



Student Code of Conduct

2021 - 2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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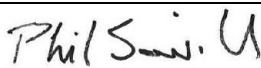
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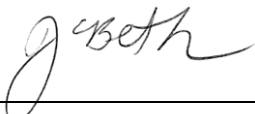
ENDORSEMENT

Principal Name: Phil Savill

Principal Signature: 

Date: 13 November 2020

P&C President and/or School Council Chair Name: Aaron Beake (P&C President) & Janet McBeth (School Council Chair)

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

Date: 13 November 2020

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PURPOSE

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

The Gumdale 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 learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

PRINCIPAL'S FOREWORD

Gumdale State School has a commitment to providing high quality education to students from Prep to Year 6. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Gumdale State School has four core values:

- **We are Great Learners**
- **We are Respectful**
- **We are Organised**
- **We Work Together Safely**

These are expressed in our acronym **GROW**. The values are reflected in our Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people.

Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. Gumdale State School staff take a positive approach to discipline. This is grounded in the belief that behaviour can be taught and that mistakes are opportunities for everyone to learn.

Our Student Code of Conduct provides an overview of the school's policies regarding behaviour for students. We have high expectations of all our students and they are explicitly taught the expected behaviours. The Student Code of Conduct details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

The Gumdale State School Student Code of Conduct has been developed in consultation with members of our school community.



Phil Savill
Principal

SCHOOL COUNCIL STATEMENT OF SUPPORT

As chair of the Gumdale State School, School Council, I am proud to support the new Student Code of Conduct.

We encourage all parents to familiarise themselves with the Gumdale State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

We value your support as the school works to ensure all students are safe and appropriately supported to meet their individual social and learning needs. To this end, we encourage you to work collaboratively with school staff.



Janet McBeth
School Council Chair

CONSULTATION

The consultation process used to inform the development of the Gumdale State School Student Code of Conduct occurred in three phases.

In the first phase, The Supportive School Environment Team held internal meetings with staff identifying the strengths and successes from our previous responsible behaviour plan, and areas for further development.

In the second phase, we provided a survey on school procedures and culture to the Student Council, a randomly selected range of parents of students in Prep to Year 6 and staff. Participants were asked to provide feedback on their understanding of various school processes and communication in the school. Additional information was drawn from the School Opinion Survey from 2018 – 2019 (staff, student and parent responses).

Finally, a draft Student Code of Conduct was prepared and distributed to school staff for comment. This final phase of consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the School Council meeting in November 2020 for endorsement. The School Council unanimously endorsed the Gumdale State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Gumdale State School Student Code of Conduct, including promotion through the school website and fortnightly newsletter. Any families who require assistance to access a copy of the Gumdale State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

LEARNING AND BEHAVIOUR STATEMENT

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. Parents and carers can make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Gumdale State School we emphasise the importance of explicitly teaching the behaviours we want students to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

These expectations are communicated to students via:

- The Gumdale State School Enrolment Agreement which sets out the responsibilities of the student, parents or carers and school staff;
- BYOD iPad Student Participation Agreement;
- Behaviour lessons conducted by classroom teachers ;
- Reinforcement of learning from behaviour lessons on school expectations;
- Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Discussions at school assembly.

Gumdale State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Communication through the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations, and parenting information;
- Supportive School Environment Team members' regular provision of information to staff and parents, and support to others in sharing successful practices;
- Individual behaviour support profiles/plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Student Wellbeing and Support Team

Gumdale State School offers a range of programs and services to support the wellbeing of students in our school. We aim to support our students to develop skills that will allow them to be healthy, confident and resilient individuals.

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between staff and students can have on students' academic and social outcomes.

Policy and expectations

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

Specialised health needs

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

Medications

The Department recognises that all medications, including over-the-counter (OTC) medications, e.g. paracetamol or alternative medicines, may be drugs or poisons and may cause side effects. As such, schools are required to receive medical authorisation from a prescribing health practitioner (e.g. doctor, dentist, optometrist, but not a pharmacist) to administer any medication to students, including those bought over-the-counter. Students with a long-term health condition may require an individual health care plan.

