



GOODNA
SPECIAL SCHOOL
"Launching into Learning"

Goodna Special School

Student Code of Conduct 2020-2023

Every student succeeding

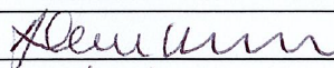
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

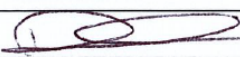
Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

| | |
|----------------------|---|
| Principal Name: | Fleur Watson |
| Principal Signature: |  |
| Date: | 7/12/2020 |

| | |
|--------------------------|---|
| P&C President Name: | Danielle Butcher |
| P&C President Signature: |  |
| Date: | 7/12/2020 |

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Purpose

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

The **Goodna Special 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

Goodna Special School supports children and young people with intellectual disability, which alone or in combination with other disabilities, severely affects the student's ability to attend and learn at school. We believe strong, positive and collaborative relationships between all members of our school community are the foundation to supporting the success of all students.

Our school motto 'Launching into Learning' is supported by three core values - **I am Safe, I am Responsible, and I am Respectful**. These values have been used in the development of this Student Code of Conduct, with the aim of helping to shape and build the skills of all our students to develop confidence, self-discipline and emotional wellbeing.

A Student Code of Conduct is required to be published by all Queensland state schools. Primarily, this document is our behaviour policy however it also includes policies stipulated by the Department of Education. These policies include -

- Removal of student property
- Use of mobile phones and other technology
- Preventing and addressing incidents of bullying
- Student dress code
- Restrictive practices, and
- Critical incidents

Goodna Special School staff take an educative approach to discipline, embracing the understanding that behaviour can be taught and that mistakes are opportunities for everyone to learn. This document details the steps school staff take to explicitly teach students the expected behaviours and also details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I encourage all members of our school community to read the Goodna Special School Student Code of Conduct to ensure there is a shared understanding of the policies, procedures and provisions in place to promote positive behaviour. Approaching this together will assist our school in creating and maintaining a supportive 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.

For more information regarding eligibility to enrol in a state special school please see [State Special School Parent Fact sheet](#) or Appendix A – [Special school eligibility \("person with a disability" criteria\)](#).

P&C Statement of Support

As president of the Goodna Special School P&C Association, I am proud to support the new Goodna Special School Student Code of Conduct. We encourage all parents to familiarise themselves with this document and to take time to talk with their children about the expectations and any support they may need.

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

School Captains' Statement

On behalf of the students at Goodna Special School, we the 2020 School Captains agree with the rules and expectations that have been outlined in the Student Code of Conduct.

School Captain: Janaya Pascoe



School Captain: Haley Skilton-Adamson



Consultation

The consultation process used to inform the development of the Goodna Special School Student Code of Conduct occurred in several phases – data analysis, collaborative discussion, compilation of existing policies, draft consultation and then finalisation incorporating feedback.

Initially, we held a series of internal meetings with staff in which we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

A draft Student Code of Conduct was prepared and distributed for comment to various members of the broader school community including members of the P&C, school staff and selected families. The finished version, incorporating suggested changes and feedback, was sent to the P&C Association for endorsement. The P&C Association unanimously endorsed the Goodna Special School Student Code of Conduct for implementation in 2020.

A communication strategy has been developed to support the implementation of the Goodna Special School Student Code of Conduct, including, promotion through the school website, school social media sites and newsletters. Any families who require assistance to access a copy of the Goodna Special School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Learning and Behaviour Statement

Beliefs about Learning and Behaviour

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 sets 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.

At Goodna Special School, we believe that high standards of learning and behaviour are best achieved within a learning community that embraces the following values:

- Fosters student engagement and is relevant to the needs and interests of all students, is motivating and challenging
- Features a differentiated curriculum and adjustment of teaching strategies to accommodate the range of learning styles, abilities, sensory needs and disabilities
- Focuses on the development of positive self-concept, self esteem and self confidence
- Incorporates goal setting with positive feedback regarding student progress
- Employs positive reinforcement with an understanding that it is not necessary for students to be punished to learn to self-manage their behaviour
- Identifies and provides appropriate and timely intervention in the areas of academic, social, emotional, and physical development
- Provides recognition for students who manage their behaviour successfully

Principles supporting our student behaviour and learning values:

- That each teacher has a clear classroom behaviour support plan to develop students' understanding of safe, responsible and respectful behaviour
- To develop thinking, problem-solving and social skills within the curriculum in order to empower students to make appropriate choices
- That non-violent, non-coercive, non-discriminatory and non-punitive language and practices are defined, modelled and reinforced by all members of our school community
- That behaviour support includes preventative, corrective, as well as repairing and rebuilding stages
- That suspension and exclusion procedures are considered only when all other approaches have been exhausted and/or rejected.

Behaviour Expectations

Our school community has identified the following school expectations to teach and promote our high standards of behaviour. Students are supported to strive to engage in behaviours which enable them to see themselves as safe, responsible and respectful learners. Our behaviour expectations support the development of positive self-concept through the perspective of -

- **I am Safe**
- **I am Responsible**
- **I am Respectful**

Teaching Positive Behaviours through Positive Behaviour for Learning

Our Student Code of Conduct outlines Goodna Special School's system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. The multi-tiered system of support used at our school is Positive Behaviour for Learning (PBL), which is the foundation for our integrated approach to learning and behaviour. PBL is a preventative, proactive and differentiated model grounded in practical strategies, evidence-based research, targeted planning and data-informed decision-making. Further information about this approach will be detailed in the Whole School Approach to Discipline

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful at their ability level. This also means that not everyone will be treated the same, because treating everyone the same is not equitable. 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. We understand that students, staff and parents may want to know what consequence another student might have received, however 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.

Student Wellbeing

Goodna Special School uses the [Australian Student Wellbeing Framework](#) and the Queensland Department of Education [Student Learning and Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and 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. Involvement of parents and carers 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.

The core elements of the Australian Student Wellbeing Framework include Leadership, Inclusion, Student voice, Partnerships, and Support.

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.



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 - embedding student wellbeing in all aspects of school life through connections between the learning environment, curriculum and pedagogy, policies, procedures, and significant partnerships.

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Goodna Special School, we provide age-appropriate health-related education that reinforces public health and safety messages; including body awareness, relationships education, staying safe, healthy eating, exercise, and drug and alcohol education. This learning takes place in all classrooms and throughout various specialist lessons including Personal Development, PE and Home Ec. Other specialist lessons incorporating aspects of wellbeing include Visual Art where students learn skills and build confidence to express themselves creatively, and Forest School where student learning takes place in nature and

students have the opportunity to take part in activities that build resilience, problem solving and persistence.

Policy and expectations

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

Drug education and intervention

Goodna Special School provides drug education and support measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Goodna Special 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 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

Goodna Special School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, your child's teacher can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner. Goodna Special School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

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

Self harm

Any Goodna Special School staff who suspect or identify student self-harm or risk of self-harm, will arrange for the immediate safety of the student including first aid, if required. Staff must report any actual incident or reasonable suspicion of self-harm to the Principal or the Guidance Officer and also ensure a record of events is completed. Parents and carers will be informed of the incident. Further strategies may include: Development of a plan to support the student's mental health; referral to support professionals/services.

Suicide prevention

Any staff at Goodna Special School who notice suicide warning signs in a student must immediately contact and report concerns to the Principal or the Guidance Officer. Following this, the school-based response team will be formed to plan and respond with appropriate support.

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

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Goodna Special School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected. Where a suicide has occurred on school grounds or at a school event, Goodna Special School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Enhancing wellbeing

At Goodna Special School, students engage in a number of activities with a goal of enhancing social and emotional wellbeing. These programs and events encourage inclusion, a sense of community and connection in the school, promote mental health and wellbeing, as well as build skills such as resilience, friendship and self-regulation.

Wellbeing programs

- Entry and exit check in – Multiple members of our administration meet students when they first arrive at school, allowing for early communication, support and intervention if issues related to wellbeing are evident.
- Zones of Regulation – Used across the school, this program improves self-regulation of behaviour by categorising feelings and levels of alertness and encouraging students to utilise strategies to enable engagement in learning activities.
- Breakfast Club – Access to healthy breakfast foods for all students at the beginning of the school day - donations provided by YMCA and Goodna RSL
- Bullying. No Way! - Educating students about the different forms of bullying and approaches to managing experiences of bullying.
- School/ juncture parades – celebrating achievements, students of the week, stars of the month and birthdays.
- Juncture transition program – designed to support students transitioning into the next juncture by giving them opportunities to take part in activities and socialise with older students.
- Trauma-Informed Practice – Incorporating the Berry Street Education Model to provide trauma-aware teaching, positive education, and wellbeing practices to support all students including those who have experienced previous trauma.
- Calmer Classrooms – A program to equip teachers with an understanding of the impact that trauma can cause to a child's development, learning and engagement in school and identifies strategies to assist children in care to maximise their educational potential.

