a number of approaches, including:

- explicit teaching of school rules in Term 1 (and their link to the expectations) and revisited throughout the year as needed;
- where appropriate, linking PBL rules with You Can Do It concepts;
- explicit teaching of Restorative Conversation processes;
- reinforcement of school rules on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- display of rules in all classrooms and learning spaces;
- clear articulation of expectations to parents in the enrolment agreement, website, Gazette and Parent Information Sessions;
- positive re-enforcement through GOTCHAS and GOLDEN GOTCHAS;
- class activities including circle time and class discussions/role plays.

The Gap State School has five whole-school expectations. Each expectation has three rules:

Be a Learner	Be on time and ready to learn participate and work with others Know and follow rules
Be Respectful	Be polite to everyone Follow instructions Play fair and follow game rules
Be Responsible	Wear correct school uniform Be honest and own your behaviour at all times Take care of all property
Be Safe	Play and move safely in all areas Keep hands and feet to yourself Be in the right place at the right time
Be Kind	Include and think of others Support and encourage others Be helpful to everyone

Every classroom in our school uses the PBL Expectations/Rules Matrix, (see pages 17-18), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all

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students to explain exactly what each of the rules looks, sounds and feels like in their classroom and in the playground. The completed matrix is a teacher reference and is used as the basis of teaching our school rules in different contexts and locations throughout the year. It is revisited regularly to address any new or emerging issues. PowerPoint presentations are provided each fortnight to support teachers to explicitly teach school rules. The first week introduces the rule and the second week is used for follow up and feedback. Facilitated by the PBL Committee, staff analyse behaviour data to help inform whole-school decisions on the teaching sequences of our rules. The school Principal and PBL Committee respond promptly to emerging concerns and whole-school/cohort/class instruction is modified accordingly.

While parent feedback is always welcome a PBL Expectations for Families and Staff – Working Together has been developed to ensure two-way communication is respectful and meaningful (see pages 19-20). The Parent and Community Code of Conduct Document (Appendix 9) also provides procedure around school and parent communications.

Acknowledging Positive Behaviour

Along with the PBL GOTCHAS, teachers use a range of strategies to acknowledge positive behaviour. These include:

- individual rewards / tokens (time with teacher, preferred activities etc.);
- whole-class rewards;
- emails home;
- Principal/Deputy Principal acknowledgements through golden gotchas.

You Can Do It

You Can Do It

The Gap State School teaches 'You Can Do It' across the whole-school. Using lessons provided by the program, students learn concepts and strategies to boost success, improve relationships, reduce stress and promote optimal levels of wellbeing. These lessons are taught in conjunction with and to support PBL lessons. The five concepts within the You Can Do It program are: Resilience, Confidence, Persistence, Organisation and Getting Along Restorative Practices.

Circle Time

Circle Time aims to bring students together into a shared experience with the intent of creating well-functioning classes of engaged students, but with the recognition of the importance for children to develop. It encompasses the core elements of Social Emotional Learning, which are recognised as critical to the development of good students, but more importantly the development of good citizens with positive self-concept and good mental health. The Gap State School undertakes Circle Time weekly in classes focusing on teaching, practising and revisiting relevant PBL rules. Where possible 'You Can Do It' lessons are also delivered within the process of Circle Time. All classes have the flexibility to cover various topics within Circle Time in response to class and year level behavioural and developmental needs.

Restorative Practices

Restorative Practices refers to the way our school works in promoting genuine relationships, which aims to promote better behaviour and learning at school. It also refers to the way in which our students are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students, whilst not accepting harmful behaviour. When conflicts occur, the restorative conversations aim to involve those affected to find a way forward.

At The Gap State School, we use relational language that demonstrates respect, care and mutual responsibility. Feelings are shared and explored through affective statements and affective

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questions. Conversations about misbehaviour provide opportunities for students to recognise how their behaviour had an impact on others and how things can be 'put right'. Students are supported to accept responsibility for their actions. A staff member using this approach would talk through what has happened using a 'restorative chat.' This may take place in the classroom, playground or office, following an incident of a child causing harm or significant disruption.

During a restorative chat, the student (who did the harm) may be asked the following questions:

- What happened?
- What are your thoughts then and since?
- Who has been affected?
- How can you/we fix this?
- What have you learnt for the future?

During a restorative chat, the following questions may be asked of the student who was harmed.

- What happened?
- What did you think at the time?
- What have you thought about since?
- How has this affected you?
- How can we fix this?

The Gap State School Five Steps

The Gap State School provides students with a range of strategies that can be used in times of conflict in the playground. Called the 'Five Steps' the strategies support students to speak up, voice concerns and take responsibility for being part of the solution, rather than adding to the problem. Seeking adult help is always recommended when (a) students' behaviour is unsafe to themselves and/or others and (b) when other strategies have failed to change behaviour.

Each of the Five Steps are explicitly taught along with knowing which is the appropriate strategy to choose for different situations that may occur.

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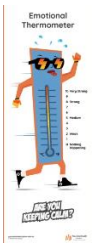
Step	Teaching	Resources
Move away	• Recognising emotions to know when it is time to move away, asking “are you keeping calm?” • Strategies of what to do when you move away • Recognising that it is better to make choices when in the cooler end of the thermometer	
Ignore	• Keeping situations and responses in perspective • Knowing when to use the “ignore” strategy • How to ignore without making it worse	
Talk nicely	• Model the difference between voice in “talk nicely” and “talk firmly” • SID language can still be used	
Talk Firmly	• Using a firm voice without shouting • Explicitly teach the language and steps of SID, asking to stop the specific behaviour	
Get Adult Help	• Knowing when to get adult help • Teaching how to find adults on duty • Reporting to class teacher	

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The Gap State School Teaching Location Matrix

Expectation	In the Classroom	Around the School	At Special Events
Be A Learner • *Be on time and ready to learn* • *participate and work with others* • *Know and follow rules*	✓ Arrive on time with all equipment ✓ Be ready to learn and try your best ✓ Listen and follow instructions ✓ Join in class discussions and activities ✓ Follow class rules and routines	✓ Move quickly and quietly between classes ✓ Be on time after breaks ✓ Go to the toilet and collect lunchbox before class ✓ Eat during eating time only ✓ Attend school every day unless sick	✓ Follow instructions from teachers and staff ✓ Be ready to join in learning activities (e.g. music, HPE) ✓ Help set up and pack up when needed ✓ Sit and listen when required
Be Respectful • *Be polite to everyone* • *Follow instructions* • *Play fair and follow game rules*	✓ Use kind words and manners ✓ Speak with an inside voice ✓ Follow the Five Steps to solve problems ✓ Follow class expectations ✓ Take turns and listen to others	✓ Speak kindly to everyone ✓ Keep hands and feet to yourself ✓ Line up patiently ✓ Share and take turns in games ✓ Follow staff directions straight away	✓ Use manners with staff and visitors ✓ Stay quiet when others are speaking ✓ Wait your turn and show patience ✓ Respect personal space in lines and crowded areas
Be Responsible • *Wear correct school uniform* • *Be honest and own your behaviour at all times* • *Take care of all property*	✓ Follow class rules ✓ Admit mistakes and accept consequences ✓ Return equipment and books on time ✓ Use items properly (no doodling or damage) ✓ Keep your area tidy	✓ Care for your belongings and school property ✓ Use equipment safely and return it ✓ Put rubbish in the bin ✓ Wear the correct uniform and hat ✓ Hand phones to class teacher on arrival	✓ Keep your belongings with you. ✓ Wear the correct gear for special activities (e.g. swimming, sport) ✓ Help clean up after events ✓ Take responsibility for your behaviour
Be Safe • *Play and move safely in all areas* • *Keep hands and feet to yourself* • *Be in the right place at the right time*	✓ Walk inside the classroom ✓ Use classroom tools safely (e.g. scissors) ✓ Stay seated when required ✓ Go to the toilet during break times when possible	✓ Walk on concrete and in buildings ✓ Play safe games only (gentle tagging) ✓ Wear your hat outside ✓ Use toilets properly ✓ Stay in the correct areas	✓ Walk in lines and on paths ✓ Stay seated in assigned areas ✓ Move safely in crowds ✓ Cross roads safely (use lights, crossings) ✓ Stay with your class or group
Be Kind • *Include and think of others* • *Support and encourage others* • *Be helpful to everyone*	✓ Help classmates when needed ✓ Use kind words and compliments ✓ Encourage others in learning ✓ Include everyone in class activities	✓ Invite others to play ✓ Help if someone is hurt or upset ✓ Get help from an adult if needed ✓ Show patience in lines ✓ Let others go first sometimes	✓ Be encouraging of others ✓ Clap at appropriate times.

