



Student Code of Conduct

2025 - 2029

Through the [Alice Springs \(Mparntwe\) Education Declaration External link](#), we, as a nation, committed to equity and excellence in education – that all children and young people are confident, creative lifelong learners active in their community. Achieving our vision requires a collective understanding of what we all stand for and how we will make it a reality.

[Equity and Excellence: realising the potential of every student External link](#) (the education strategy) sets a clear vision for a progressive, high performing education system. The strategy was tested and refined through consultation with education leaders, principals and key stakeholders, with the key findings available in the [Equity and Excellence consultation report \(PDF, 3.5MB\)](#).

To achieve our vision of equity and excellence, we will focus on:

- [educational achievement](#)
- [wellbeing and engagement](#)
- [culture and inclusion](#).

The education strategy provides a roadmap for all areas of our department to work together and renews our focus on empowering our teachers and school leaders, investing in digital innovation, school performance and support, fostering collaboration between schools and community, and delivering sustainable investment in schools for the future.

Equity and Excellence is about reducing barriers for all learners to realise every student's potential. It provides schools with clear priorities across each student's learning journey and recognises how these points are underpinned by curriculum, teaching and learning.

Improving outcomes for First Nations students is a key focus across all priorities and measures, setting the imperative for schools to ensure every First Nations student can reach their potential.

Contact Information

Postal address: 41 Huntley St, Capella QLD 4723

Phone: (07) 4988 7111

Email: principal@capellass.eq.edu.au

School website address: <https://capellass.eq.edu.au>

Contact Person: [Mrs Christie Minns \(Principal\)](#)

Endorsement

Mrs Christie Minns

Principal Signature:



Date: 15th November 2024



P/C President

Mrs Kate French

P/C President

Date: 15th November 2024

Contents

Purpose	4
Principal's Foreword	4
Consultation	6
Learning and Behaviour Statement	6
Multi-Tiered Systems of Support	7
Consideration of Individual Circumstances	11
Student Wellbeing	14
Student Support Network	15
Whole School Approach to Discipline	15
PBL Expectations	23
Differentiated and Explicit Teaching	24
Focussed Teaching	27
Intensive Teaching	27
Legislative Delegations	28
Legislation	28
Delegations	28
Disciplinary Consequences	
School Policies	36
Temporary removal of student property	36
Use of mobile phones and other devices by students	38
Preventing and responding to bullying	39
Appropriate use of social media	47
Restrictive Practices	49
Critical Incidents	50
Related Procedures and Guidelines	51
Resources	52

Purpose

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

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

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

Principal's Foreword

Capella State School has a long and proud tradition of providing high quality education to students within the township of Capella. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Capella State School is a proud Positive Behaviour for Learning (PBL) school. At Capella State School, we value a nurturing learning environment that supports every child to succeed. Our school expectations are our 4 Bee Expectations and these are taught explicitly daily.



Capella State School

Values

C	Capella	
A	Accuracy	We do things right
P	Persistence-	We don't give up
E	Excellence	We strive to do our best
L	Life Long	
		We prepare for our future
L	Learning	
A	Attitude	We are positive, caring and respectful

We also have a set of values that we promote and teach in all facets of our school community.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

As a Positive Behaviour for Learning (PBL) school we take an educative approach to discipline, with the view that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the QLD Department of Education policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

We thank the students, teachers, parents and other members of the community for their work in bringing this Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

Our school has consulted our community through a community engagement meeting with a range of stakeholders. Our PBL team reviewed and discussed changes to our teaching behaviour matrix and the process for awarding Gold, Silver and Bronze awards. Our school has participated in a range of student wellness surveys such as the Queensland Wellbeing and Engagement Survey and various internal surveys. Our school has consulted students, staff and our P&C to ensure our Student Code of Conduct meets the needs of our community.

A communication strategy has been developed to support the implementation of the Capella State School Student Code of Conduct, including parent information evenings, promotion through the school website and Facebook, weekly school email and through the school's staff brief.

Review Statement

Capella State School's Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A review is conducted every four years in line with the scheduled review process for the school planning, reviewing and reporting cycle.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same 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. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Positive Behaviour for Learning (PBL)

At a glance



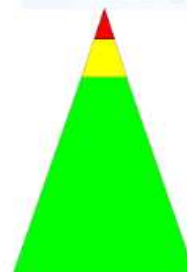
Using the inquiry cycle

Behavioural referrals, attendance, incidents, academic achievement, staff and student wellbeing, PBL implementation data
Identify what to work on first (the smallest change for the biggest difference); set goal
Review systems and develop strategies to prevent, teach and reinforce target behaviours
Implement the PBL action plan – tasks/timelines/responsibilities tracked
Monitor implementation – did we do what we said we would? Did it work?