Wellbeing events

- Harmony Day, Day for Daniel, National Day of Action Against Bullying
- NAIDOC Week, Reconciliation Week and National Sorry Day
- Grandparents/ Special Person Day
- Under 8's Day, Children's Day
- End of term and end of year celebrations, Goodna Showlands
- Book Week
- International Disability Day

Student Support Network

Goodna Special School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. Students can approach any trusted school staff member at Goodna Special School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network. Parents who would like more information are invited to contact the school.

| Role | Who | What they do |
|--|-----------------|---|
| Guidance Officer | Clinton Cook | <ul style="list-style-type: none"> • Provide a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • Assist students with specific difficulties, acting as a mediator or providing information on other life skills • Liaise with parents, teachers, or other external health providers as needed as part of the counselling process. |
| Head of Curriculum – Wellbeing & Student Services | Lynn Bonner | <ul style="list-style-type: none"> • Provide leadership and guidance for the implementation of innovative measures aimed at improving student performance and attendance. • Contribute to, participate in and assist with leadership and management of a whole school approach to engagement strategies including induction of new arrivals, and coordinating meetings between the teacher, student and their family to ensure a smooth transition to the learning environment. • Advise teachers on specific academic, social and emotional needs of new arrivals. • Liaise with external agencies to support new arrivals and their families through integrating them into the new environment, and incorporating the holistic needs of new students including academic, social and emotional. • Monitor students' individual performance, behaviour, issues involving attendance and academic achievement and develop and implement intervention strategies where necessary including liason with stakeholders. |
| Juncture Leaders | | <ul style="list-style-type: none"> • Liason between juncture staff and leadership team • Support juncture teachers to input behaviour data, write and implement behaviour plans and individual risk assessments • Track behaviour data, support intervention • Tier 2 PBL team • Support transitions to/from other junctures • Assist juncture teachers with referrals for therapists • Facilitate student handovers at the end of the year • Co-ordinate juncture reward celebrations • Review and implement juncture reward system |
| Junior Primary | Liz Cavanagh | |
| Upper Primary | Marie Ashton | |
| Lower Secondary | Lukas Miknaitis | |
| Senior Secondary | Louise McKay | |

| | | |
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| School Based Therapy Services | | Through a referral process, students can access services from the following therapy services based at school. |
| Speech Language Pathologist | Erin Boreham | Support for staff to facilitate students with speech-language communication needs to access the curriculum and participate in school activities. |
| Physiotherapist | Kara Crook Maddi Harmer | Promote health and wellbeing, self-management, physical activity and development of motor function in order to facilitate students' access, participation and achievement in education. |
| Occupational Therapists | Breanna Higgins Siddhi Rawat | Promote students' participation and success in the daily occupations of school life, such as studying, playing and working |
| Goodna Integrated Family Support (GIFS) | Kerry Morgenstern | <ul style="list-style-type: none"> Working to reduce number of children entering statutory care with Department of Child Safety. Working with Government and community services to offer a holistic approach to client care through collaborative case management. Helping children's challenging behaviours by providing support, skills and strategies for positive, lasting change. Providing information on services available in the area and referral to specialist services (ie legal issues, NDIS related), Advocacy Providing parents with additional parenting skills through parenting programs, parent groups Counselling (children and parents), Group work for both adults and children, Play therapy, Drama, sand and art therapy, General support, Home visits |
| Student Wellbeing Worker | Lucinda Smith | <ul style="list-style-type: none"> Social and emotional wellbeing - group work and individual sessions with Lower Secondary students Friendships – appropriate behaviours, dealing with conflict including at home or school, social scenarios, friendship building skills including practical activities and games Bullying – as it comes up, defining bullying, what to do if you're being bullied, kind/unkind Physical wellbeing - Healthy eating, personal hygiene – oral care, hair washing, hand-washing, nail care, menstruation, body odour, puberty – body changes, showering Mental wellbeing - self-regulation, recognising feelings and emotions, recognising body response, who to speak to for help, zones of regulation, mindfulness, breathing, recognising triggers/ emotional responses, developing calm down strategies, emotional wellbeing, social skills, |
| Registered Nurse | Kim White | <ul style="list-style-type: none"> Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs. |

Department of Education Services

There are also regional and statewide support services available to supplement the school network. These include – Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers, Senior Guidance Officers, Metropolitan Behaviour Team. For more information about these services and their roles, please speak with the Principal.

Community Services available in our region

- [Alara](#) - community based organisation that provides a broad range of innovative and responsive services for people with a disability, their families and older Australians. Telephone (07) 3817 0600
- [Mercy Community](#) - supporting and inspiring people in need to live healthy, connected lives within inclusive communities. Telephone (07) 3866 4160
- [Child and Youth Mental Health Services](#) - specialises in supporting infants, children and young people up to the age of 18 years who have complex mental health needs. Telephone 3817 2555
- [West Moreton Health](#) - Goodna Health is a small community health centre Telephone (07) 3818 4800
- [Department of Child Safety, Youth and Women](#) - Telephone 1800 811 810
- [Family and Child Connect](#) - Not sure who to call? There are a number of different ways to get help. Telephone 13 32 64
- [Kambu Health](#) - Kambu Aboriginal and Torres Strait Islander Corporation for Health is an Aboriginal Community Controlled Health Service that operates in Ipswich and the West Moreton region Phone: (07) 3810 3000
- [Kummara](#) - Family Wellbeing Service funded by the Queensland government and is a community controlled, free of charge, service for all Indigenous families who have children under the age of 18 years old living in their care. Phone: (07) 3198 3030
- [Lifeline](#)—phone 13 11 14
- [Kids Helpline](#)—phone 1800 551 800 It's a free call, 24 hours a day, 7 days a week
- [Parentline](#)—phone 1300 301 300 for support, counselling and parent education
- [Headspace & eheadspace](#) offers online chat or email support services for young people aged 12–25, as well as their family and friends. Phone 1800 650 890 Free call. The eheadspace team is available between 9am–1am (AEDT) 7 days a week.
- [Beyond Blue](#)—phone 1300 22 4636 or chat online
- [Hilda's House](#) – bereavement support including children's group Phone 38121163

Student Leaders

At Goodna Special School, we provide students with the opportunity to lead and represent the school by taking on school leader positions. Our student leaders are role models in the school and demonstrate exemplary behaviour. Students can nominate themselves to deliver a presentation about why they would make a good school leader. Following presentations, voting takes place to elect leaders.

In 2020, our school has the following leaders:

- 2x School Captains
- 4x Sports Captains
- 2x Indigenous Leaders
- 3x Senior Secondary School Leaders
- 7x Lower Secondary School Leaders
- 6x Upper Primary School Leaders

School leaders assist staff with organising and hosting school events, represent the school at sporting events, accept awards on behalf of the school, promote leadership within the school, and speak on behalf of students at school functions and model behaviour to other students.

2020 School Leaders



Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Goodna Special School we believe discipline is about more than consequence. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. The development of the Goodna Special School Student Code of Conduct is an opportunity to explain the PBL framework with parents/carers and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent, care, and school staff member.

PBL Intervention Levels

Tier 1 'universal' supports

Interventions are for the whole school and are provided to all students across academic, emotional and behaviour dimensions of learning. The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom settings.

