



KIRWAN STATE HIGH SCHOOL

A World Class School

kirwanshs.eq.edu.au

Telephone (07) 4773 8111 • Facsimile (07) 4773 8100

Email principal@kirwanshs.eq.edu.au • Absence absences@kirwanshs.eq.edu.au • Address Hudson Street, Kirwan Qld 4817 • PO Box 33, Thuringowa Central, Qld 4817

STUDENT CODE OF CONDUCT



Kirwan High - a great school...a good place to be!

International Habits of Mind Learning Community of Excellence ~ Leading 21st Century School ~
Queensland Minerals and Energy Academy ~ Asia Education Foundation Access Asia School ~ Reef Guardian School



The Queensland Department of Education and Training. Trading Name: Education Queensland International CRICOS Provider Number: 00608A

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Contact Person: Meredith Wenta Executive Principal

Endorsement:

Executive
Principal Name: Meredith Wenta

Executive
Principal
Signature:

Date:

School Council
Chair Name: Dale Anderson

School Council
Chair Signature:

Date:

P&C President
Name: Chris Miltenburg

P&C President
Signature:

Date:

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Purpose

Kirwan State High School is committed to providing a safe, positive, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences enabling them to contribute to their community and make a difference in the lives of others.

The Kirwan State High School Student Code of Conduct is underpinned by the school's Statement of Intent and Pedagogical Framework, 'The New Art and Science of Teaching.' The Student Code of Conduct is designed to foster the development of Kirwan High Scholars who exhibit high standards of behaviour. This will enable the school's high quality teaching and learning to be effective and every student can engage at a high level.



Kirwan High Scholar



Throughout European and Asian history, a scholar has been a highly esteemed person with a passion to learn and make a positive contribution to the world.

At Kirwan High we value learning and citizenship above all else. We believe that all students can learn and achieve at a high level. We demand that all students be good citizens of the world and we expect all students to be leaders - leaders of self and leaders of others.

A Kirwan High Scholar is a leader who is:

- Inquiring
- Optimistic
- Inclusive
- Aspirational
- Acting with Integrity

As graduates of Kirwan High, our scholars will be confident and caring citizens who are prepared for the future and value personal excellence.



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KIRWAN STATE HIGH SCHOOL

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Statement of Intent



Our mission is to provide educational excellence for tomorrow's citizens.

Our philosophy is to enable greatness through an inclusive culture underpinned by a mindful school community built on professionalism, continuous improvement and accountability.

We have respectful and supportive relationships with our whole school community, underpinned by the tenets of the United Nations Universal Declaration of Human Rights.

Our core beliefs about student learning are:

- All students can learn.
- All students can achieve at a high level.
- All students are part of a world wide community of learners.
- All teachers have high expectations of all students.
- All teachers are responsible for student learning.

Our core beliefs about student wellbeing are:

- We all accept responsibility for the wellbeing of others.
- We all deserve to feel safe, valued and respected.
- All students are citizens of the world.
- We must demand "greatness" from everyone.
- "Something is Right" in every person.



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Student Representative Council Statement

On behalf of the student body at Kirwan State High School, we endorse this Student Code of Conduct. As student representatives we have provided feedback on draft materials and put forward the views of young people on a range of issues impacting their lives at school. Throughout the year, the Student Representative Council will continue to work with the Executive Team and the Kirwan State High School P&C Association on the continuous review of the Student Code of Conduct.

Any student who has questions or issues they would like raised by the Student Representative Council are encouraged to talk with their Year Level Student Council Representative.

Student Representative Council Leader:

Date:

Student Representative Council Leader:

Date:

Consultation

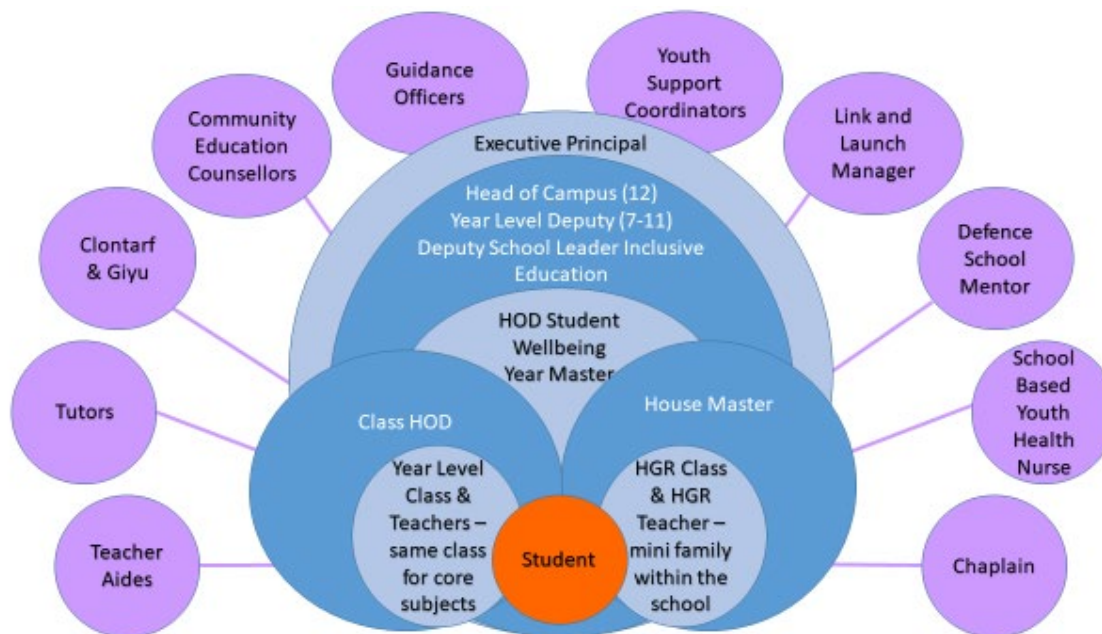
Kirwan State High School developed the Student Code of Conduct in collaboration with our school community.

A review of school data relating to attendance, school disciplinary absences, behaviour incidents and referrals informed the development process.

The Plan was endorsed by the Executive Principal, the President of the Parents and Citizens' Association, the Student Council Representative and the Chair of the School Council. The Student Code of Conduct will be reviewed annually in Term 4.

Student Wellbeing

Kirwan State High School's Student Wellbeing Department focuses on the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, there is a dedicated team who ensure our school is an inclusive, nurturing and respectful environment.



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](#). Students in Years 7-10 participate in The Resilience Project. This is a program designed to provide evidence based, practical wellbeing strategies to build resilience through gratitude, empathy and mindfulness. Our HGR structure also includes lessons on resilience and positive psychology.

Whole School Approach to Discipline

Our belief is that student behaviour is a part of the overall teaching and learning approach in our school. Our staff use a restorative approach to discipline. Staff take responsibility for making the school's expectations clear, and providing supportive instruction about how to meet these expectations. Through Restorative Practice, behavioural incidents are viewed as opportunities to re-teach positive behaviours and repair harm to relationships that may have been caused. 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 modelling and shaping positive and mindful behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our Student Code of Conduct, shared expectations for student behaviour are clear to everyone. Our goal is to ensure that all school community members understand the school's clear and consistent expectations and their role in the educational process.

Our community has identified the following school expectations to promote high standards of responsible behaviour:

- Be Respectful
- Be Engaged
- Be Safe

These school expectations form the basis of our school's Effort and Behaviour Matrix.