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PBL Expectations for Families and Staff – Working Together

Be a Learner

What we expect to see from you	What you can expect from us
You take an active interest in your child's learning by attending meetings, reading communication, and participating in school events.	We will keep you informed about your child's learning and provide opportunities for meaningful engagement.
You encourage your child to be prepared and on time for school each day.	We will provide a welcoming, well-organised learning environment where every child is supported to do their best.

Be Respectful

What we expect to see from you	What you can expect from us
You speak respectfully to and about staff, students, and other families, in person and online.	We will communicate with you calmly, professionally and respectfully at all times.
You follow school processes and respect shared spaces, routines, and expectations.	We will model respectful behaviour and create a safe, respectful environment for everyone.

Be Responsible

What we expect to see from you	What you can expect from us
You support school routines by following sign-in procedures and being mindful of learning time.	We will be consistent in upholding school rules and communicate any concerns or changes with you promptly.
You keep your contact details up to date and notify the school of absences.	We will maintain up-to-date records and ensure you're informed of important information affecting your child.
You will keep up to date with payment timelines and reach out early if needed.	We will ensure payment timelines are clearly communicated with ample notice.

Be Safe

What we expect to see from you	What you can expect from us
You move safely around the school, use designated areas for pick-up and drop-off, and supervise younger children during visits.	We will actively monitor student safety and provide clear guidance for safe movement and procedures.
You support school safety procedures, including during emergencies and transitions.	We will prioritise student and community safety through consistent routines and responses.

Be Kind

What we expect to see from you	What you can expect from us
You engage with staff and families in a positive and supportive way, recognising others' efforts and contributions.	We will foster a culture of kindness and inclusion, where all families feel welcome and valued.
You encourage empathy and inclusivity in your child and recognise the strengths of others.	We will celebrate student individuality and support children to build strong, respectful relationships.

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Differentiated and Explicit Teaching (Tier 1)

All staff at The Gap State School are expected to know and implement the Essential Skills for Classroom Management. The following 'every day' strategies are considered 'best practice' in classroom management:

Essential Skill	Description
Establishing expectations	Making rules
Giving instructions	Telling students what to do
Waiting and scanning	Stopping to assess what is happening
Cueing with parallel acknowledgment	Praising a particular student to prompt others
Body language encouraging	Smiling, nodding, gesturing and moving near
Descriptive encouraging	Praise describing behaviour
Selective attending	Not obviously reacting to some bad behaviour
Redirecting to the learning	Prompting on-task behaviour
Giving a choice	Describing the student's options and likely consequences of their behaviour
Following through	Doing what you said you would

The Gap State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching behaviour expectations and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, as well as opportunities for re-teaching.

Teachers at The Gap State School vary what students are taught, how they are taught and how students can demonstrate what they know, as part of a 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 levels map directly to the tiered approach discussed earlier in the whole-school approach for support. 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 level provides progressively more personalised supports for students.

Focused Teaching (Tier 2)

Approximately 10-15% 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. Focused teaching is provided to help students achieve success. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a particular learning area/subject.

Focused teaching involves revisiting key behavioural/social/emotional concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused

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teaching provides students with further opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

The Leadership Team and support staff work collaboratively with classroom teachers at The Gap State School to provide focused teaching. Focused teaching to individuals or small groups is aligned to the PBL rules, and student progress is monitored by classroom teachers, PBL Committee, EET members and Leadership Team to identify those who:

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

Intensive Teaching (Tier 3)

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2-5% 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 behavioural 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, an individualised, function-based behaviour assessment and support plan, involving multi-agency collaboration, may be developed 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 a case manager or support team member who will oversee the co-ordination of their program and action plans, communicate with stakeholders and directly consult with the teacher, student and parents.

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Behaviour Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, re-directions 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 10-15% of the student population may experience difficulty with meeting the stated expectations, even with focused teaching, in-class corrective feedback, re-direction and rule reminders. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be taken by the class teacher to refer the student to the school administration team for immediate support and to determine disciplinary consequences. Teachers will follow the school's Classroom Consequence Flow Chart (Appendix 2).

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 behavioural expectations. This may be needed on a continuous basis throughout the school year. 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 severity of the behaviour warrants immediate removal of the student for the safety of others, and/or 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.

Using the Consequence Flow Chart as a guide, teachers can monitor behaviour in the classroom and playground, and if necessary, follow steps in the flow chart. They include:

Classroom: (Appendices 2 & 3)

- warning (rule reminders);
- time-in (include re-enter);
- reset class (OneSchool entry and re-enter);
- office time out (referral form appendix 6, completed/OneSchool entry and re-enter) (Appendices 7 & 8).

Playground: (Appendices 4 & 5)

- warning, rule and expectation reminder, restorative chat;
- time out of play;
- re-enter and reminder of school rule and expectation;
- office time out/investigation.

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Reset (Step 4)

The Reset is a student-centred support strategy that aims to provide students the opportunity to refocus by "taking a break" from the learning environment. The Reset is implemented after the initial three reminders as per the consequence chart and provides students with the option to reset in an appropriate environment with a task that provides an optimal opportunity to de-escalate.

The method of the Reset aims to provide students the greatest opportunity to re-enter the learning environment after an agreed time period. Students can be consulted as part of the Reset and may choose to engage in the following as a Reset:

- Moving to the back of the classroom and reading / colouring / listening.
- Moving to an area outside of the classroom for a set period of time.
- Moving to another classroom with a simple activity not related to the work being completed.
- Leaving the classroom to grab a drink or completing a job for staff.