Student Support Team

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

Students and parents can approach class teachers, deputy principals or the principal at Gumdale State School to seek assistance or advice.

The following staff make up the Student Support Team at Gumdale State School:

Role	What they do
Deputy Principals	<ul style="list-style-type: none">• promote an inclusive, positive school culture
Head of Student Support	<ul style="list-style-type: none">• oversees support of students at Gumdale State School;• manages the Student Support Centre and staff, including visiting DoE therapists;• liaises with parents, teachers, or other external health providers as required;• leads and embeds inclusive practices in daily school life;• leads and embeds the legislation and policies that impact on; schooling, especially in relation to students with disability.
Guidance Officer	<ul style="list-style-type: none">• may be accessed when a case is escalated through Referral to Student Support or Deputy Principal;• liaises with parents, teachers, or other external health providers as required.
School Registered Nurse	<ul style="list-style-type: none">• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs;

	<ul style="list-style-type: none"> • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
School Engagement Teacher	<ul style="list-style-type: none"> • additional adult support in the school who enhances engagement with the broader community including parents; • provides continuity of contact for students and their families through the seven years of schooling; • ensures students feel safe and comfortable and want to come to school; • nurtures a sense of belonging to school and community.
Student Welfare Officer	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education; • supports students to overcome barriers to education such as: <ul style="list-style-type: none"> ○ attendance at school; ○ relationships/social skills; ○ social/emotional/physical wellbeing; ○ conflict with family/peers/teachers.

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

WHOLE SCHOOL APPROACH TO DISCIPLINE

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

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

Our school community has adopted the following school values, which underpin our approach to developing high standards of responsible behaviour:

- we are **g**reat learners
- we are **r**espectful
- we are **o**rganised
- we **w**ork together safely

We have identified the acronym **GROW** to represent these. Our school rules have been agreed upon and endorsed by all staff, our school P&C and School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Gumdale State School we emphasise the importance of explicitly teaching the behaviours we want students to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to encourage positive behaviour and provides a framework for responding to unacceptable behaviour.

Consideration of Individual Circumstances

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

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

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

them appropriately. We expect that parents and students will respect the privacy of other students and families.

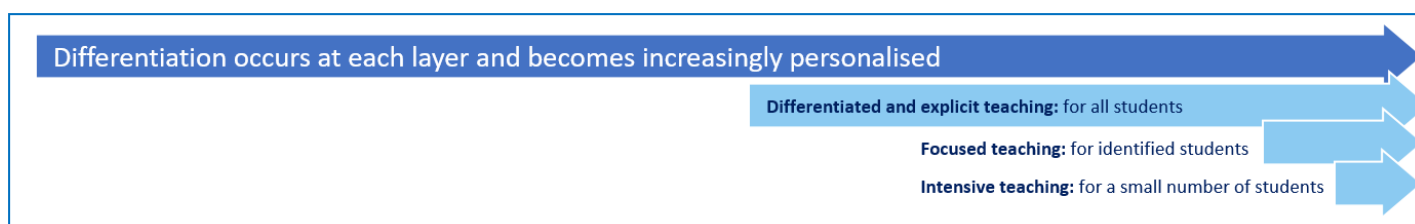
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter. It is not appropriate for parents or carers to approach another student or their family to address an issue.

Differentiated and Explicit Teaching

Gumdale State School provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise to maintain an orderly environment.

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

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



Each layer provides progressively more personalised supports for students.

Class teachers work with all students to explain what school behaviour expectations look, sound and feel like in school contexts. Expectations are revisited and discussed regularly to address any new or emerging issues.

Focused Teaching

Even after being provided with differentiated and explicit teaching some students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Gumdale State School to provide focused teaching. Student progress is monitored by the classroom teacher/s to identify those who:

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

Gumdale State School has a range of Student Support Team staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

A small number of the Gumdale State School student population 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.

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

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

LEGISLATIVE DELEGATIONS

Legislation

Following, are links to legislation which influences the form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

DISCIPLINARY CONSEQUENCES

A differentiated approach is used in the proactive teaching and support of student behavioural expectations. The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others.