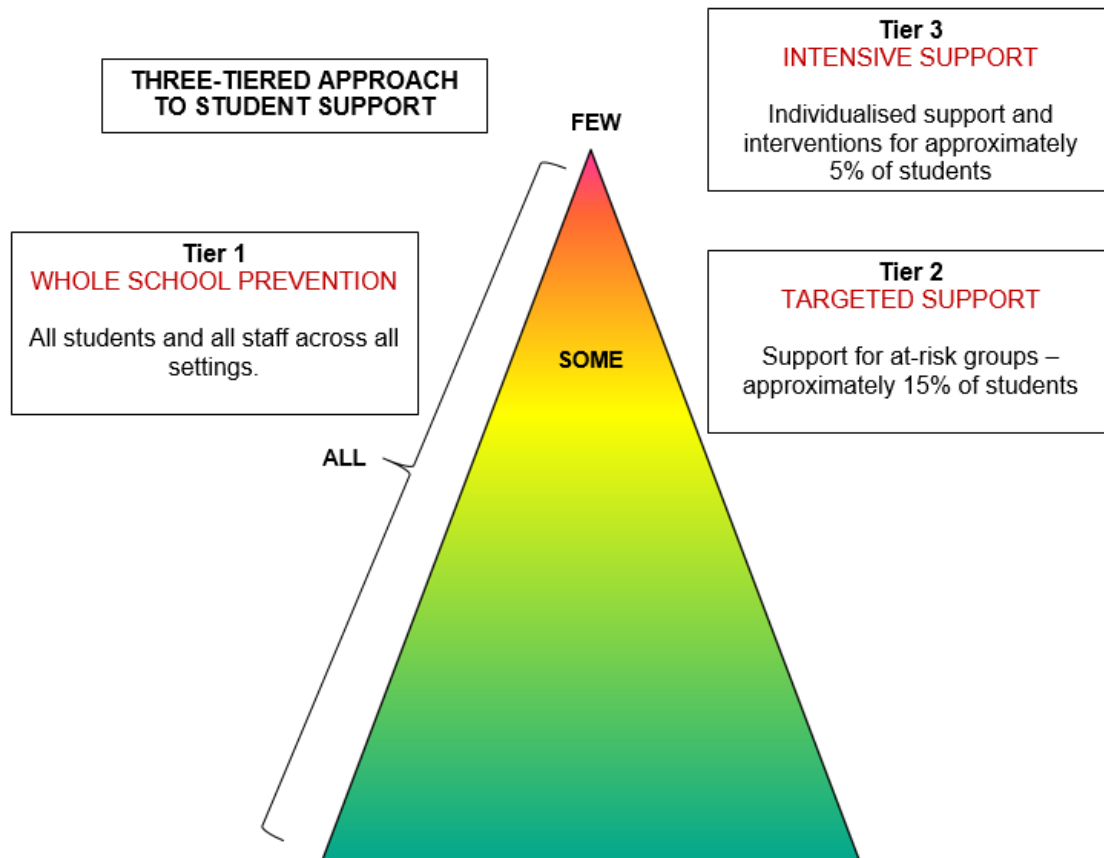
Tier 2 'targeted' interventions

Interventions support approximately 15% of students who are not responding to Tier 1 supports and who have moderate, ongoing behaviours of concern (social, behavioural and academic). The focus of Tier 2 supports is to build on the support provided in Tier 1. Support is provided through additional Tier 2 or "targeted" level interventions.

Tier 3 'intensive' interventions

Interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports, involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

Students requiring Tier 2 and Tier 3 interventions continue to receive the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention is paid to Tier 1.



PBL Tier 1, 2 and 3 support teams

Goodna Special School has PBL tiers of support teams who meet three to four times a term. These teams utilise data from OneSchool to identify areas of need to proactively support the individual needs of all students. Tier 2 and 3 teams focus on input from all stakeholders to support a student who may be in crisis. These partnerships are essential to determining the intensity and level of support needed to effect change.

PBL Expectations

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

These expectations are **I Am Safe, I Am Responsible, I Am Respectful.**

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Goodna Special School.

Safe

- Keep our hands and feet to ourselves.
- Walk safely around the school.
- Stay with our class.
- Being gentle with my friends and school objects.

Responsible

- Be prepared for class.
- Follow teacher directions.
- Ask for help when you need.
- Do your own work.
- Learn from your mistakes.

Respectful

- Use our manners - say "please" and "thank you".
- Be kind and use nice words.
- Keep our school clean.
- Listen to others.
- Follow directions from staff.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Goodna Special School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a PBL Tier 1 support – a form of universal behaviour support directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOL WIDE EXPECTATIONS TEACHING MATRIX

| | WHOLE SCHOOL | CLASSROOM | PLAYGROUND | WALKWAYS | EXCURSIONS/ COMMUNITY ACCESS | TOILETS | ARRIVING AT & LEAVING SCHOOL |
|------------------|--|--|--|---|---|--|--|
| I AM SAFE | <p>I am a safe learner</p> <ul style="list-style-type: none"> I am in the right place at the right time I use equipment safely I walk safely I keep hands, feet and objects to myself I tell an adult if I don't feel safe I follow all fire and safety drill procedures | <p>I am a safe learner</p> <ul style="list-style-type: none"> I am in the right place at the right time I use equipment safely I walk safely I keep hands, feet and objects to myself I tell an adult if I don't feel safe I ask permission to leave the room I use the chill out space to calm down I walk away when I am angry | <p>I am a safe learner</p> <ul style="list-style-type: none"> I am in the right place at the right time I move to the correct area after the bell rings I use equipment safely I participate in school approved games safely I am sun safe I wear shoes I report unsafe behaviours to adults I use the chill out space to calm down I walk away when I am angry | <p>I am a safe learner</p> <ul style="list-style-type: none"> I am in the right place at the right time I walk safely I tell an adult if I don't feel safe I report unsafe behaviours to adults | <p>I am a safe learner</p> <ul style="list-style-type: none"> I am in the right place at the right time I tell an adult if I don't feel safe I report unsafe behaviours to adults I follow road safety rules I use equipment safely I wear my seatbelt on the bus | <p>I am a safe learner</p> <ul style="list-style-type: none"> I am in the right place at the right time I use toilet suitable for my gender walk straight to and from the toilet I report unsafe behaviours to adults I tell an adult if I don't feel safe I wash my hands | <p>I am a safe learner</p> <ul style="list-style-type: none"> I am in the right place at the right time I tell an adult if I don't feel safe I walk safely I follow road and bike safety rules I am ready for my bus. I am on time. |
| I AM RESPONSIBLE | <p>I am responsible for my learning and behaviour</p> <ul style="list-style-type: none"> I follow directions from all adults within school | <p>I am responsible for my learning and behaviour</p> <ul style="list-style-type: none"> I follow directions from all adults within the school I am prepared I participate and try my best I am positive I accept leadership roles I ask for help I take pride and ownership in my work | <p>I am responsible for my learning and behaviour</p> <ul style="list-style-type: none"> I follow directions from all adults within the school I return all equipment to the right area I work through my own problems | <p>I am responsible for my learning and behaviour</p> <ul style="list-style-type: none"> I follow directions from all adults within the school | <p>I am responsible for my learning and behaviour</p> <ul style="list-style-type: none"> I follow directions from all adults within the school | <p>I am responsible for my learning and behaviour</p> <ul style="list-style-type: none"> I follow directions from all adults within the school I use the toilet responsibly | <p>I am responsible for my learning and behaviour</p> <ul style="list-style-type: none"> I follow directions from all adults within the school I have my name marked off I accept leadership roles |
| I AM RESPECTFUL | <p>I respect property, myself and others</p> <ul style="list-style-type: none"> I use polite language and my manners I care for equipment I clean up after myself | <p>I respect property, myself and others</p> <ul style="list-style-type: none"> I use polite language and my manners I care for equipment I clean up after myself I raise my hand to speak I respect others' right to learn | <p>I respect property, myself and others</p> <ul style="list-style-type: none"> I use polite language and my manners I play fairly I invite others to join I care for equipment I clean up after myself | <p>I respect property, myself and others</p> <ul style="list-style-type: none"> I use polite language and my manners I do not interfere with other activities I clean up after myself I treat school property with respect I walk quietly so that others are not disturbed | <p>I respect property, myself and others</p> <ul style="list-style-type: none"> I use polite language and my manners I care for equipment I clean up after myself I show pride in myself and my school I treat community property with respect | <p>I respect property, myself and others</p> <ul style="list-style-type: none"> I care for equipment I clean up after myself I respect the privacy of others I treat school property with respect | <p>I respect property, myself and others</p> <ul style="list-style-type: none"> I use polite language and my manners I wait quietly until my name is called |

Strategies for teaching expected behaviours

- Lessons of the week are taught in every classroom and use a range of teaching tools to support student learning. Staff create videos that role play the expectations and these are uploaded to our school Facebook page and Youtube channel, so that the school community is also aware of the focus for PBL for the week.
- Explicit teaching of playground behaviours prior to breaks;
- Behaviours for swimming, excursions, specialists classes in the classroom
- Visual reminders of the three school expectations at strategic locations around the school grounds;
- 'Refresher' lessons on expected behaviours when required;
- A Whole School approach to the teaching of behaviour lessons - ongoing redirections or reminders for being safe and using the same language explicit teaching of the behaviours you want students to demonstrate.

Proactive and preventative processes and strategies to support student behaviour:

- All classes have a set of classroom rules that align with PBL expectations
- All class teachers complete a class risk assessment that is relevant to all activities both in and outside of the classroom including excursions.
- Every class has a Relief Teacher folder which contains critical information, as well as strategies and resources to support the class and individual students when the regular teacher is away.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Positive Behaviour for Learning Committee members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Individual Behaviour Support Plans and Individual Safety Support Plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

Reinforcing expected school behaviour

At Goodna Special School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. As well as individual and class rewards, the following Universals are in place through Tier 1 Positive Behaviour for Learning.