Differentiated

Class teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour during the teaching/reminding phase. These may include:

- re-teaching using a range of pedagogies (e.g. circle time, explicit teaching);
- 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 (e.g. moving closer to a student to provide a cue);
- tactical ignoring of inappropriate behaviour (not student);
- revised seating plan and relocation of student/s;
- individual positive reinforcement for appropriate behaviour;
- whole-class incentives;
- reminders of incentives or class goals;
- re-direction;
- lower voice and tone for individual instructions;
- provide 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 about the next step, who can help me?");
- provide modelling of expected behaviour;
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour);
- private discussion with student about expected behaviour;
- warning of more serious consequences (e.g. removal from classroom);
- personalised responses (e.g. movement breaks, safe place in classroom);
- acknowledging emotional state of child (e.g. "I can see that you are…")
- acknowledge positive behaviour to influence acceptable behaviour;
- reference to zones of regulation (if part of student's plan).

Focused

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

- Functional Behaviour Assessment;
- Individual Behaviour Support Plan (IBSP);
- targeted skills teaching in small group;
- token economy;
- time out at office;
- behavioural contract;
- counselling and guidance support;
- self-monitoring plan;
- check-in check-out strategy;
- teacher coaching and debriefing;
- referral to Equity and Excellence Team for team-based problem solving;
- stakeholder meeting with parents and external agencies;
- time out of play – for conversations around expected behaviour;
- exclusion from school activities/events (e.g. interschool sport, camps);
- time in with class teacher at playtime.

Intensive

The school Leadership Team works in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan;
- complex case management and review;
- stakeholder meeting with parents and external agencies including regional specialists;
- temporary removal of student property (e.g. mobile phone);
- short term suspension (up to 10 school days);
- long term suspension (up to 20 school days);
- charge related suspension (student has been charged with a serious, criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities);
- suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school);
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).

Responding to Incidences

In most cases, major inappropriate behaviour takes place outside the classroom. In such circumstances, major inappropriate behaviour is investigated by the Deputy Principal or Principal.

Major inappropriate behaviour in the classroom would result in collection of the student by the Deputy Principal/Principal or support person. The same investigation process would follow.

Major behaviours are those that:

- significantly violate the rights of others;
- put others and/or self at risk of harm;
- require the involvement of School Administration;
- are low level and are now an issue of repeated non-compliance with school expectations.

Major behaviours result in an immediate referral to Deputy Principal/Principal because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The referring staff member can:

- escort the student to Administration Office (if dangerous/heightened behaviour still presents);
- send student/s to the office independently with referral slip;
- notify the office for support;
- seek support from other staff on duty;

It is highly recommended that students in conflict do not get sent to the office unaccompanied at the same time.

Any staff member who has become aware of behaviour of a sexual nature (physical, verbal or other) must inform the Principal and Guidance Officer in writing.

A member of the leadership team will respond to a major incident as soon as possible. Once referred to the Deputy Principal/Principal the process will include investigation, consequences, restorative practices and communication.

Investigation: In most cases investigations will take place outside of class learning time. However, students will remain in the office if (a) injured, (b) there is continued escalated behaviour and/or (c) unsettled and unsafe to return to class. The investigation includes:

- time out and reflection time in the office (See Appendices 8 and 9);
- completion of incident statements by student/s (verbal/written);
- investigation and fact finding by Deputy Principal/Principal;
- discussion with Deputy Principal/Principal outlining breach of expectations/rules and the consequences. The conversation is conducted in a respectful manner. Students are not berated or humiliated. The conversation is used to generate true reflection, learning and foster behaviour change.

Consequences and restorative practices: (appropriate consequences and restorative practices to support learning and principles of natural justice appropriate in a primary school setting):

- apology (verbal or written) to victims (if appropriate);
- repair and rebuild relationships/friendships through supportive conversations (restorative chats, facilitated by Deputy Principal / Principal);
- further time out/loss of play as appropriate;
- temporary exclusion from school events/activities (e.g. sport, excursions);
- removal of Senior Badge (if appropriate);
- playground plan (where required);
- warning regarding future consequence for repeated or persistent inappropriate behaviour.

Communication:

- parents of all students contacted (completed by Deputy Principal, Principal or Class Teacher) in a timely manner;
- teacher and referring staff member informed;
- OneSchool entry by staff member;
- further follow up communication with classroom teacher/parent as appropriate;
- follow up, monitoring, check-ins by a member of the leadership team to maintain/strengthen a positive relationship with student/s, to acknowledge positive behaviour, re-enforce expectations and confirm that no repeated behaviour has occurred.

Our teachers are obliged by law to respect and protect the privacy of individual students. Although we understand the interest of other students, staff and parents to know the consequences another student might have received, we will not disclose or discuss this information with anyone other than relevant staff members and the student's family. The school could however, upon request, revisit the school's response to incidences process with a parent.

Please note that it is not appropriate or part of the school process to allow parents to speak with another family's child about an incident. Parents are requested not to seek out a student even if their behaviour has impacted on their own child.

Based on the four ethical principles and values of the Ethics Act, the Code of Conduct (External link) for the Queensland Public Service (the Code) sets out the standards of conduct expected of all public service employees. The standards of conduct identify the ethical behaviour expected of staff.

Our School's Parent and Community Code of Conduct (see appendix 10) outlines expected behaviour to ensure communication and conduct at school is respectful.

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

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

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

Re-entry following suspension
Students who are suspended from The Gap State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. If necessary, the re-entry meeting can take place in the afternoon before the return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend; the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

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

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

Structure
The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be

made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- welcome back to school;
- check in on student wellbeing;
- discuss any recent changes to school routine or staffing including revised adjustments for student (e.g. playground plans);
- offer information about supports available (e.g. guidance officer);
- set a date for follow-up;
- thank student and parent/s for attending;
- walk with student to classroom.

Reasonable adjustments

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

School Policies

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

- temporary removal of student property;
- use of mobile phones and other devices by students;
- preventing and responding to bullying; and
- appropriate use of social media.

Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at The Gap State School:

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

Parents of students at The Gap State School:

- ensure 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 Gap State School Student Code of Conduct;
    - is illegal;
    - puts the safety or wellbeing of others at risk;
    - does not preserve a caring, safe, supportive or productive learning environment;
    - does not maintain and foster mutual respect.
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of The Gap State School:

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, The Gap State School has determined that explicit teaching of responsible use of devices is a critical component of digital literacy. The

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knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is agreed that, in some circumstances, students at The Gap State School will need to bring a mobile phone to school. This is done with permission from parents, for the purpose of contacting siblings or parents at the end of the school day. The use of mobile phones before and after school, for the purpose of sharing messages, photos, connecting on social media or the like with peers is strictly prohibited. Mobile phones are to be switched off and handed to classroom teachers where phones will be stored in a box. The box will be stored in the office for the duration of the day. If children in lower grades are in possession of a phone these must be handed to their classroom teachers for storage throughout the day. Smart watches are to have their notifications disabled during the school day or handed in as per mobile phones.

Responsibilities
The responsibilities for students using devices at school or during school activities, are outlined below.

It is **acceptable** for students at The Gap State School to use iPads, tablets, computers and laptops to:

- complete class work and assignments set by teachers;
- develop appropriate literacy, communication and information skills;
- create/author text, artwork, audio and visual material for publication on the intranet or internet for educational purposes (as supervised and approved by the school);
- conduct general research for school activities and projects;
- communicate or collaborate with other students, teachers, parents or experts in relation to school work;
- access online references such as dictionaries, encyclopedias, etc;
- research and learn through the Department's eLearning environment;

Students who are in possession of wearable devices must have notifications disabled during school hours. If students are permitted to use a mobile device at school under an approved exemption, they must only use it for the intended and agreed purpose.