EFFORT

A KIRWAN HIGH SCHOLAR IS INQUIRING, OPTIMISTIC, INCLUSIVE, ASPIRATIONAL AND ACTS WITH INTEGRITY

Excellent	Very Good	Satisfactory	Needs Attention	Unacceptable
To have EXCELLENT effort, students	To have VERY GOOD effort, students	To have SATISFACTORY effort, students	To have NEEDS ATTENTION effort, students:	
<input type="checkbox"/> Establish personal learning goals and critically reflect on their work	<input type="checkbox"/> Establish personal learning goals and reflecting on their work	<input type="checkbox"/> Establish personal learning goals and reflect on their work with teacher support	<input type="checkbox"/> Rarely establish personal learning goals and reflect on their work	
<input type="checkbox"/> Always have the necessary equipment for class	<input type="checkbox"/> Always have the necessary equipment for class	<input type="checkbox"/> Almost always have the necessary equipment for class	<input type="checkbox"/> Rarely has the necessary equipment for class	
<input type="checkbox"/> Work well without direct teacher supervision and stay on task	<input type="checkbox"/> Work without direct supervision and stay on task	<input type="checkbox"/> Work with general teacher supervision to stay on task	<input type="checkbox"/> Require direct and constant teacher supervision to stay on task	
<input type="checkbox"/> Always complete all class tasks, homework and assessment work in given timeframes	<input type="checkbox"/> Complete all class tasks, homework and assessment work in given timeframes	<input type="checkbox"/> Complete most class tasks, homework and assessment work in given timeframes	<input type="checkbox"/> Rarely complete class tasks, homework and assessment work in given timeframes	
<input type="checkbox"/> Actively listen to teachers, peers, and others	<input type="checkbox"/> Listen to teachers, peers, and others	<input type="checkbox"/> Almost always listen to teachers, peers, and others	<input type="checkbox"/> Sometimes listens to the viewpoints of others	
<input type="checkbox"/> Always contribute to class discussion	<input type="checkbox"/> Contribute to class discussion	<input type="checkbox"/> Contribute to class discussion when prompted by the teacher	<input type="checkbox"/> Rarely contributes to class discussion, even when prompted by the teacher	
<input type="checkbox"/> Identify errors in their work and proactively seek assistance and respond to feedback	<input type="checkbox"/> Identify errors in their work, seek assistance and respond to feedback	<input type="checkbox"/> Sometimes identifies errors in their work, sometimes seeks assistance and responds to feedback	<input type="checkbox"/> Rarely identifies errors in their work, seeks feedback or responds to feedback	
<input type="checkbox"/> Use electronic devices to enhance learning.	<input type="checkbox"/> Use electronic devices for learning.	<input type="checkbox"/> Use electronic devices for learning as directed by teacher	<input type="checkbox"/> Rarely use electronic devices as directed for learning purposes	
<input type="checkbox"/> Explain all absences and always follow school absence procedures	<input type="checkbox"/> Explain all absences and follow school absence procedures	<input type="checkbox"/> Explain all absences and mostly follow school absence procedures	<input type="checkbox"/> Rarely explain absences or follow school absence procedures	

BEHAVIOUR

A KIRWAN HIGH SCHOLAR IS INQUIRING, OPTIMISTIC, INCLUSIVE, ASPIRATIONAL AND ACTS WITH INTEGRITY

Excellent	Very Good	Satisfactory	Needs Attention	Unacceptable
To have EXCELLENT behaviour, students:	To have VERY GOOD behaviour, students:	To have SATISFACTORY behaviour, students:	To have NEEDS ATTENTION behaviour, students:	
<input type="checkbox"/> Listen to others with empathy and understanding, and seek to understand diverse perspectives	<input type="checkbox"/> Listen to others with empathy and understanding	<input type="checkbox"/> Listen to others and attempt to see things from their point of view	<input type="checkbox"/> Rarely listen to others	
<input type="checkbox"/> Care for self and others and be mindful of others if conflict arises	<input type="checkbox"/> Care for self and others and be mindful of others if conflict arises	<input type="checkbox"/> Care for self and sometimes be mindful of others if conflict arises	<input type="checkbox"/> Care for self but rarely consider the needs of others	
<input type="checkbox"/> Always follow instructions and school procedures promptly and/or without reminders	<input type="checkbox"/> Follow instructions and school procedures promptly	<input type="checkbox"/> Follow instructions and school procedures with occasional teacher reminders	<input type="checkbox"/> Rarely follow instructions and school procedures	
<input type="checkbox"/> Manage impulsivity and use humour appropriately in a range of settings and activities	<input type="checkbox"/> Mostly manage impulsivity in classroom settings and use humour appropriately	<input type="checkbox"/> Require occasional teacher reminders to manage impulsivity and to use humour appropriately	<input type="checkbox"/> Require constant teacher reminders to manage impulsivity and to use humour appropriately	
<input type="checkbox"/> Always use positive, polite language and good manners	<input type="checkbox"/> Generally use positive, polite language and good manners	<input type="checkbox"/> Mostly use positive, polite language and good manners	<input type="checkbox"/> Rarely use positive, polite language and good manners	
<input type="checkbox"/> Respond honestly at all times	<input type="checkbox"/> Respond honestly	<input type="checkbox"/> Responds honestly most of the time	<input type="checkbox"/> Rarely respond honestly	
<input type="checkbox"/> Appreciate their environment and treat property, equipment and facilities with care	<input type="checkbox"/> Appreciate their environment and treat property, equipment and facilities with care	<input type="checkbox"/> Mostly appreciate their environment and treat property, equipment and facilities with care	<input type="checkbox"/> Rarely treat property, equipment and facilities with care	