Gotcha Cards (Gotcha being Good Card)

- Blue
- Green
- Travel

This reinforcement occurs continuously throughout the day. When staff 'catch' a student following school expectations in any non-classroom situation or in the playground, they can choose to give them a Gotcha card. These cards have the students name and a brief description of their behaviours. When students are given a Gotcha Card they pass it on to their class teacher for collection. Each Friday at assembly, Blue and Green Gotcha Cards from each Juncture are drawn out of the box by the Principal and the winners are presented with a small prize. Travel gotchas are placed in a travel gotcha box positioned outside the library. Every 5 weeks a special morning tea with the Principal is held for 12 students whose names are drawn out from the collection of bus gotchas.

'Student of the Week' and 'Stars of the Month'

Each week the teaching staff from all the Juncture groups nominate 1-2 students from each area, who have display outstanding work ethic and commendable behaviours throughout the week to be nominated for the "Student of the Week." That student is then awarded a certificate and small prize on Friday Assembly. Once a month, students whose attendance, behaviour and commitment to learning have exemplary are nominated as "Star of the Month" and receive a certificate, voucher and their photo on our Goodna Stars display.

Class and Individual Rewards

Every class has class and individual reward systems in place to reward positive behaviours and academic successes. These systems vary from class to class and are in place for all age groups. Students are able to work towards pizza parties, local excursions, movie afternoons and a range of other incentives that are usually selected by students.

Whole school end of term and end of year celebrations

To encourage positive behaviour and ensure all students have the opportunity to engage Goodna Showlands is a special event where students are able to earn tickets for following the school expectations. On the day, students can spend their tickets on a range of fun activities. Data over the past three years has shown that this is a strategy which has increased student positive behaviour and engagement in the classroom.

Parent and staff expected behaviours

The bullet points below explain the PBL expectations for parents when visiting our school as well as the standards we commit to as staff.

Parents, carers and support workers, we expect to see from you -

- Calm and appropriate behaviour at all times when on school property.
- Leave and collect your child from the designated area at school.
- Notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.
- Take a positive, solution-focused approach to resolving complaints.
- Make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.
- Respect the obligation of staff to maintain student and family privacy.
- Ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.
- Support your child to meet the learning and behavioural expectations at school.
- Stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff, including communication books.
- Be respectful in your conversations at home about school staff.
- Recognise people are different and will be non-judgemental, fair and equitable to others in the school community.
- Share relevant information about your child's learning, social and behavioural needs with school staff.
- Approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.
- Respect school, student and staff privacy in your online communications.
- Seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or their colleagues.
- Help your child to see the strengths and benefits in diversity and difference in their classmates.

Goodna Special School staff: what you can expect from us -

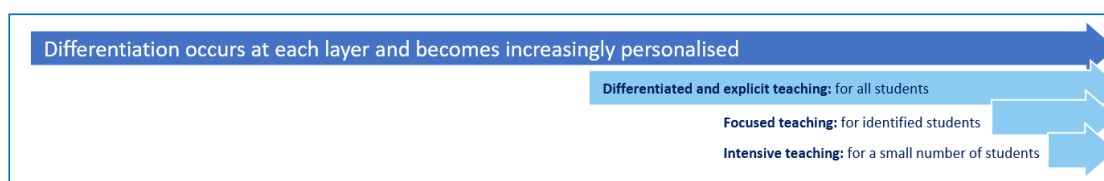
- We will treat every situation seriously and remain calm at all times.
- We will give clear guidance about a designated area for parents to leave and collect students.
- We will check in with you about your child's needs or any support your family may require.
- We will nominate a contact person for you to work with to resolve a school related complaint.
- We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
- We will maintain confidentiality about information relating to your child and family.
- We will create a safe, supportive and inclusive environment for every student.
- We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
- We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
- We will ensure positive behaviours are role modelled for all students.
- We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
- We will share relevant information with you about your child's learning, social and behavioural progress at school.
- We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
- We will act quickly to address social media issues that affect staff, students or families.
- We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
- We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Differentiated and Explicit Teaching – Tier One: All students

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

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

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



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

Focused Teaching – Tier Two

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

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

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

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

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

- Functional Based Assessment.
- Berry Street Education Model
- Zones of Regulation
- Mind Matters
- Bullying. No Way!
- Beyond Blue Be You

Intensive Teaching – Tier Three

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

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

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

Students who require intensive teaching are identified through a progression through Tier 1 interventions, using Oneschool data, anecdotal evidence and information from stakeholders. Case management through Tier 2 and Tier 3 occurs if students don't respond to interventions at a class or juncture level.

Legislative Delegations

Legislation

In this section of the Goodna Special School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

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

Disciplinary Consequences

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

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

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

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

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

Differentiated – Tier One: All students

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class

- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide 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
- Check for understanding
- 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 (e.g. have students role play behaviour)
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed – Tier Two

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents/ carers and external agencies

Intensive – Tier Three

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

- Functional Behaviour Assessment based Individual Support Plan - See Appendix B
- Individual Student Safety Plan – See Appendix C
- Complex case management and review
- Individual Risk Management Plan
- Part-time educational program - See Appendix D

- Stakeholder meeting with parents and external agencies including regional specialists
- 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).

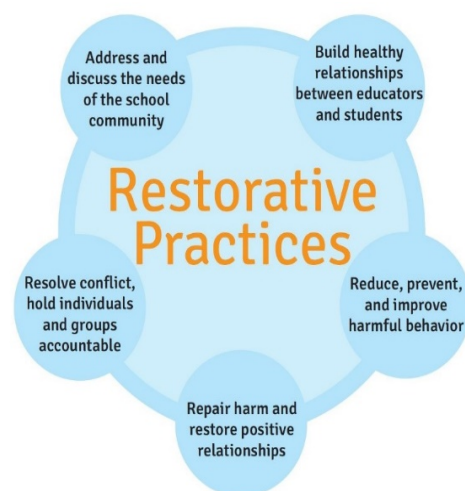
At Goodna Special School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the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

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

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

Restorative Practice

Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes. Schools need to be safe places where young people can learn and thrive in a supportive, enriching environment. A restorative approach aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility. Maintaining positive relationships across the whole school community includes taking responsibility for behaviours that may have caused harm.



At Goodna Special School, Restorative Practice provides an opportunity for individual students to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. This is a supported process that will be appropriate to the students' age, level of understanding and ability to reflect on previous incidents. This process may involve reflecting on what happened and why, discussing the consequences e.g. who was hurt, how they felt and then development of a plan to repair the relationship. Restorative practice aims to build students' internal view of themselves as a person who can be considerate of others and can also resolve conflict.

Re-entry following suspension

Students who are suspended from Goodna Special School will be invited to attend a re-entry meeting on the day of, or prior to, their scheduled return to school. This is a time to review the student's behaviour and reasons for suspension, as well as check the student has the supports required to succeed. Incorporating elements of restorative practice, the aim of the re-entry meeting is for students to reflect on their previous behaviour, agree on actions to repair any ruptures of relationships and for the student to understand that returning to school is an opportunity for a fresh start.

Possible agenda:

- Check in on student wellbeing
- Offer information about supports available (e.g. guidance officer)
- Restorative practice - Reflect on impact of behaviour, plan how to repair and restore relationships
- Negotiate with student which strategies they will use to stay on track (e.g. check in charts)
- Set a date for follow-up
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Goodna Special 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
- Student Dress code

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 Goodna Special School and will be removed if found in a student's possession:

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

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

for school activities will be provided by the school, and the use of them will be supervised by school staff.

**** 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 Goodna Special School:

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

Parents of students at Goodna Special 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 Goodna Special 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 Goodna Special 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 Goodna Special School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. 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, Goodna Special School has determined that explicit teaching of responsible use of ICT devices provided by the school 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.

Personal Technology Devices Brought To School

Bringing personal technology devices such as mobile phones and smartwatches to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the office for safe storage and can be collected when students are leaving school to go home.

Personal Technology Devices Allowed At School

Bringing personal sensing devices eg Fitbit, Garmin to school is not encouraged by the school because of the risk of theft or damage.

Special Circumstances Arrangement

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

Personal Technology Devices* Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players or similar devices to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will 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.

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 and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Goodna Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A school student who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or 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 result in a referral to the Queensland Police Service.