It is **unacceptable** for students at The Gap State School to:

- use a mobile phone or other devices in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- use obscene, inflammatory, racist, discriminatory or derogatory language;
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking;
- insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and internet resources;
- damage computers, printers or network equipment;
- commit plagiarism or violate copyright laws;
- ignore teacher direction in the use of social media, online email and internet chat;
- send chain letters or spam email (junk mail);
- knowingly download viruses or any other programs capable of breaching the department's network security;
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material;
- use a device (including those with Bluetooth functionality) to cheat during exams or assessments;
- use mobile devices or take them into exams or during class assessment unless expressly permitted by school staff.

While using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of The Gap State School Student Code of Conduct. In addition students and their parents should:

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

Inappropriate use of devices at school will be investigated in accordance with the school's Student Code of Conduct and the school's 1:1 iPad Policy and Student Charter.

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Preventing and responding to bullying

The Gap State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide Tier 1 behaviour support and teaching practices will be maintained at all times. This will ensure that:

- our explicit teaching and support processes will always remain the primary strategy for preventing problem behaviour, including preventing bullying behaviour;
- all students know the school expectations and have been taught the rules attached to each expectation in all areas of the school;
- all students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
- all students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school;
- a high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that staff members on duty are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

At The Gap State School playground supervision includes the following actions:

1. have clear, fair playground expectations;
2. acknowledge appropriate behaviours;
3. don't over-manage;
4. control your proximity;
5. focus on the primary behaviour rather than being diverted by the secondary behaviours;
6. keep it simple and as unobtrusive as possible;
7. be consistent, but flexible;
8. lead by example;
9. think relationships: watch, listen and laugh;
10. be visible and move, move and move.

The Gap State School takes part in the National Day of Action Against Bullying and Violence each year. This is to highlight the importance of bullying issues within our community and what our school is doing to prevent them.

Bullying

The agreed national definition for Australian schools describes bullying as:

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- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders.

Single incidents of conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do **not** constitute bullying include:

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

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

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

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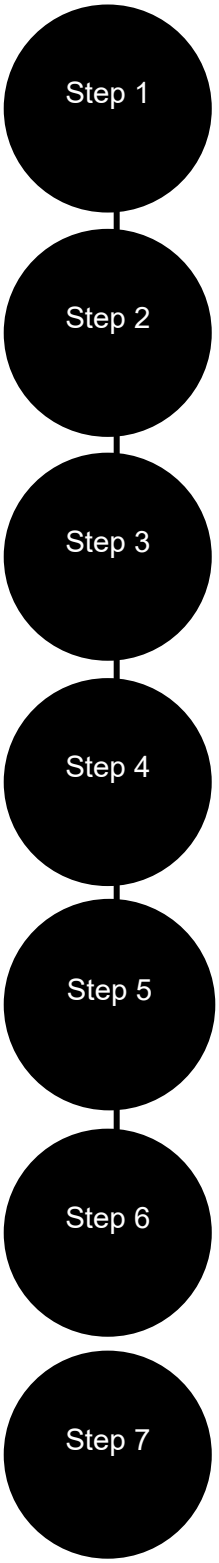
Bullying response flowchart for teachers, Deputy Principal and Principal



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

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

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

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

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

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

- Continue to check in with student on regular basis until concerns have been mitigated.
- Record notes of follow-up meetings in OneSchool.
- Look for opportunities to improve school wellbeing for all students.
- Refer matter to Deputy Principal or Principal if problem behaviour returns.

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. If necessary, the class teacher will immediately refer and seek support from Deputy Principal or Principal.

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

Students enrolled at The Gap State School may face in-school disciplinary action, such as detention or removal 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. It also applies to enrolled students who engage in inappropriate online behaviour of directed towards other community members or students from other school sites.

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

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Cyberbullying Response Flowchart for School Staff

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:
- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cyber safety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

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Appropriate use of social media

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

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

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

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

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

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

While we use social media to update parents of school notices, the Department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. All agreed use of social media platforms is generated in association with the school.

If you have raised an issue with our school or know that another person has, consider parents are requested to refrain from discussing those details on social media, particularly the names of anyone involved. Please refer to our Parent and Community Code of Conduct as well as the school's CPR handbook.

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

Possible civil or criminal ramifications of online commentary

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

their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

On rare occasions 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.

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Critical Incidents

Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

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

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

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

2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, keep a reasonable distance, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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

The school will communicate relevant information to parents of students impacted by a critical incident. Privacy of those involved will be respected at all times.

Conclusion

The Gap State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. The Gap State School's Student Code of Conduct supports a whole-school approach to the consistent teaching of school expectations and rules, support for the diverse needs of students, and alignment in the steps to monitor inappropriate behaviour.

There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they 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 (available on request).

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Appendix 1

Whole School Approach to Student Wellbeing and Positive Mental Health:

Tiers of Support:	Description:	Programs and Events:	Processes:	Professional Development and Learning Opportunities – Staff, Parents and Students:
Tier 1: Proactive and preventative measures:	Whole school support for all students	Programs: Positive Behaviour for Learning (School Expectations & Rules) including GOTCHAs, PBL lessons, Restorative Conversations, classroom/assembly celebrations, acknowledgements and rewards You Can Do It Program Right pedagogy at the right time – Circle Time Buddy Program (including Year 6 playground buddies and/or play support) Year 6 Leadership Program Cyber Safety sessions for students True Relationships – Family Education Character Builders – year 5 and 6 annual team building Transition Programs: • Kindy to Prep • Prep to Year 1 • Year 1 to Year 2 • Year 6 to High School Co-curricula Activities and Events: • Student Council • Sustainability Club/Gardening Club • Choral program • Debating/Rotary Junior Community Awards/Competitions	Equity and Excellence Team referrals Use strength based language during all conversations/meetings/documents Review of all school activities and events to ensure successful access and participation for all Chaplaincy Referrals/visits/connections Positive Behaviour For Learning Committee Meetings Student Code of Conduct processes: • Referral to DP/P • Restorative Conversations • Playground Plans Review of school data: • Attendance • School Opinion Survey • Behaviour • A-E • Wellbeing Data Workplace Health and Safety Meetings Build parent/community partnerships through: • Parent/teacher interviews • Emails to parents • Stakeholder meetings https://intranet.qed.qld.gov.au/Students/mental-health-wellbeing	Annual Mandatory Training for all staff including Student Protection Annual review of documentation that outlines school process that support staff to respond appropriately to students at risk – Equity and Excellence Team Referral process Annual review of school's Student Code of Conduct Cyber Safety (years 4 to 6) – students and parents Professional Development for staff including: • In service and provision of resources for teachers, i.e. 'notice, inquire, plan, respond' (NIP-R model). • Trauma Informed Practice • In-service and provision of strategies for teachers regarding mental health, e.g. anxiety, depression, school refusal, grief • Awareness of 'suicide response/critical incident plan' • Essential Skills for Classroom Management