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STUDENT MANAGEMENT SYSTEM



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Levels of Engagement (LOE)

Kirwan State High School promotes positive student conduct through a three level structure (Gold, Red and Teal). Levels are reviewed on a term basis using the most recent report card and attendance data. The criteria identified for each level refers to Effort, Behaviour and Homework. Students are also able to apply to the Head of Year to have their level reviewed. All students will commence the year on gold.

Description

Outstanding students who always demonstrate the attributes of a Kirwan High Scholar and have a positive influence on our school community are at this level.

On this level, a student may:

- Be presented with a Gold Award.
- Be selected to represent the school at an official function.
- Be nominated for a position of responsibility eg. Junior or Senior School Captain, School Vice-Captain, Indigenous Captain, Creative Arts Captain, Sports Captain, House Captain, House Vice-Captain, Interact Executive (if Year 11/12), Year Level representative to the Student Council (all students).

Criteria

- Excellent or Very Good for Effort and Behaviour, with a maximum of 2 exceptions.
- Always or usually completed in all subjects for Homework.
- Attendance Rate at 90% or above

Support

Students on this level receive a range of support to maintain this level, including:

- Regular feedback from their teachers; and
- The school's goal setting process (Academic Achievement Plan) and merit system.

Description

Students who consistently demonstrate the attributes of a Kirwan High Scholar are at this level.

While on this level, a student may:

- Be selected to represent the school at an official function.
- Continue to hold a position of responsibility (e.g. Captain/Vice-Captain position) for a maximum of four weeks. During that time, the Year Master will monitor the student's conduct to assist in upgrading to the Gold level. If the student is unsuccessful in upgrading to Gold level at this time, his / her position of leadership will be reviewed by the Executive Principal along with the Deputy Principal, Year Master and Head of Department Student Wellbeing.

Criteria

- Excellent, Very Good or Satisfactory for Effort and Behaviour, with a maximum of 2 exceptions.
- Always or usually completed in most subjects for Homework.
- Attendance Rate at 85% or above

Support

Students on this level receive a range of support to progress to the next level, including:

- Regular feedback from their teachers;
- The school's goal setting process (Academic Achievement Plan) and merit system; and
- Individual monitoring and support.

GOLD

RED

TEAL

Description

Students who are working towards consistently meeting the school's expectations of being engaged, being respectful, being safe are at this level.

While on this level, a student may not be able to represent the school in any area (e.g. sport, cultural, representative school sport).

Criteria

- 3 or more Needs Attention or Unacceptable for Effort and Behaviour.
- Rarely or Sometimes completed in most subjects for Homework.
- Major breaches of the Student Code of Conduct.
- Attendance Rate below 85%.

Support

Students on this level receive a range of support to progress to the next level, including:

- Regular feedback from their teachers;
- The school's goal setting process (Academic Achievement Plan) and merit system; and
- Individual case management.



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Role of the Executive Team Member

As a member of the Executive Team assigned to a Year level within the Student Management Structure your role is to support Heads of Department, the Year Master and members of the assigned support team to create and maintain a safe, engaging and respectful school environment by:

- Building positive relationships with staff, parents / caregivers and students.
- Creating a culture of collaboration amongst the Year Level Team.
- Maintaining an active presence throughout the school.
- Building commitment and capacity to implement Restorative Practices across the school.
- Building HODs' and teachers' commitment and capacity to implement Kirwan State High School's Code of Conduct.
- Supporting HODs to build teacher capacity to implement strategies from the Context Design Area of NASoT.
- Leading case management processes to monitor, track and respond to student engagement across a year level.
- Collaborating with the Year Master to make decisions about student progress through the Levels of Engagement.
- Leading year level meetings.
- Engaging with parents / caregivers about student progress through levels.
- Celebrating success with students, teachers and parents / caregivers.