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

Differentiated

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

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

- Private discussion with student about expected behaviour;
- Reprimand for inappropriate behaviour;
- Warning of more serious consequences (e.g. supervised time out in another classroom);
- Referral to Responsible Thinking Classroom.

Focused

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

- Functional Behaviour Assessment;
- Individual student behaviour support strategies (e.g. Student behaviour plan);
- Targeted skills teaching in small group;
- Monitored play;
- Detention;
- Behavioural contract;
- Counselling and guidance support;
- Self-monitoring plan;
- Check in/Check Out strategy;
- Teacher coaching and debriefing;
- Referral to Student Support Team for case-management;
- Stakeholder meeting with parents and external agencies.

Intensive

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

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

School Disciplinary Absences

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

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

At Gumdale 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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Gumdale State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email.

Reasonable adjustments

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

SCHOOL POLICIES

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Gumdale 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).

* [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 Gumdale State School:

- do not require the student's consent to search school property such as tidy trays 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 Gumdale State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Gumdale 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 Gumdale 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 Gumdale 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 electronic devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.

Responsibilities

The responsibilities for students using electronic communication devices such as mobile phones, smartwatches or other devices at school or during school activities, are outlined below.

Students are required to:

- only use iPads and other electronic devices (e.g. smartwatches) throughout the day for school approved purposes, in approved places;
- demonstrate respect for themselves and others (e.g. privacy), when using iPads and other equipment, such as cameras;
- work safely.

Before using an iPad at Gumdale State School, students have to agree to:

- only connect the iPad to Education Queensland's Managed Internet Service. Students are not permitted to access 3G/4G internet at school.
- only go to websites at school that support their learning activities;
- only use their school email account for mail related to their learning;
- be Cyber safe and Cyber smart when using the internet;
- demonstrate etiquette when using iPads and other equipment;
- use iPads and other electronic equipment lawfully and in accordance with the school guidelines regarding ethical use of equipment, technology, use of legal software, use of internet and the protection of personal data;
- for security reasons, not share account names and passwords with anyone unless requested by Gumdale State School staff when servicing the iPad.

Classroom iPad Rules



We will:

Carry our iPads with two hands.



Keep our iPads clean and away from food and water.

Stay on the app or website the teacher assigns.



Not change settings unless directed to do so by a teacher.

Come to school with our iPad charged.



Turn our iPad off at the end of the day and leave it in our bag.

Use the camera only for educational purposes and with people's permission.



Warning: Not following these rules may result in your iPad privileges being taken away.

Preventing and responding to bullying

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

Student Council

Gumdale State School has a Student Council, with representatives from years 3 - 6 meeting regularly as the voice of our students.

They help to organize community service projects, arrange school-wide special activities and provide input into school decisions. Duties include representing the school at community events, attending

council meetings, advocating for and voting on issues that affect our student body, assisting with and taking lead roles in school special events.

The Student Council's goals are to:

- assist community groups to work with people at disadvantage;
- motivate our fellow students to have positive and respectful relationships within our school and within the broader community;
- develop student leadership skills;
- represent the student body when advocating for change;
- develop student awareness of democratic processes;
- inspire others to always do their best.

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

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

Cyberbullying

Cyberbullying is bullying conducted with the use of technology, like mobile phones or the internet. Students at Gumdale State School are explicitly taught about appropriate online behaviour and how to respond to instances of cyberbullying. Change happens when students support each other to stop cyberbullying.

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

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 if students are engaging in behaviour that adversely affect, or is likely to adversely affect, other students. Principals have also got the authority to take disciplinary action to address student behaviours outside of school that affect the good order and management of the school. 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.

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.