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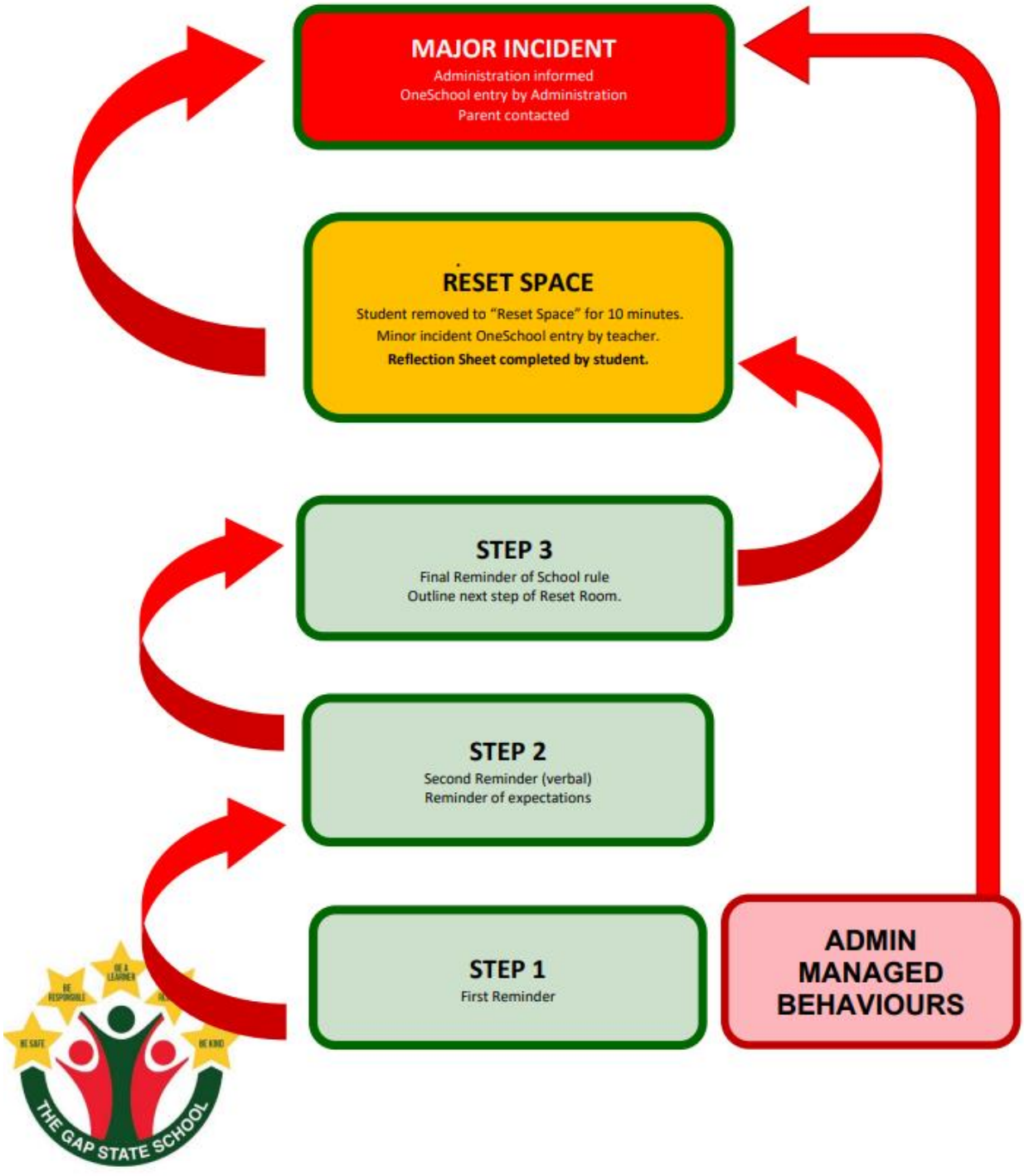
		• Interschool Sport Whole School Events: • National Day Against Bullying - whole school focus • NAIDOC Celebrations		
Tier 2: Intervention Measures:	Individual or group support based on needs of students with agreed stakeholders and timelines for monitoring and review	Individual Support (Chaplain) Early Phase friendship programs facilitated by the School Chaplain Kids Hope Program Behaviour Plans/Playground Plans Planned interest groups to support individual and/or groups of students Modified play areas/additional supervision Buddy Programs School Attendance Plans	Referrals to Speech Language Pathologist and Guidance Officer Stakeholder Meetings (including parents, external agencies) Action planning with targeted strategies for student documented in the PLPs Individual Mental Health Plans as needed https://intranet.qed.qld.gov.au/Students/mental-health-wellbeing	Staff/parent support from Case Managers, Principal or Guidance Officer including coaching and mentoring Regional senior staff (SGO) to support school team, when required Awareness of additional resources to support mental health: For teachers • Mental Health Hub – Department of Education For parents • Child Youth & Mental Health Service • General Practitioner • Public/private paediatricians • Private psychiatrists • Private psychologists • Kids Helpline • Kids Helpline for Parents • Lifeline • Parentline • Beyond Blue/Be You
Tier 3: Intensive measures and response to incident:	Specific action planning in response to critical incident or notification of harm, i.e. implementation of 'Critical Incident & Suicide Response Plan'	Action plans and response plans based on individual circumstances with support from external stakeholders, parents, school staff and regional staff members.	Immediate referral to School Principal and Guidance Officer Immediate re-grouping of stakeholders, actioning planning and monitoring Agreed check-ins and increased reviews Involvement of external agencies and regional senior staff https://intranet.qed.qld.gov.au/Students/mental-health-wellbeing	Staff/parent support from Support Teachers, Deputy/Principal or Guidance Officer including coaching and mentoring Regional senior staff (SGO) to support school team