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Role of the Head of Department, Guidance Officer and Deputy School Leader

As a Head of Department assigned to classes within the Student Management Structure your role is to support teachers to create and maintain safe, engaging, respectful learning environments by:

- Building positive relationships with teachers, students and parents / caregivers.
- Creating a culture of collaboration amongst the teaching teams.
- Visiting classes regularly.
- Building teacher capacity to implement strategies from the Context Design Area of NASoT.
- Building teacher and student capacity to engage in Restorative Practices.
- Building teachers' commitment and capacity to implement Kirwan State High School's Code of Conduct.
- Providing feedback to support teacher growth and improved student outcomes.
- Providing feedback to students to support their capacity to engage in learning.
- Monitoring, tracking and responding to student engagement at a team, class and individual student level.
- Engaging with staff to access appropriate support staff / processes.
- Engaging with parents / caregivers to support student improvement.
- Making recommendations about student progress through the Levels of Engagement.
- Engaging in year level meetings.
- Celebrating success with students, teachers and parents / caregivers.



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Role of the Year Master

As a Year Master assigned to a year level within the Student Management Structure your role is to support students' attendance and engagement by:

- Building positive relationships with students and parents / caregivers.
- Building teacher and student capacity to engage in Restorative Practices.
- Collaborating with the Executive Team member to implement Kirwan State High School's Code of Conduct.
- Engaging in case management processes to monitor, track and respond to student attendance, effort and behaviour across the year level.
- Working collaboratively with the Deputy Principal and HOD Student Wellbeing to create events and activities to develop year level identity.
- Monitoring the Levels of Engagement across the year level.
- Working collaboratively with the Executive Team member to make decisions about students' progress through the Levels of Engagement.
- Supporting the Executive Team member to lead year level meetings.
- Engaging with parents / caregivers about student progress through levels.
- Celebrating success with students, teachers and parents / caregivers.



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EXECUTIVE PRINCIPAL WENTME

Deputy School Leader Inclusive Practice
BARNDI
•Support
•Year 7-12 SEP Students

DP / 7
ACKEDA (A)
HOD W/Being
HENNKA
TUCKGE

DP / 8
HENNEL
HOD W/Being
HENNKA
REILER

DP / 9
ANDEKA
HOD W/Being
HENNKA
LITTHA

DP / 10
JAMEVO
HOD W/Being
FRANRA
MATTBR

DP / 11
JAMEVO
HOD W/Being
FRANRA
MURRLI

EXECUTIVE PRINCIPAL / 12
WENTME
HEAD OF CAMPUS
BASKST
HOD W/Being
FRANRA
BURTKR

7C, 7L, 7R
HOD (FLANLI)
7D, 7K, 7S
HOD (MACLPA)
7E, 7H, 7T
HOD (VILLTI)
7F, 7G, 7J
HOD (HAWKEL)
7B, 7I - GO (ANDEKI)

Year 7 Support Team:
CEC: Casey Ross
YSC: Kym Shrank
Clontarf Staff: Cameron King
Jnr Assistant: Ado Waianga

8B, 8E, 8R
HOD (HENNKA)
8D, 8K, 8S
HOD (WATSKA)
8F
HOD (BARNDI)
8G, 8J, 8T
HOD (WILSTO)
8C, 8L - GO (QUIRDE)
8H - GO (OGILCA)

Year 8 Support Team:
CEC: Julie Thaiday
YSC: Kym Shrank
Clontarf Staff: TBC
Jnr Assistant: Ado Waianga

9A, 9D, 9R
HOD (KROSTY)
9B, 9K, 9T
HOD (SPILPO)
9C, 9F, 9S
HOD (THOMJO)
9E, 9G, 9H
HOD (MYERSH)
9I, 9J - GO (LOBEBE)

Year 9 Support Team:
CEC: Casey Ross
YSC: John Cochrane / Lindsey Cullison
Clontarf Staff: Damien Townson
Jnr Assistant: Ado Waianga

10A, 10F, 10G
HOD (MARTNI)
10B, 10J, 10S
HOD (DOBSGL / KLINLA)
10C, 10I, 10R
HOD (FRANRA)
10D, 10E, 10T
HOD (BEATCH)
10H - GO (SPILME)