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 conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Inappropriate Behaviour Outside of School Hours

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

* **Personal Technology Devices** include, but are not limited to the following devices; portable gaming devices, Smartwatches, iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Responsibilities

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

It is **acceptable** for students at Goodna Special School to:

- switch off and hand in mobile device to office before and collect from the office when departing
- use school technology devices such as laptops and iPads for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using technology

It is **unacceptable** for students at Goodna Special School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone or other personal devices while on school grounds during school hours
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions and access non-approved online games and websites
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a device to cheat during exams or assessments

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Goodna Special School Student Code of Conduct. In addition students and their parents should:

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

Preventing and responding to bullying

Bullying

There is no place for bullying in Goodna Special School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's efforts for supporting all students.

Bullying behaviours that will not be tolerated at Goodna Special School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This list is not exhaustive.

Bullying may be related but not limited to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care

National Definition of 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.

The above conflicts are still considered serious and need to be addressed and resolved. At Goodna Special School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Research indicates that many problem behaviours are peer-maintained. That is peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Prevention of Bullying

“Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Talking about bullying means it can't be hidden or overlooked in the busy school environment. Conversations provide opportunities for students to raise issues that adults may not have noticed, and to discuss concerns before they become long-term and entrenched. Bullying, harassment, discrimination and violence are all interpersonal behaviours that can create or contribute to negative social situations and school environments. Identifying whether a situation is bullying or something else helps to determine the most appropriate response. Teaching about bullying is ideally part of a comprehensive safe schools curriculum. A well-planned curriculum makes safe and supportive environments and relationships part of students' formal learning. A comprehensive and coordinated curriculum across the whole school can play a significant role in preventing bullying.” - [Bullying. No Way!](#)

Curriculum - At Goodna Special School, in addition to day-to-day opportunities to discuss bullying, the Australian Curriculum provides the framework for our school's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues are explored in many curriculum areas. The sections specifically relevant to learning about bullying are taught through our specialist Personal Development program. All students take part in developmentally appropriate lessons using resources provided by the anti-bullying website 'Bullying No Way!'. Lessons taught through the Personal Development program work to build skills from many different approaches.

Whole School Events - Goodna Special School takes part in special days to highlight the importance of inclusivity, respect, personal safety and bullying. Engaging in an event creates an opportunity to reinforce strategies to prevent and manage harm in an interactive and unified way. These events are supported by explicit lessons and nationally-available resources.

- The National Day of Action against Bullying and Violence (NDA) is an important day to mark Australian school communities standing together against bullying and violence. The NDA is held annually and is an opportunity for the whole school community to 'take a stand together' against bullying and violence.
- Day for Daniel is Australia's largest child safety education and awareness day.
- Harmony Day celebrates Australia's cultural diversity by highlighting the importance of inclusiveness, respect and a sense of belonging for everyone.

Reporting Bullying – Students

Incidences of bullying or suspected bullying can be reported to all staff at Goodna Special School by all students or bystanders. Students are encouraged to continue to request help if this bullying continues.

Reporting Bullying - Parents and Carers

If you are a parent or carer and you suspect your child has experienced or witnessed bullying, encourage your child to seek help from school staff. If your child requires support to access this help, please contact the school on 33814222 to speak to your child's class teacher or an available staff member of the school leadership team. If bullying continues despite school interventions, it is important that you continue to notify the school of your concerns.

Reporting Bullying - Teachers and School Staff

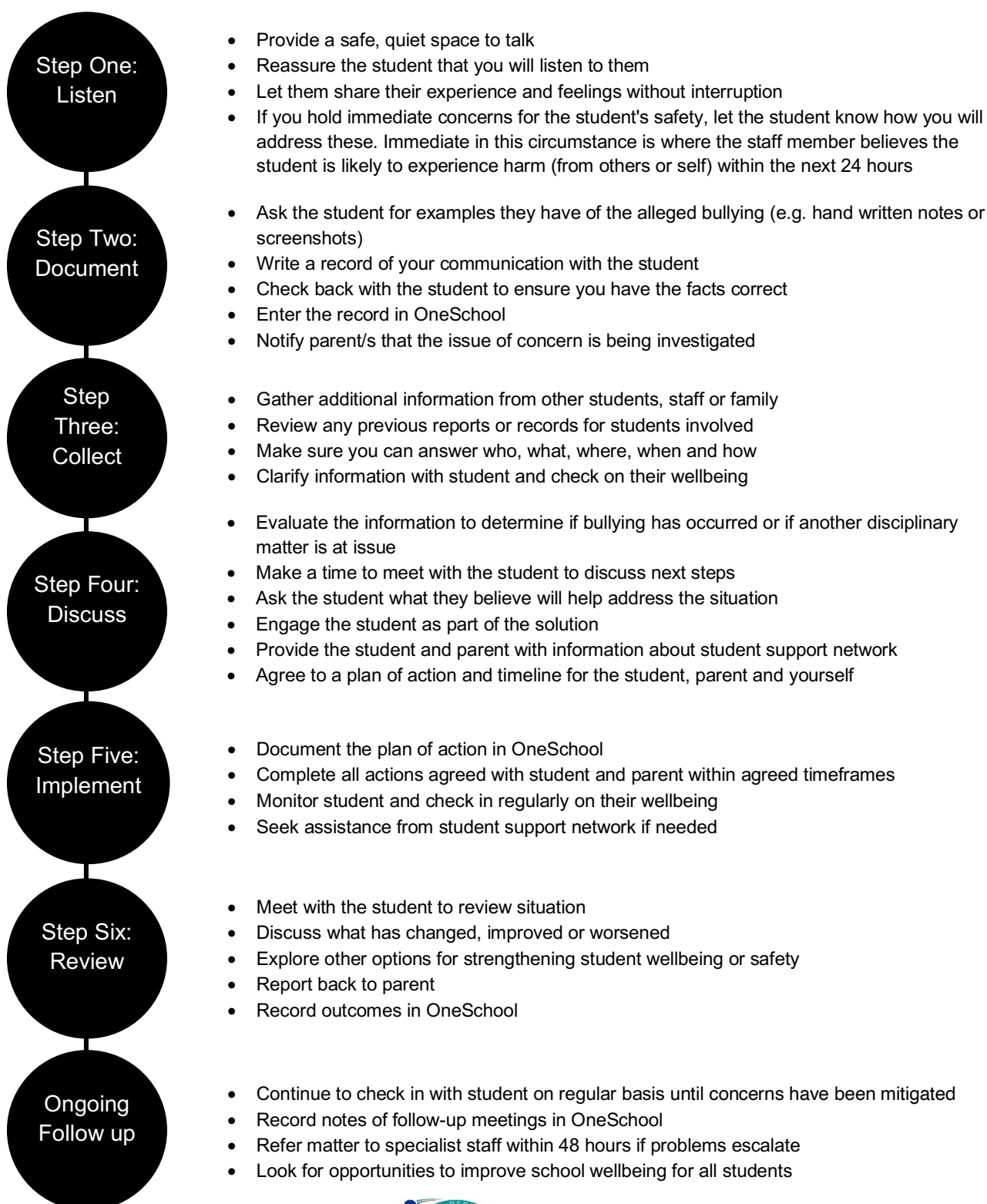
The following flowchart explains the actions Goodna Special School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that timeframes will vary depending on the professional judgment of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

Goodna Special School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

- Class Teacher, Student Support Network
- School Leadership Team



Cyberbullying

The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Goodna Special School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Cyberbullying is treated at Goodna Special 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher, Deputy Principals or Principal to discuss their concerns.