Appendix 2

CONSEQUENCE FLOW CHART

For Classroom



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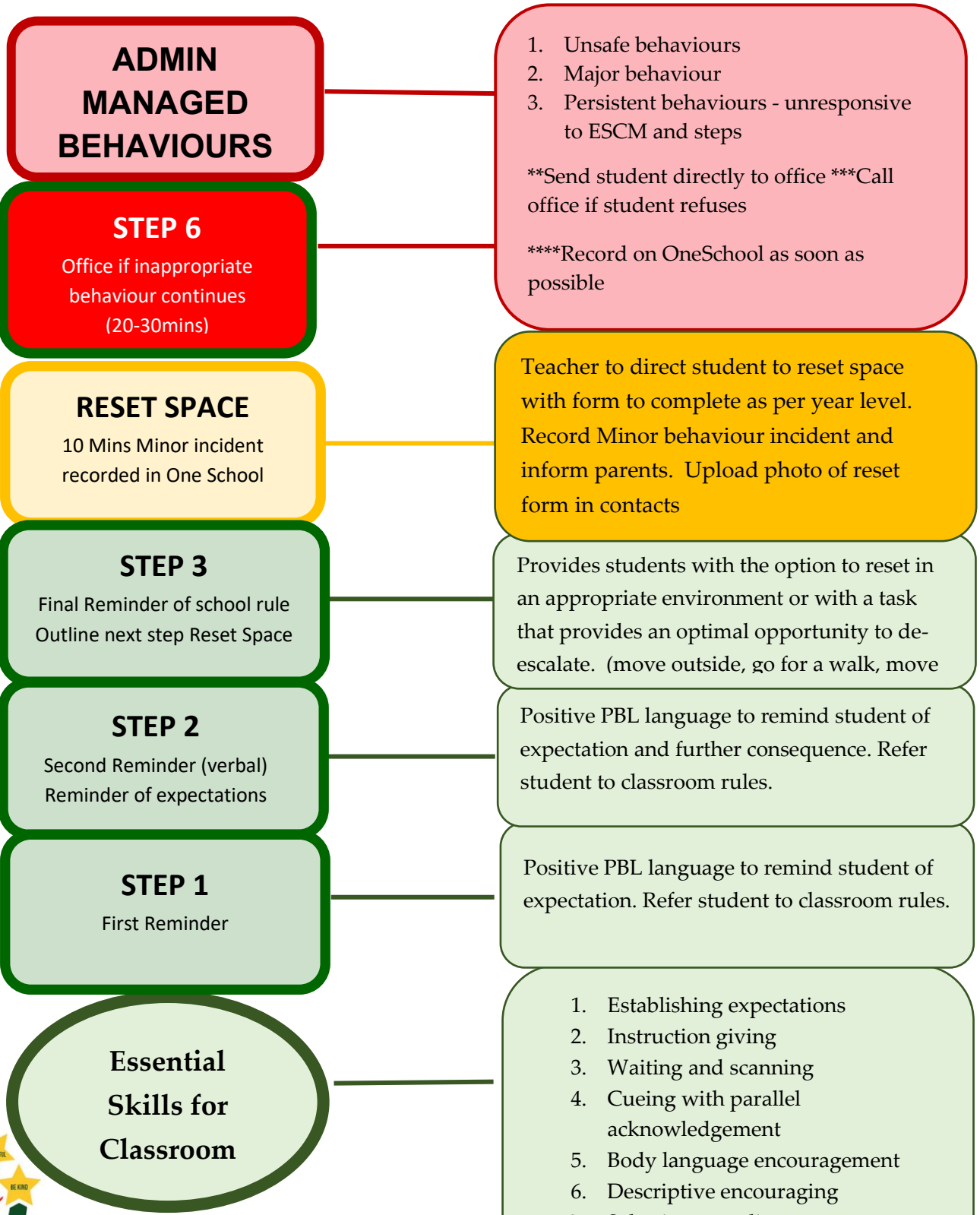
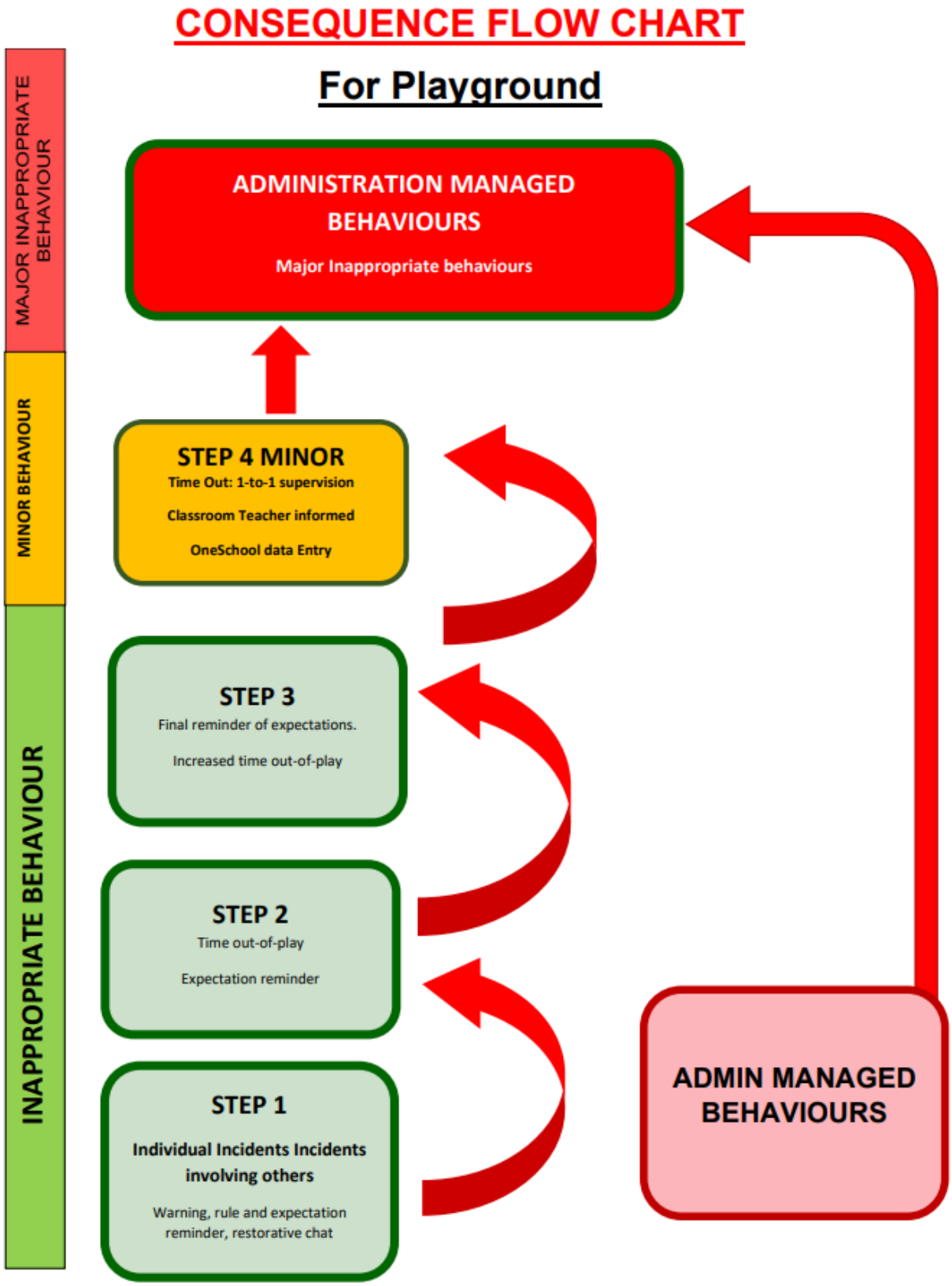
CLASSROOM CONSEQUENCE FLOW CHART SUPPORT DOCUMENT