Year 10 Support Team:
CEC: Julie Thaiday
YSC: Joseph Veukiso
Clontarf Staff: Tremayne Bowie
Snr Assistant: Ty Carucci

Year 11 Support Team:
CEC: Casey Ross
YSC: Joseph Veukiso / John Cochrane
Clontarf Staff: Carlin Anderson
Snr Assistant: Ty Carucci
GO - ANDEKI / QUIRDE

Year 12 Support Team:
CEC: Julie Thaiday
YSC: Lindsey Cullison
Clontarf Staff: Jimmy Spradbrow
Snr Assistant: Ty Carucci
GO - LOBEBE / SPILME / OGILCA

Clontarf Director: Kelvin Caspani

DP - Deputy Principal GO - Guidance Officer
HOD - Head of Department YM - Year Master / HM - House Master

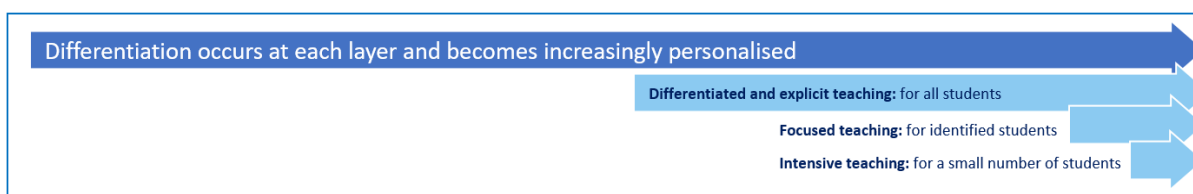
Consideration of Individual Circumstances

Kirwan State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state; and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time;
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
 - receive adjustments appropriate to their learning and/or individual needs.

Differentiated and Explicit Teaching of Behaviour

Kirwan State High School provides differentiated teaching to respond to the learning needs of all students. The school's pedagogical framework 'The New Art and Science of Teaching' provides strategies for establishing and maintaining classroom rules and procedures, recognising and acknowledging the adherence or the lack of adherence to rules and procedures. This involves explicitly teaching expected behaviours and providing opportunities for all students to practise these behaviours. Additional focused, or intensive teaching of expected behaviours is provided for those students who require it as illustrated in the diagram below.



Disciplinary Consequences

The differentiated responses to disciplinary behaviours and associated consequences can be organised into two categories, minor and major.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the appropriate Head of Department.

Minor behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause you to suspect that the student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of problem behaviours.
- Do not require involvement of specialist support staff or heads of department or deputy principals.

Minor problem behaviours may result in:

- A re-direction strategy.
- A Restorative Chat.
- Issuing of a consequence (eg. lunch time detention).
- Parent/Carer contact (to be recorded on OneSchool).

Major behaviours are those that:

- Significantly impact the learning of others.
- Persistently breach school rules and expectations.
- Significantly violate the rights of others.
- Put self/others at risk of harm.
- Require the involvement of the Head of Department or the Deputy Principal.

Major problem behaviours may result in:

- A Restorative Conversation.
- Referral for further support and intervention.
- Meeting with the student and parent/carer.

- Issuing of a serious consequence (eg. After school detention, Saturday detention, withdrawal from class, internal suspension).
- Discipline Improvement Plan.
- Community service.
- Short or long term suspension.
- Exclusion (period of not more than one year or permanently).

Minor	Major
<ul style="list-style-type: none"> • Disrupting the learning of others • Inappropriate language or tone (written/verbal/non verbal) • Inappropriate physical contact • Inappropriate use of a mobile phone/technology • Inappropriate use of equipment • Lack of care for the school environment • Lateness • Minor disruption to class • Not bringing required equipment • Not completing set tasks • Not following entry and exit procedures • Not paying attention • Not playing games safely and respectfully • Refusal to follow staff instructions • Truancy • Using skateboards, scooters, bikes etc in school grounds • Wearing incorrect uniform 	<ul style="list-style-type: none"> • Aggressive and offensive language • Bullying • Cyberbullying • Defiance • Frequently late • Inappropriate use of facilities and equipment • Leaving class or school without permission • Ongoing persistent truancy • Ongoing unauthorised or inappropriate use of a mobile phone and technology • Persistent disruption to class and the learning of others • Persistent refusal to complete set tasks • Persistent refusal to follow instructions • Persistent refusal to follow uniform policy • Physical or verbal aggression/misconduct • Possession, use and/or supply of drugs • Possession, use and/or supply of weapons • Possession, use and/or supply of cigarettes, ecigarettes (vaping) • Sexual harassment, grooming, sexual assault • Stalking • Stealing • Wilful damage of school or others' property