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

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

Goodna Special School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

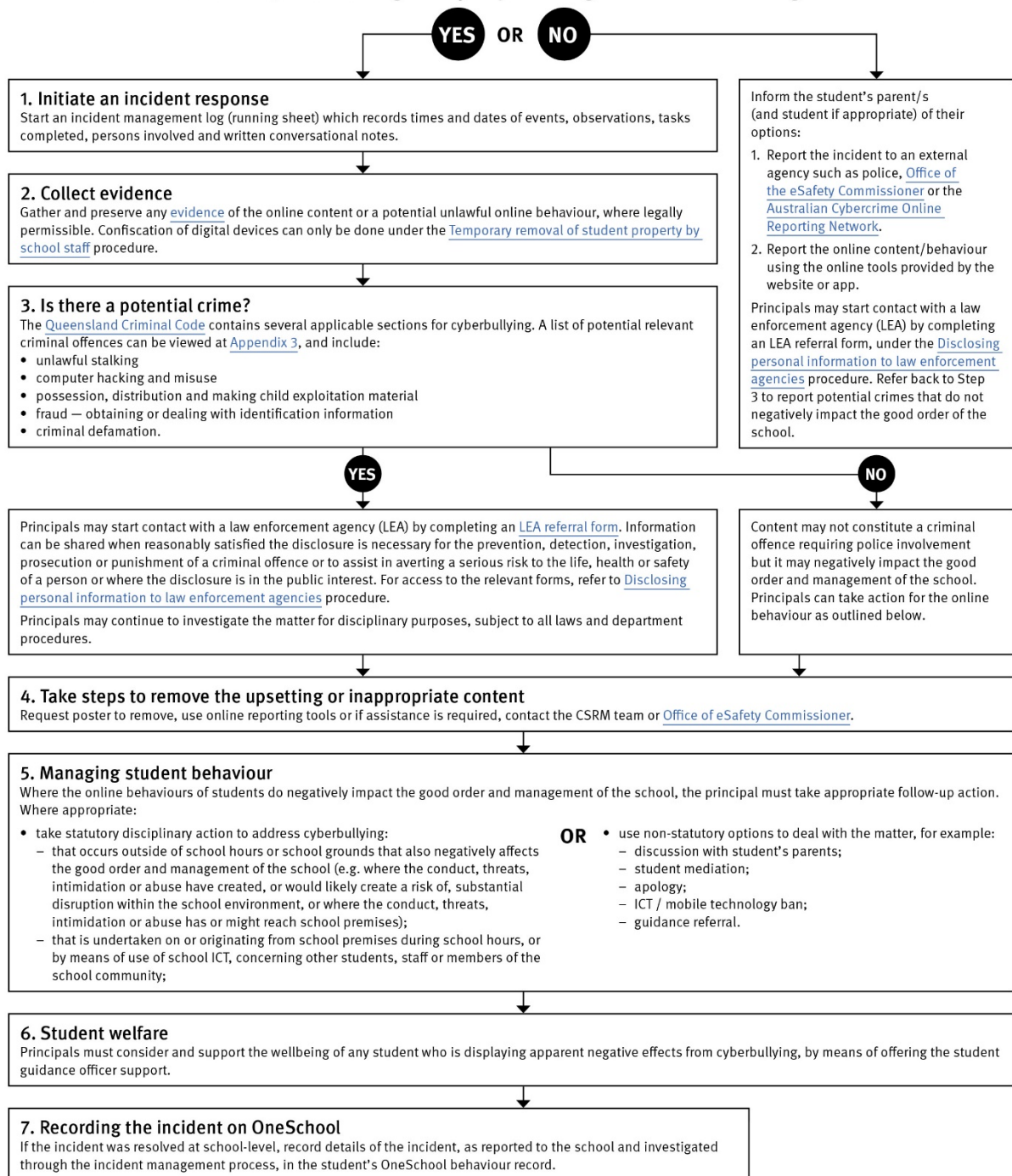
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Goodna Special 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 Goodna Special 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.

Goodna Special School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Goodna Special School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Goodna Special School – Anti Bullying Contract

We agree to work together to make Goodna Special School a bully-free place to learn.

We believe that no one deserves to be treated in a mean way and that everyone has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Follow the school's anti-bullying rules.
- Help other students who have been bullied.
- Tell a parent, teacher, or school staff if bullying does occur at school or online.

Bullying. No way!

Student's signature:

Parent's signature:

Principal's signature:

Date:

Resources for Parents and Carers

- [Bullying. No Way!](#) provides information, advice and activities for parents and carers.
- [Stop cyberbullying](#) offers practical ways for parents and carers to recognise the signs and support their child if they are affected by cyberbullying.
- [ThinkUKnow](#) what your child is up to online? The Parents Portal gives you tips and advice for keeping your child safe online.
- [iParent](#) answers many of the questions you might have about protecting and supporting your child if they are affected by cyberbullying.
- [Social media services safety centre](#) helps parents learn about safe site use for the latest games, apps and social media and report abuse or offensive content
- [Office of the eSafety Commissioner](#) to report serious online bullying.
- Department of Education Bullying hotline

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.

Student Dress Code

The Goodna Special School community supports and complies with the Department of Education Policy & Procedures Register Student Dress Code, as we believe that a student dress code policy promotes the objectives of the school, and in particular that it:

- promotes a safe learning environment for students by enabling ready identification of students and non-students of the school;
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
- fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social difference;
- promotes a supportive environment at the school by fostering a sense of belonging;
- and promotes sun safety.

Students attending Goodna Special School are expected to wear the designated school uniform and adhere to the school's dress code unless an exemption has been granted by the school Principal.

- When in uniform, students must behave in a way that reflects well on themselves, their family and Goodna Special School's expectations – I am Safe, I am Responsible, I am Respectful.
- The school uniform is to be worn on all occasions, including hats and recommended footwear. This includes daily to school, on excursions, when representing the school, and when accepting and presenting awards on assembly.
- All items should be clearly marked with the student's name.

See Appendix E - Student Dress Code for more information

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

Goodna Special School utilises an emergency response team referred to as The A-Team. The A-Team is a group of support staff who respond to calls from staff when a situation may require additional support.

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

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

1. Avoid making the situation worse
2. Maintain calmness, respect and detachment
3. Approach the student in a non-threatening manner
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.
5. 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 behaviours.

Goodna Special School utilises the Critical Incident Response Plan for all notifiable critical incidents and the Emergency Response Plan for emergency and disaster situations. Students with multiple disabilities who require additional support during an emergency involving evacuation have a Personal Emergency Evacuation Plan (PEEP).

See Appendix F – Personal Emergency Evacuation Plan

Related Procedures and Guidelines

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

- [Cancellation of enrolment](#)
- [Complex case management](#)
- [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 protection
- Supporting students' mental health and wellbeing
- [Temporary removal of student property by school staff](#)
- Use of ICT systems
- Using mobile devices
- Customer complaints management policy and procedure
- Student dress code

Resources

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

Conclusion

Goodna Special 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](#).

See Appendix G – Complaints Management

Appendix A - [Special school eligibility \("person with a disability" criteria\) policy](#)

“Person with a disability” criteria for enrolment in state special schools

To be eligible for enrolment in a state special school including an independent public special school, all four of the following criteria must be met:

1. The person has a disability as defined by the *Disability Discrimination Act 1992* (DDA);
2. The person has a *severe disability* which includes an *intellectual disability*;
3. The person is unlikely to attain the levels of development of which the person is capable unless the person receives special education;
4. The person's educational program is best delivered in a special school taking into account the appropriateness of this placement for the individual concerned.

Appendix B - INDIVIDUAL SUPPORT PLAN

| | | | |
|---------------------------------------|--------------------------|------------------------|---------------------------------------|
| STUDENT Name: DOB: Class: | Strengths and Interests: | Behaviours of concern: | Target Behaviour: Target Function: |
| Plan start date: Plan review date: | Communication notes: | Challenges: | Key intervention: |

Stages of behaviour and REACTIVE STRATEGIES Individual Episodic Severity 1-10

| Below baseline | Baseline 0 | Anxiety 1-3 | Defensive 4-6 | Acting Out 7-10 | Tension Reduction |
|--|--|--|---------------|---|--|
| | Smiling, talking sign language, calm, | | | | |
| <ul style="list-style-type: none"> Provide options for regulation, meet needs | <ul style="list-style-type: none"> Teach and maintain routines Provide sensory diet – movement break when required Provide 1:1 time wherever possible to maximise teaching time | Supportive: <ul style="list-style-type: none"> Restate expectations and incentives, go through routine Adapt expectations around mood/behaviour especially first up in morning – offer high interest activities Support communication | Directive: | SEE RISK MANAGEMENT PLAN MAPA: <ul style="list-style-type: none"> Practice exit and lockdown Do not touch, crowd or talk loudly to student when in a heightened state. <ul style="list-style-type: none"> Remove peers to a safe area and call Office for support | Do not hurry de-escalation – allow fullness of time <ul style="list-style-type: none"> When student is calm re-enter back into classroom if possible and apply natural consequences. |

PROACTIVE STRATEGIES – Target function:

| Environmental/ Ecological (Increasing success with Environment, people, expectations, programs) | Date+Who | Teaching/ Programming (Addressing skill gaps – communication, coping, resilience, self-regulation, social, academic) | Date+Who | Incentives/ support schedules/ reinforcement (Timing, frequency, tangible, intangible, short term, long term) | Date+Who |
|---|-----------------|--|-----------------|---|-----------------|
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Stakeholders:

| TEAM | PRIMARY RESPONSIBILITIES | Dates: | SIGNATURE |
|---|---------------------------------|---------------|------------------|
| Parent: | | | |
| Teacher: | | | |
| Tier 3 team: Principal: HOC Student Services: GO: | | | |
| | | | |