Appendix 4



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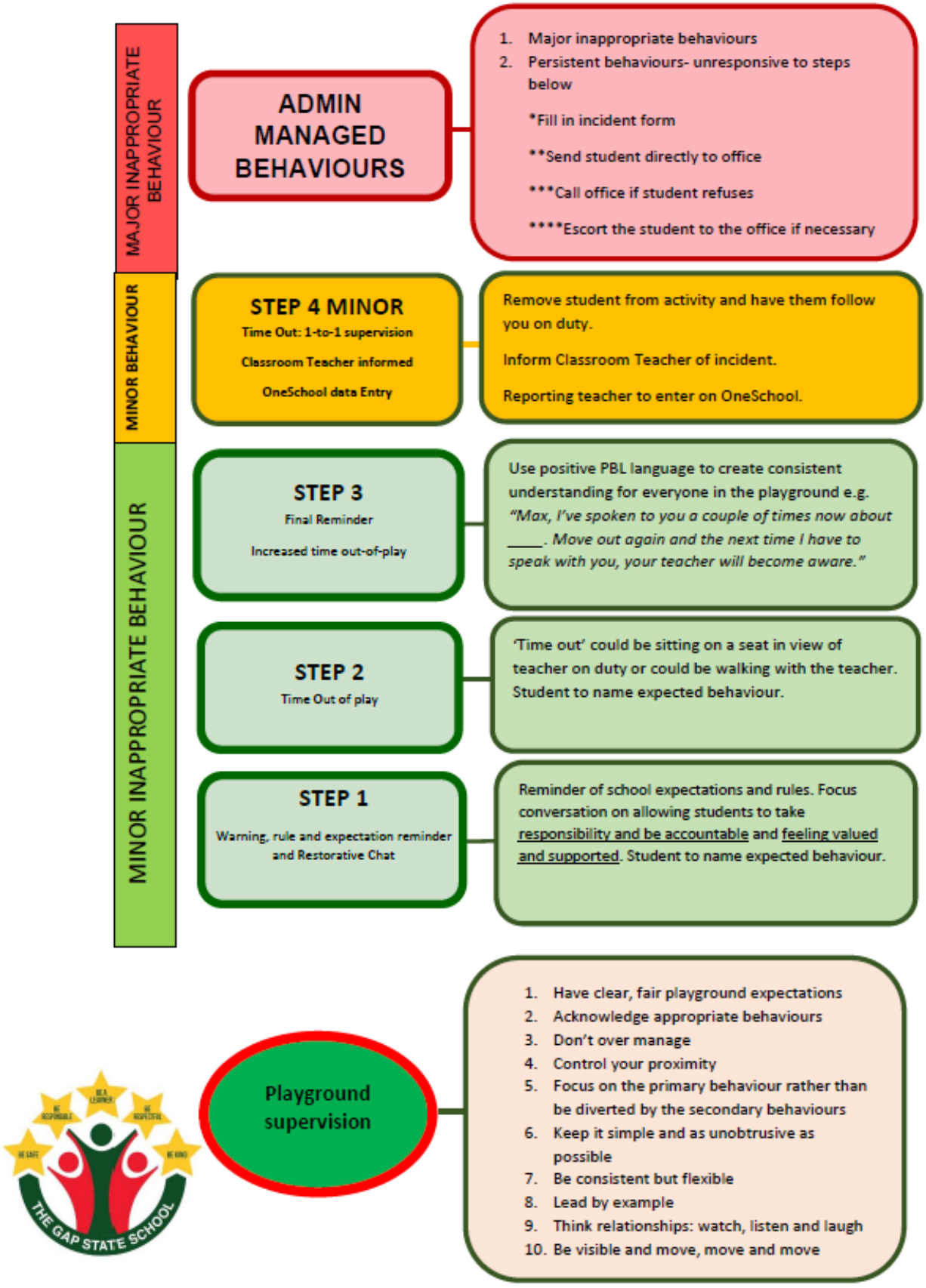
Appendix 5

PLAYGROUND CONSEQUENCE FLOW CHART SUPPORT DOCUMENT



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Appendix 6

The Gap State School

Major-Minor behaviour Classifications

	Area	Behaviour OneSchool Categories	Minor	Behaviour OneSchool Categories	Major
Be Safe	Movement around school	Non-compliant with routine	▪ Running on concrete, around buildings, verandas & classrooms ▪ Running in stairwells ▪ Riding bike in school grounds ▪ Not using correct pathways around the school (i.e. shortcutting on grassed areas) ▪ Jumping over seats/port racks ▪ Moving around the school before first bell		
	Play	Misconduct involving an object	▪ Incorrect use of or on equipment ▪ Throwing objects (without intent to harm	Physical misconduct involving object Physical misconduct	▪ Throwing objects that hit another student/staff (with intent to harm)
		Non-compliant with routine	▪ Playing dangerous games ▪ Playing in toilets		
	Physical contact	Physical misconduct	▪ Minor physical contact (e.g. pushing, shoving, hitting with hats)		▪ Serious physical aggression ▪ Fighting
	Correct Attire	Dress code	▪ Not wearing a hat in when outside in playtime		
	Other	Non-compliant with routine	▪ Climbing fences	Substance misconduct involving tobacco and other legal substances	▪ Possession or selling of drugs
		Refusal to participate in program of instruction Refusal to participate in program of instruction Verbal misconduct-swearing	▪ Being on verandas at inappropriate times or without permission ▪ Leaving classroom/class area without permission	Possesses prohibited items	▪ Weapons including knives and any other items which could be considered a weapon being taken to school
				IT misconduct	▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Be Respectful	Language	Disruptive	▪ Inappropriate language (written/verbal)	Verbal misconduct/swearing	▪ Offensive insults of a discriminatory nature (racial, sexual, prejudicial) ▪ Verbal abuse / directed profanity
		Disruptive	▪ Calling out/back chat ▪ Disrespectful tone	Threats to others – verbal	▪ Aggressive language eg. (I am going to kill you
	Property	Other conduct prejudicial to	▪ Petty theft (intent/ age of student)	Misconduct involving object	▪ Stealing / major theft

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		the good of the school			
		Vandalism	▪ Lack of care for the environment	Vandalism	▪ Wilful property damage including graffiti ▪ Vandalism
	Others	Other conduct prejudicial to the good of the school	▪ Not playing fairly	Bullying/harassment	▪ Major /repeated defiance/non-compliance to instructions
		Disruptive	▪ disruption to class/interrupting	Defiant/threats/to adults	▪ Blatant disrespect ▪
		Non-compliant with routine	▪ defiance/non-compliance with instructions	threats to adults Non-compliant with routine	▪ Bullying (specific examples)
		Bullying/harassment	▪ put downs /name calling/ excluding/teasing	ICT misconduct	▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Be Responsible	Uniform	Dress code	▪ Incorrect uniform items		
	Behaviour	Lying/cheating Not sure what this should be but I don't think it is lying	▪ Lying about actions ▪ Refusal to take responsibility for actions		
	Property	Physical misconduct	▪ Kicking or throwing items (including lunchboxes)	Vandalism Vandalism Bullying/harassment	▪ Destruction of school property or vandalism ▪ Destruction of environment
		Vandalism	▪ Harming of environment (pulling branches of trees)		
Be Kind		Bullying/harassment	▪ Excluding others	Verbal misconduct	▪ Ongoing exclusion (directed at certain individuals
		Verbal misconduct	▪ Put downs	Verbal misconduct	▪ Ongoing and repeated put downs
Be a Learner		Non-compliant with routine Non-compliant with routine Refusal to participate in program of instruction	▪ Occasionally being late for class after breaks & transitions ▪ Occasionally breaking classroom rules ▪ Occasionally not in the right place at the right time	Disruptive	▪ Ongoing disruptive behaviour and non-compliance to classroom routine and teacher instruction.
				Defiant/threat/ to adults	▪ Blatant disrespect
		Refusal to participate in program of instruction Refusal to participate in program of instruction	▪ Occasional refusal to complete set tasks (schoolwork)	Late	▪ Regularly being late for class
				Refusal to participate in program of instruction	▪ Frequently leaving class without permission (out of sight) ▪ Regularly refusing to complete set tasks(schoolwork)
				Refusal to participate in program of instruction	▪ Regularly breaking classroom rules

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Appendix 7
Out of class reflection sheet yrs 3-6

Reset room reflection

Student:	Class teacher:	Date: Time:
Reason for referral:		
Goal for out-of-class reflection:		
What happened? (who, what, when, where)	What was I thinking at the time?	
Who was affected?	Which school rule did I not meet?	
What do I need to do to make things right?		
Supervising teacher comment:	Time returned to class:	
Follow through (check student has undertaken identified action):		

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Appendix 8
Out of class reflection sheet P-2

Reset Room Reflection

Student:	Class teacher:	Date: Time:
Reason for referral:		
Goal for out-of-class reflection:		

WHAT HAPPENED?