School Disciplinary Absences

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

- 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 Kirwan State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Executive 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 Executive 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 Kirwan State High School must attend a re-entry meeting prior to, or on the day of, their scheduled return to school with a parent / caregiver. The main purpose of this meeting is to welcome the student, with their parent / caregiver, 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is a restorative approach and 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 in writing via a letter. Re-entry meetings are short, taking about 15 minutes, and kept small with school representative/s attending with the student and their parent / caregiver.

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as Guidance Officers, Youth Support Co ordinators or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- 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 Executive Principal or 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 Kirwan State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.

Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

Staff at Kirwan State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a weapon or prohibited items) in the bag, prior to seeking consent to search from a parent/caregiver or calling the police;
- consent from the student or parent/caregiver 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 (eg. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (eg. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parent/caregiver should be called to make such a determination.

Parents of students at Kirwan State High School

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

Students of Kirwan State High School:

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

Use of Mobile Phones and other Electronic Devices by students

Electronic devices, including personal devices, are permitted at Kirwan State High School. These include:

- Laptop computers
- Tablets
- Mobile phones
- Smart watches

Students are permitted to use electronic devices for learning purposes during teaching time and under direct supervision of a teacher, or they must be stored safely in their bag before entering the classroom. The responsible and respectful use of electronic devices is permitted in the school grounds during lunch breaks and is the responsibility of the student.

Confiscation

Electronic devices used inappropriately on school premises may be confiscated by school staff. They will be made available for collection from the school office at the end of the school day, unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Without the consent of the student or parent, principals or staff who temporarily remove an electronic device are not authorised to unlock the device or to read, copy or delete messages/information stored in the device.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording Voice and Images

Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being invaded by being recorded without their knowledge or consent.

The school will not tolerate the behaviour of students who:

- Record images or sound on the school premises or elsewhere being disseminated to others, for the purpose of causing embarrassment to individuals or the school; for the purpose of bullying or harassment (including racial and sexual harassment); or where a reasonable person would conclude that such outcomes may have or will occur.
- Record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, pranks, etc.) for the purpose of sharing with others builds a culture of distrust and disharmony.
- Record images anywhere that recording would not reasonably be considered appropriate (eg. change rooms, toilets, etc.).
- Record events in class without permission of the teacher.
- Knowingly are a subject of inappropriate recording.

Such behaviours may result in disciplinary consequences, including suspension or exclusion.

Students should note that the recording and dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will be referred to QPS.

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversations to others.

Assumption of Cheating

Electronic devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff in the assessment conditions. Staff will assume students in possession of devices during exams or assessment are cheating and disciplinary action may be taken.

Special Circumstances Agreement

Students who require the use of a personal device in circumstances that would contravene this policy (eg. to assist with a medical condition or disability or a special project) should negotiate a special circumstances agreement with a member of The Executive Team.

Preventing and responding to 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.

Students or parents who wish to make a report about bullying should approach the regular class teacher, House Group Teacher or House Master. There are also two HODs of Wellbeing who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying. In addition bullying can be reported through the online, anonymous [STYMIE](#) platform.

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

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 Kirwan State High School who engage in bullying/cyberbullying may face a serious disciplinary consequence, such as suspension or exclusion from school.

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.

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 Kirwan State High School our staff will work to resolve these matters using a restorative approach in collaboration with students and parents.

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 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 prevent distress, 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 Executive 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

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


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

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

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

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

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



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

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

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

Critical Incidents

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

Some students have documented plans that detail strategies to be used in the event of a critical incident. These plans should be saved on OneSchool and used by staff as needed.

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish appropriate 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.
5. Debrief: At an appropriate time when there is low risk of re-escalation, use a restorative approach to 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.

Complaints Procedures

Kirwan State High School staff are committed to ensuring every student is supported to feel safe, respected and to be engaged 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, Head of Department or a member of the Executive Team. 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:** 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 will be dealt with as outlined in the [Excluded complaints factsheet](#).