Appendix C - Template for Individual Student Safety Plan (ISSP) for the use of planned use of physical restraint, mechanical restraint or containment.

| | | | | | |
|--|--|--|--|------|--|
| School name | | | | | |
| Student name | | | | | |
| Date of birth | | Roll class | | Date | |
| RELEVANT CONSIDERATIONS OF STUDENT'S NEEDS AND CIRCUMSTANCES | | | | | |
| <p><i>Discuss any personal history factors e.g. is the student in out of home care? Have they suffered a bereavement? Are there recent changes in family circumstances?</i></p> | | | | | |
| <p><i>Does the student have any known medical/health conditions or a disability? E.g. asthma, epilepsy? Please give details and provide relevant information.</i></p> | | | | | |
| <p><i>List any medications prescribed for and taken by the student on a regular basis.</i></p> | | | | | |
| <p><i>Has the student experienced a history of medical emergencies for any reason? Please describe.</i></p> <p><i>Has the student had any recent illness? Please describe.</i></p> <p><i>Has the student had a recent fracture? Please describe.</i></p> | | | | | |
| <p><i>How does the student communicate?</i></p> | | | | | |
| <p><i>Are there any cultural factors to consider? Please describe.</i></p> | | | | | |
| Proactive Planning | | | | | |
| <p>Staff should ensure that all of the positive and proactive strategies have been implemented for the student.</p> <p>Please tick to indicate these have been completed.</p> | | | | | |
| WHEN THE STUDENT EXHIBITS SIGNS OF ESCALATION | | STAFF MUST REFER TO AND IMPLEMENT AN INDIVIDUAL BEHAVIOUR SUPPORT PLAN BEFORE USING ANY RESTRICTIVE PRACTICE | | | |
| IDENTIFY POTENTIAL RISK INDICATORS | | The potential risk indicators are the behaviours the student exhibits when their behaviour is escalating and may start to present an immediate risk to other people or the student themselves. | | | |

| | |
|---|--|
| Identification of increasing risk: List at least four observable indicators that risk is increasing as a result of escalating behaviour. | |
| IDENTIFY POTENTIAL ADVERSE OUTCOMES | If the student does not respond to the positive and proactive interventions outlined in their Individual Behaviour Support Plan, the risk will escalate. |
| What are the potential outcomes if the risk is not managed? Who will be impacted by the risk outcomes? | |
| IDENTIFY RISK MANAGEMENT INTERVENTIONS | What are the strategies that will be implemented to manage risk when positive and proactive strategies have been tried and have failed to reduce risk. These are the last resort strategies (usually restrictive) and must only be used when all other positive and proactive approaches have failed to reduce risk. |
| Detail the strategy or strategies that will be used to respond to escalating risk in the order they should be phased in, least restrictive first. If the strategies include specific physical restraint techniques/mechanical restraint explain clearly which techniques are to be employed. | |
| Additional notes and relevant advice | |
| | |
| Name of staff member(s) who prepared plan | |
| Signature of staff member(s) and date | |
| Name of principal | |
| Signature of principal and date | |
| Date the plan will be reviewed (<i>at least once per semester</i>) | |
| Signature of parent and date (where possible) | |
| Attach to Individual Behaviour Support Plan and upload a signed copy into the individual student's OneSchool Support record. | |

NB: This plan is only enacted after all other positive and proactive strategies have been tried and have failed to reduce risk and behavioural escalation. This is a plan of last resort to reduce foreseeable risk to the student and other people, there being no other reasonable action that will reduce the risk.

The Principal should ensure a record is made in OneSchool if the student's parent declines or is unable to sign the Individual Student Safety Plan.

Appendix D - Part-time educational program plan (the Plan)

Privacy statement

The Department of Education (the department) is collecting personal information in this form for the purpose of completing a part-time attendance arrangement for the identified student in their education program.

The information will be shared with the school and department staff involved in the delivery of the student's Plan. The personal information collected will not be disclosed to any other person or agency unless you have given the department permission, or the department is required or authorised by law to disclose the personal information.

Your information will be stored securely. If you wish to access or correct any of the personal information on this form, or discuss how the personal information has been used, please contact your child's current state school or proposed state special school in the first instance. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the department's regional office in the first instance.

About this Plan

This Plan is completed once all evidence has been considered as part of the personalised planning process for the student, consultation has occurred with the parent/s and/or student (if appropriate, having regard to age and other circumstances), and a part-time educational program is deemed a viable temporary option for the student. The Plan should be continuously monitored and reviewed, and effectiveness evaluated.

| PART 1 – Plan establishment | |
|---|------------------------------------|
| Student, parent, school and stakeholder details | |
| Student name | |
| Parent name/s | |
| Name of school | |
| Name of principal | |
| Relevant stakeholders | |
| Case manager/nominated staff member | |
| Teacher (if no case manager) | |
| Review dates | Intermediate review: Final review: |
| Previous Plan (if relevant) | |

| | | | | | | |
|---|--|--------|---------|-----------|----------|--------|
| Has a Plan been undertaken within the last 12 months? | No (please circle) If Yes, please complete the following: Approval date: Plan start date: Plan end date: | | | | | |
| Educational/other needs, hazards/risks and strategies to address these (this section to be completed by a registered teacher). If supporting documentation is available, please attach. | | | | | | |
| Educational needs, reason/s for a part-time program and intended learning outcomes | | | | | | |
| Health, safety and wellbeing | | | | | | |
| Personalised and/or support plans/assessments in OneSchool | <i>Highly modified Individual Curriculum Plan</i> <i>Individual Student Safety Plan</i> <i>Individual Behaviour Support Plan</i> | | | | | |
| Professional support | <input checked="" type="checkbox"/> Guidance Officer <input type="checkbox"/> Regional coach <input type="checkbox"/> Registered nurse <input checked="" type="checkbox"/> Therapist <input type="checkbox"/> AVT <input type="checkbox"/> Other | | | | | |
| Strategies and/or reasonable adjustments to be implemented to increase participation and engagement (please reference and attach existing plans if relevant) | | | | | | |
| Implementation | | | | | | |
| Days and hours the student will attend school | Days | Monday | Tuesday | Wednesday | Thursday | Friday |
| | Hours | 3hrs | 3hrs | 3hrs | 3hrs | 3hrs |
| Strategy for school work completion and feedback while not attending school | | | | | | |
| Plan agreement and approval | | | | | | |
| Parent/s | [Parent name/s] Signature/s: _____ Date: _____ * A part-time educational program for children younger than the compulsory school age or children of compulsory school age cannot be approved without the written agreement of the parent/s of the student. | | | | | |

| | |
|---|--|
| Student (compulsory participation phase students only) | <i>[Student's name]</i> Signature: _____ Date: _____ * A part-time educational program for young people in the compulsory participation phase cannot be approved without the written agreement of the student (as appropriate, considering the student's individual circumstances and, if required, parent agreement is provided on the student's behalf). |
| Case manager/nominated staff member | Signature: _____ Date: _____ |
| Principal | Signature: _____ Date: _____ |
| Comments | |
| PART 2 – Intermediate review | |
| Monitoring and review details | |
| Outcome of intermediate review | <i>[e.g. Student's participation will increase, student will resume a full-time program]</i> |
| Actions from intermediate review | <i>[Enter details]</i> |
| Agreement and approval | |
| Parent/s | <i>[Parent name/s]</i> Signature/s: _____ Date: _____ |
| Case manager/nominated staff member/principal | <i>[Name of case manager/nominated staff member]</i> Signature: _____ Date: _____ |

| | |
|--------------------------------------|--|
| PART 3 – Final review | |
| Monitoring and review details | |
| Outcome of final review | <i>[e.g. Student's participation will increase, student will resume a full-time program]</i> |
| Actions from final review | <i>[Enter details]</i> |
| Agreement and approval | |
| Parent/s | <i>[Parent name/s]</i> Signature/s: _____ Date: _____ |

| | |
|--|--|
| Case manager/nominated staff member | <i>[Name of case manager/nominated staff member]</i> Signature: _____ Date: _____ |
| Principal | <i>[Name of principal. Note: approval cannot be delegated]</i> Signature: _____ Date: _____ |

NOTE: A signed copy of this plan must be uploaded to One School under Personalised Learning (under the evidence tab) and the original, hard copy kept in the student's school record. Only minimal information is required to be recorded in the OneSchool Personalised Learning data entry fields providing the key characteristics and impacts for the student, and focus area (Part-time educational program). Supporting evidence or documentation can be attached to plan.

Appendix E – Student Dress Code Policy

SCHOOL UNIFORMS

The students at Goodna Special School are encouraged to wear the school uniform. This is supported by the school P and C Association. If at any time this is not a possibility the students must adhere to the dress code. The school colours are Navy and Teal Polo Shirt with embroidered school logo and Navy shorts or skorts/culottes.