 Calling out at the wrong times	 Not following teacher directions	 Not listening to instructions	 Distracting others
 Rude manners/action or language	 Not keeping my hands and feet to myself	 Being unsafe or unhealthy action	Other

Which school rule did I not meet?	What do I need to do to make things right?
	Time returned to class:
	Supervising teacher comment:
Follow through (check student has undertaken identified action):	

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Appendix 9

THE GAP STATE SCHOOL

Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in our school

We welcome parents[1] and other members of our diverse community into our school.

Working together with the school community[2], school staff, P&C employees and volunteers support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to our school support safety by ensuring their communications and conduct at the school and school activities is respectful.

ELEMENTS OF ENGAGEMENT	It is expected that parents and visitors to our school will:	Parents and visitors to our school demonstrate this by:
Communication	• be polite to others	• using polite spoken and written language
	• act as positive role models	• speaking and behaving respectfully at all times
	• recognise and respect personal differences	• being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family
	• use the school's communication process to address concerns	• respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education – allowing staff time to prepare and appreciating their time may be limited
Collaboration	• (parents) ensure their child attends school ready to learn	• taking responsibility for their child arriving and departing school safely on time every day
	• support the Student Code of Conduct	• reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture	• recognise every student is important to us	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community
	• contribute to a positive school culture	• speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students – in person, in writing or on social media
	• work together with staff to resolve issues or concerns	• understanding, at times, compromises may be necessary
	• respect people's privacy	• considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

[1] The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.
[2] The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

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Appendix 10

The Gap State School – 1 to 1 iPad Policy

"Explore and implement pedagogies and routines that use ICTs as tools to engage students, build digital skills, and enhance access to the curriculum." – AIP 2026

Updated: November 2025
This document aligns with the Queensland Department of Education's Digital Innovation Teaching and Learning Guide.

1. Our Vision

At The Gap State School, our vision is to empower students as safe, responsible, and capable digital citizens. Technology is used as a tool for transformative learning—supporting collaboration, creativity, communication, and critical thinking across the curriculum. The 1:1 iPad program provides each student in Years 4–6 with equitable, personalised access to digital tools that extend inquiry-based and authentic learning experiences. Our goal is for all students to develop digital literacy and fluency that prepare them to thrive as lifelong learners and active, safe, global citizens.

2. Australian Curriculum

The Australian Curriculum underpins all teaching and learning at The Gap State School. Digital Literacy, one of the General Capabilities, is embedded across all learning areas to equip students with the knowledge and skills to investigate, create, communicate, and manage information responsibly and ethically. iPads support student engagement through multimodal learning, critical evaluation of information, and the development of problem-solving skills across English, Mathematics, Science, HASS, Health and Physical Education, The Arts, Technologies, and Languages.

Students use digital tools to plan, collaborate, and demonstrate learning in multiple ways—through text, images, audio, and video. Digital literacy teaching at The Gap State School aligns with Department of Education expectations for safe, inclusive, and future-focused digital practice.

3. Pedagogical Approaches

Teaching teams employ evidence-based pedagogies that integrate digital technologies purposefully to enhance engagement and achievement. Teachers plan for a balance between digital and traditional learning modes, using iPads to personalise instruction, differentiate learning, and provide timely feedback. Cooperative learning approaches enable students to co-create knowledge, develop metacognition, and reflect on feedback through digital platforms such as Showbie, Seesaw, and Microsoft 365.

4. Implementation

The 1:1 iPad program operates for Years 4–6. Families may participate through purchasing a device via the approved supplier, providing a compatible Bring Your Own (BYO) iPad, or accessing a school-managed equity device. All devices are enrolled in the school's Mobile Device Management (MDM) system, ensuring student safety, device security, and equitable access to curriculum apps.

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The school reviews the program annually, collecting feedback from students, staff, and parents to guide future improvements. Equity of access remains a priority, and individual financial arrangements can be made confidentially through the school office.

5. iPad Usage

iPads are used as learning tools both at school and at home. Students are expected to adhere to the school's digital citizenship expectations and Student Code of Conduct. Devices must be brought to school each day fully charged, used respectfully, and cared for responsibly. Classroom rules, regular monitoring, and parent communication ensure appropriate and productive use.

To promote digital wellbeing, students are encouraged to balance screen time, take regular breaks, and maintain safe posture and sound levels. Teachers explicitly teach online safety, privacy, and responsible participation in digital environments.

6. Guidelines for Working on a School Network

Students use the Department of Education's secure network, filtered internet, and monitored email services for educational purposes. They are expected to demonstrate integrity and respect when communicating and collaborating online. All third-party apps and platforms used in classrooms comply with Departmental privacy and security standards, and parental consent is sought where required.

7. Opting Out

Families who choose not to participate in the 1:1 iPad program will not be disadvantaged. Shared school devices remain available to support access to digital learning opportunities. The school remains committed to providing equitable learning experiences for all students.

8. Student Agreement Form (Appendix)

The Student Agreement outlines expectations for safe, respectful, and responsible use of iPads. It must be signed by students and parents before participation in the 1:1 iPad program. The form includes commitments to device care, digital citizenship, appropriate content use, and online safety.

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iPad Program Student Agreement Form

General use:

1. I will ensure the iPad is charged each afternoon/evening, so it is fully charged at the beginning of each school day.
2. I will hold the iPad with two hands when carrying it and will walk with it at all times.
3. I will keep liquids, food and drinks away from the iPad at all times.
4. I will immediately report any accidents or breakages.
5. I will position the iPad correctly to avoid back and eye strain.
6. I will carefully store the iPad when the iPad is not in use.
7. I will cease using the iPad immediately as directed.

Content:

1. I will use the iPad only for the purposes my teacher tells me.
2. I understand staff will perform checks to monitor content and to check the websites I visit.
3. I understand there will be consequences for inappropriate use including, but not limited to, loss of privilege of use of the iPad for a period of time.

Safety and Security:

1. I will only go onto the internet to websites at school that support learning activities, as instructed by my teacher. I will not share any personal information on any website.
2. I will only use my school email account for emails relating to my learning. I understand that all emails to/from my school email account are monitored and there will be consequences for inappropriate use.
3. I will only take photos and record sound and/or video when granted permission by my teacher and by any person/people to be included in the photo, video or audio recording.
4. I will not share any usernames or passwords with anyone unless requested by staff when servicing the iPad.
5. I will use the iPad lawfully and in accordance with The Gap State School's Student Code of Conduct.
6. I understand that I am responsible for the iPad and will ensure it is on my person or in my classroom if not in use. I will not leave the iPad unattended in an unsecure location.

I have discussed all of the above expectations with my parent/s.
I understand my teacher will explain these expectations to me at school and show me how to follow them.
I understand should I not follow the above expectations; disciplinary action may occur.

Name of student: _____ Student signature: _____

Name of parent: _____ Parent signature: _____

Date: _____

Authorised at The Gap State School by:

Principal name: _____ Principal signature: _____

Date: _____

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