Cybersafety and Reputation Management (CRM)

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

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

The team provides a [guide for parents](#) with important information about Cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

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

Student Intervention and Support Services

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

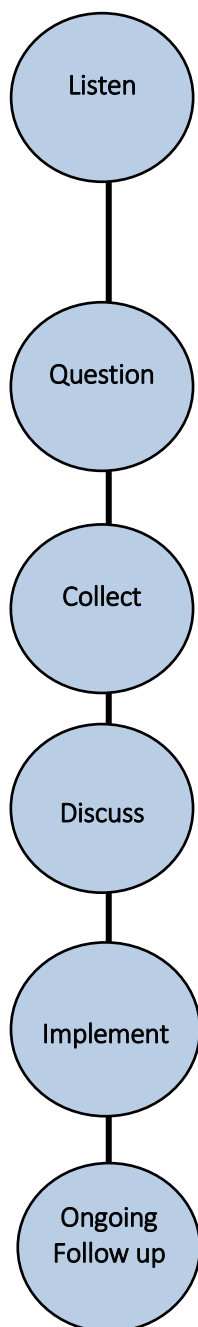
Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the [Student Support Network](#) section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Gumdale 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 punishments such as suspension or exclusion from school.

Bullying response for teachers

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

In the first instance, a concern should be raised with the classroom teacher. If the matter is not dealt with to your satisfaction, it should be escalated to the deputy principal.



<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Gather additional information • 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
<ul style="list-style-type: none"> • Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue • Ask the student what they believe will help address the situation • Collaborate with other staff to support the student where required
<ul style="list-style-type: none"> • Document the contact in OneSchool • Complete all actions agreed • Monitor the student and check in regularly on their wellbeing • Seek assistance if needed
<ul style="list-style-type: none"> • Check in with the student to review situation • Discuss what has changed, improved or worsened • Explore other options for strengthening student wellbeing or safety • Record contact in OneSchool • Look for opportunities to improve school wellbeing for all students

Gumdale State School Enrolment Agreement

Upon enrolment, students and parents are requested to sign and agree to our Enrolment Agreement.

The enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Gumdale State School.

Responsibility of **student** to:

- attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities;
- act at all times with respect and show tolerance towards other students and staff;
- work hard and comply with requests or directions from the teacher and principal;
- abide by school rules as outlined in the school's Student Code of Conduct, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives);
- meet homework requirements and wear school's uniform;
- respect the school property.

Responsibility of **parents** to:

- ensure your child attends school on every school day for the educational program in which they are enrolled;
- attend open meetings for parents;
- let the school know if there are any problems that may affect your child's ability to learn;
- ensure your child completes homework regularly in keeping with the school's [homework policy](#);
- inform school of student absences and reasons for absences in a timely manner;
- treat school staff with respect;
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self-discipline and self-control;
- not allow your child to bring dangerous or inappropriate items to school;
- abide by school's instructions regarding access to school grounds before, during and after school hours;
- advise Principal if your student is in the care of the State;
- keep school informed of any changes to student's details, such as student's home address and phone number.

Responsibility of **school staff** to:

- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy;
- inform parents and carers regularly about how their children are progressing;
- create and maintain safe and supportive learning environments;
- support personal development and participation in society;
- foster positive and productive relationships with families and the community;
- inform students, parents and carers about what the teachers aim to teach the students each term;
- teach effectively and to set the highest standards in work and behaviour;
- clearly articulate the school's expectations regarding the Student Code of Conduct for Students and the school's [uniform policy](#);
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students;
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example sports programs, clubs);

- contact parents and carers as soon as is possible if the school is concerned about the child’s school work, behaviour, attendance or punctuality;
- deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, [Customer Complaints Management – State Schools](#); treat students and parents with respect.

I acknowledge:

That I have read and understood the responsibilities of the student, parents or carers and the school staff outlined above; and

That information about the school’s current rules, policies, programs and services, as outlined above have been provided and explained to me.

Student Signature: Parent/Carer Signature: On behalf of Gumdale State School:

.....

Appropriate use of social media

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

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

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

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

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

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

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

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

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](#).