The school uniform comprises:

| BOYS | GIRLS |
|---|---|
| <p>Summer: Junior Teal & Navy Polo Shirt (with collar) Navy Shorts Navy Sun Safe Bucket, Broad Brimmed Hat or Cap School Shoes or good quality sneakers</p> <p>Summer: Senior Navy & Teal Polo Shirt (with collar) Navy Shorts Navy Sun Safe Bucket or Broad Brimmed Hat (caps are NOT permitted) School Shoes or good quality sneakers</p> <p>(For Workplace Health & Safety requirements covered shoes or sandals are required for all activities)</p> | <p>Summer: Junior Teal & Navy Polo Shirt (with collar) Navy Skort or Shorts/Culottes Navy Sun Safe Bucket, Broad Brimmed Hat or Cap School Shoes or good quality sneakers</p> <p>Summer: Senior Navy & Teal Polo Shirt (with collar) Navy Skort or Shorts/Culottes Navy Sun Safe Bucket or Broad Brimmed Hat (caps are NOT permitted) School Shoes or good quality sneakers</p> <p>(For Workplace Health & Safety requirements covered shoes or sandals are required for all activities)</p> |
| <p>Winter: Navy Sweater or Microfibre Jacket Navy Track Pants Hat, shoes as above</p> | <p>Winter: Navy Sweater or Microfibre Jacket Navy Track Pants, shorts or skirt Hat, shoes as above</p> |

School Uniforms can be purchased or ordered from Lowes at Redbank Plaza (Ground level) 1 Collingwood Drive, Redbank.

Lowes on-line ordering – <https://www.lowes.com.au/schools-online/goodna-special-school>



Costs are as follows:

| | | | |
|--|---|---------------------|---------|
| Teal & Navy Polo Shirt (Primary School) |  | Sizes 4 – 16 Youth | \$37.95 |
| | | Sizes S – L Adult | \$39.95 |
| Navy & Teal Polo Shirt (Secondary School) |  | Sizes 8 – 16 Youth | \$37.95 |
| | | Sizes S – 3XL Adult | \$39.95 |
| Navy Shorts |  | Sizes 4 – 16 | \$24.95 |
| | | Sizes 18 - 20 | \$26.95 |

| | | | |
|------------------------|---|--------------------|---------|
| Navy Skort |  | Sizes 4 - 16 | \$27.95 |
| Navy Culottes |  | Sizes 4 – 16 | \$27.95 |
| Navy Microfibre Jacket |  | Sizes 4 – 14 Youth | \$49.95 |
| | | Sizes S – L Adult | \$51.95 |

Year 12 shirts will be available by individual order for students enrolled in year 12.

DRESS CODE

If a student is unable to wear the school uniform they must adhere to the following dress code:

- Covered shoulders – no tops with narrow straps, halter necked outfits, singlets or basketball singlets
- No low cut outfits - skirts and shorts to be no shorter than mid-thigh
- Covered shoes and/or sandals
- Must wear a sun safe hat – no hat, no play
- No logos, slogans or offensive pictures on clothing
- No jewellery other than small sleepers or studs
- Pants worn covering buttocks

Appendix F - Personal Emergency Evacuation Plan

Personal Emergency Evacuation Plan

Multiple Disabilities (Part B)

This Personal Emergency Evacuation Plan (PEEP) is devised for:

Name: _____

Facility: _____

Building: _____

Floor: _____

Room Number: _____

In accordance with *Australian Standard 3745-2010* a request has been made by or on behalf of the above person to assist them during any emergency or exercise requiring their evacuation from the nominated facility to a place of safety.

The following advice is based on the identified needs of the individual and provides sufficient information for designated assistants, School Response Team (SRT) personnel and external emergency responders to effectively coordinate the removal of the above person to a place of safety within the provisions of the building fire and evacuation plan and site emergency management plan.

DESIGNATED ASSISTANCE:

(The following people have been designated to give me assistance to get out of the building in an emergency).

1. Name: _____

Contact details: _____

2. Name: _____

Contact details: _____

3. Name: _____

Contact details: _____

METHODS OF ASSISTANCE:

I will be assisted to evacuate:

(1) If on the ground floor of a building- by:

(2) If above the ground floor- by:

SAFE ROUTE(S):

(I understand that in extreme instances, these routes may not be usable. At those times my designated assistant(s), wardens or emergency officers will assist me to use the safest available route.)

SPECIAL CONSIDERATIONS:

During an evacuation, the following information will need to be considered to ensure I can be evacuated in a safe manner. I understand in an emergency all care will be taken with regard to my health and wellbeing but that if circumstances occur that place my life or the life of persons with me at risk, life safety will take precedence over any other factor.

Approved by Occupant/Carer (Signature): _____ Date: / /

Prepared by (name & signature): _____

Approved by Evacuation Coordinator (name and signature):

Next formal review date: / /

Appendix G – Complaints Management Process



Goodna Special School customer complaints management process

1. Our values

We are committed to fostering a school environment that is supportive, respectful, and compatible with human rights and provides all students with opportunities to engage in quality learning. Effective partnerships with parents, carers, students and school staff is an essential part of us achieving this goal. We want to know what we are doing well, but also if there are any areas where we can improve or do things differently.

2. Purpose

Goodna State Special School appreciates and acknowledges that parents, carers, students and community members have a right to make a complaint. This document outlines how Goodna State Special School will manage these complaints.

3. What is a customer complaint?

A complaint is a customer complaint if the person is unhappy with the service or action or our school or staff, and directly affected by the service or action they are unhappy with.

In our school, the person making a complaint will usually be a parent, carer, student or other school community member, but could also be anyone else directly impacted by something at our school.

Some complaints must be managed using different processes. 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](#); and
- complaints about corrupt conduct, public interest disclosures or certain decisions made under legislation - refer to the [Excluded complaints factsheet](#) for more information.

4. Roles and responsibilities

We treat everyone with respect, courtesy and fairness, and aim to act compatibly with human rights. Our responsibilities include:

- following the customer complaints management [framework](#), [policy](#) and [procedure](#) when managing complaints;
- resolving complaints promptly; and
- providing information about our processes, timeframes and any available review options.

If someone makes a complaint, they also have responsibilities, including:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
- giving us a clear idea of the issue or concern and a possible solution;
- providing all relevant information when making the complaint;
- understanding that addressing a complaint can take time; and
- letting us know if something changes, including if help is no longer needed.

5. Complaints management process

At Goodna State Special School, our complaints management process involves the following steps:

i. Receipt

The complaint should be made where the problem or issue arose. At Goodna State Special School, we ask parents, carers, students or community members who would like to make a complaint to either email principal@goodnaspecs.eq.edu.au or visit the school office to make an appointment to meet with the principal or another member of staff.

The following information should be provided when making a complaint:

- what happened, including when and where it occurred, and who was involved; and
- what outcome or solution you are seeking to address your issue or concern.

We accept anonymous complaints, however it is important to understand that this could limit how a complaint is assessed and resolved, and it may also prevent an outcome being provided.

ii. Assessment and management

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

iii. Providing an outcome

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

6. Review options

If the person who has made the complaint is dissatisfied with the outcome or the way we handled their complaint, they can contact the [regional office](#) to ask for an internal review. A [Request for internal review form](#) should be completed and the request should be submitted within 28 days to:

Metropolitan Ipswich

Private Mail Bag 2

IPSWICH QLD 4305

Phone: (07) 3436 6222

Complaints should be specific in detail, and outline the steps taken to date to resolve the issue.

When you contact the district office you will be advised that your name and the nature of your issue will be reported back to the principal of your school.

Complaint still not resolved? If you feel that your issue has not been resolved through the regional office process, you have a further right to make a complaint to the central office of Education Queensland. You may choose to progress your complaint in writing to the:

Deputy Director-General Education

PO Box 15033

City East QLD 4002

phone (07) 3237 0618

fax (07) 3221 4953

If, as a complainant you feel that your issue has not been resolved through these formal processes the Queensland Ombudsman provides an avenue for an ***independent review*** of the department's decision. The Ombudsman may be contacted at:

Office of the Ombudsman

GPO Box 3314

Brisbane QLD 4001

phone (07) 3005 7000

fax (07) 3005 7067

7. More information and resources

The following resources contain additional information:

- Customer complaints management [framework](#), [policy](#) and [procedure](#)
- [Compliments, suggestions and customer complaints website](#)
- [Making a customer complaint: Information for parents and carers](#).

8. Endorsement

Principal

P&C/School Council

Effective date:

Review date