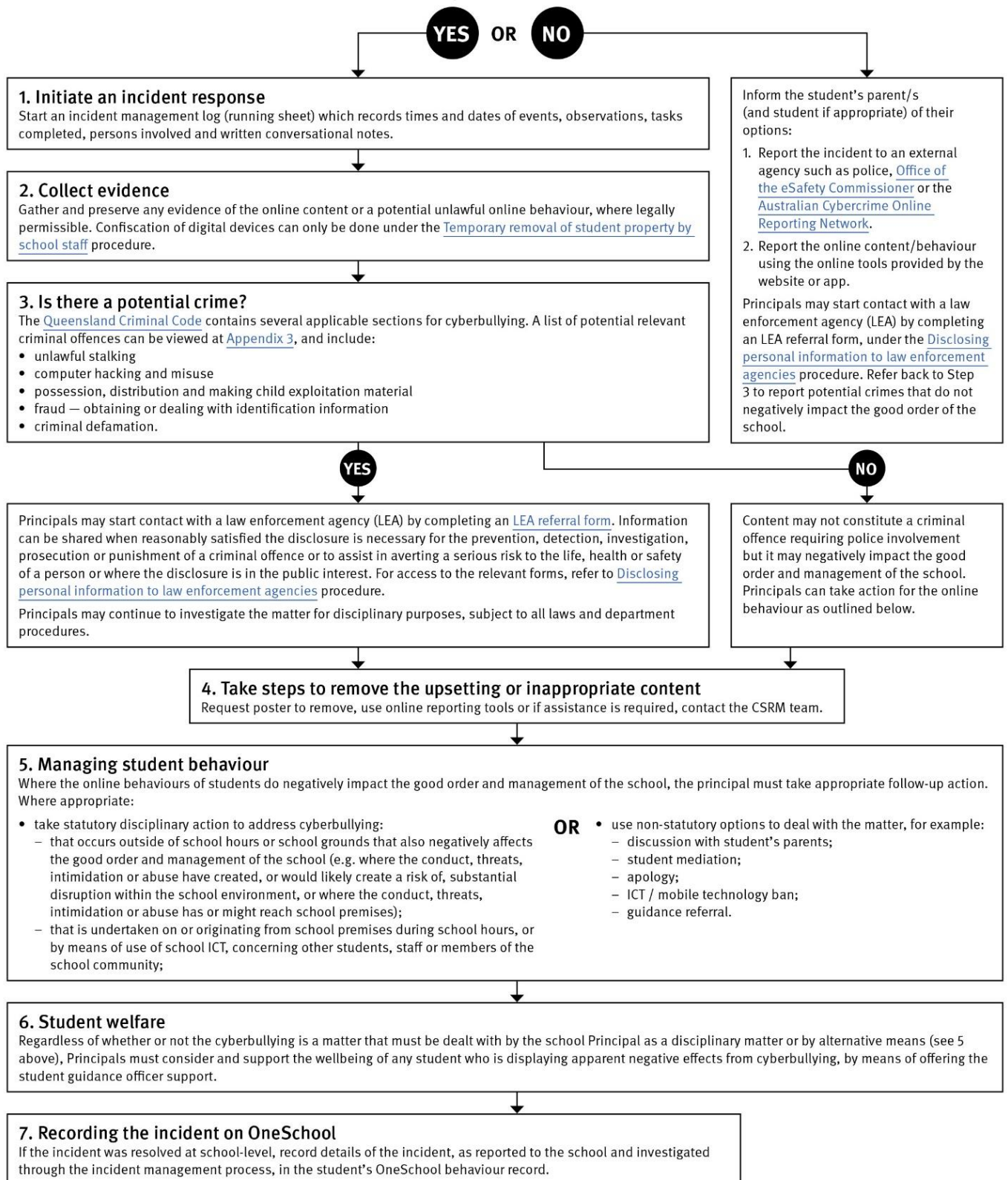
Explicit images

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?



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RESTRICTIVE PRACTICES

School staff at Gumdale 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 proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

CRITICAL INCIDENTS

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

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

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

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

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 calm, 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. If required and appropriate, approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

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

RELATED PROCEDURES AND GUIDELINES

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

RESOURCES

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

CONCLUSION

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school.

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

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

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

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

3. **External review:** contact a review authority.

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

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

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