PBL is a key statewide initiative within the State School Strategy to improve academic, behaviour and wellbeing outcomes for all students

- Implementation of PBL enables schools to enact the DoE policies and procedures for behaviour
- Using a whole school approach to promote positive behaviour across a school is the most effective way to develop a safe and supportive learning environment

Data-based decision making



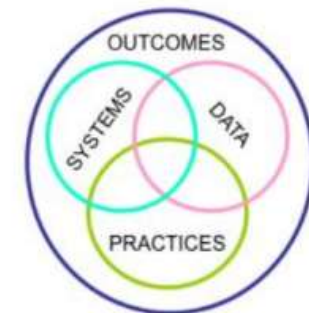
- Use of contextual data for decision-making
- Development of systems to support implementation
- Selection of evidence-based practices with a focus on prevention
- Provision of differentiated support and intervention based on student needs

Applying standards of evidence

Standard	Considerations
Design	<ul style="list-style-type: none"> • Access to unbiased information and easily-digestible research • Interrogation of research evidence (how many studies/where and with who) • How to collect evidence (pilot studies) • Schools should select practices shown to be successful in similar contexts, with similar students
Impact	<ul style="list-style-type: none"> • What are the measurable outcomes? • Collect baseline, implementation and post data
Scalability	<ul style="list-style-type: none"> • Systems are needed to support ongoing or larger scale implementation
Investment	<ul style="list-style-type: none"> • Focus on priorities and do a few things well • Schools should evaluate the costs of buying commercial products or engaging external consultants • Budgeting for ongoing professional development and capacity building should take precedence



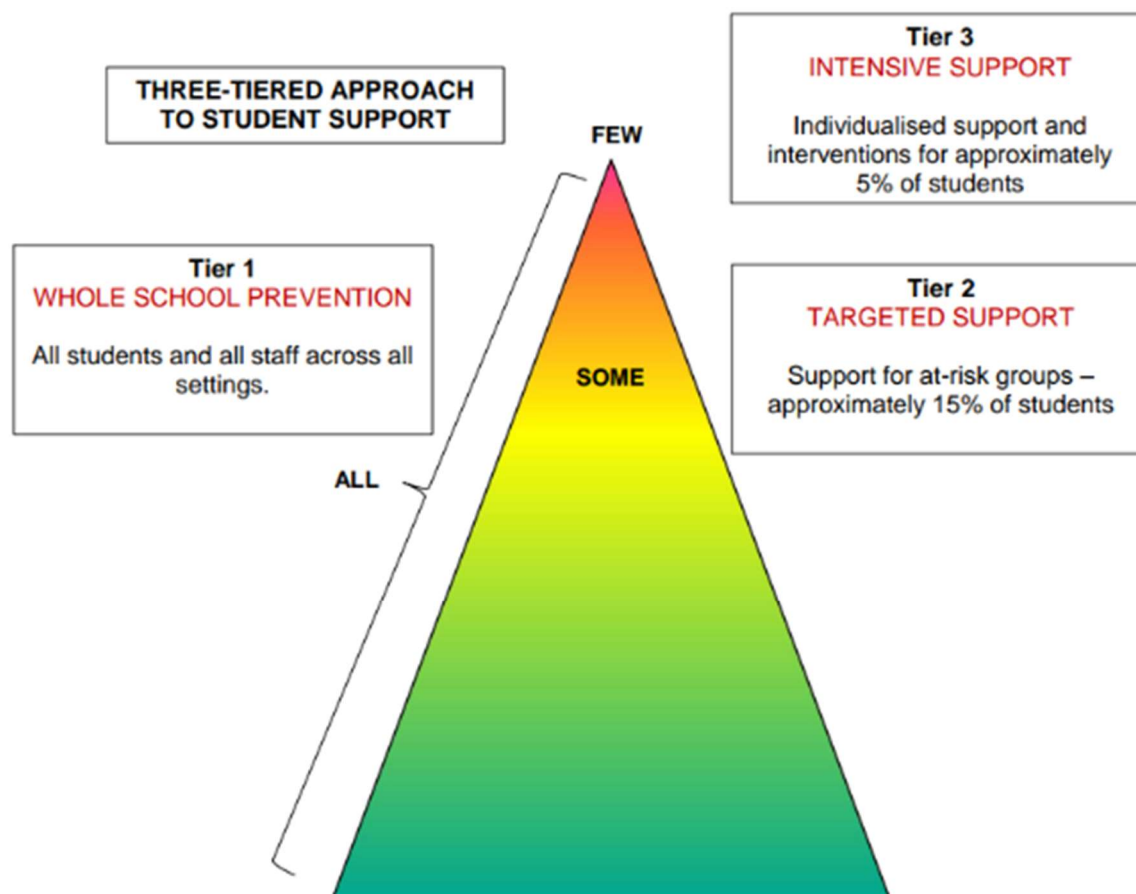
A culture that promotes learning



Multi-Tiered Systems of support

Capella State School uses multi-tiered systems of support (PBL) to support schools to improve social, emotional, behavioural and academic outcomes for students. Schools can use it to analyse and improve behaviour and learning outcomes, select evidence-based practices for student support and intervention and provide support to staff members in maintaining consistent and proactive school-wide and classroom systems and practices.

PBL provides a model of support for all students, consisting of 3 tiers of intervention. The tiers represent levels of intervention. They **do not** represent students and that language should never be used to describe a student, e.g. 'a red zone student'.



PBL Processes

At Capella State School, Positive Behaviour for Learning (PBL) implementation follows a systematic approach to fostering a positive school environment. The process begins with the establishment of clear, school-wide behavioural expectations, which are collaboratively developed by staff and communicated to students. These expectations are explicitly taught in classrooms and reinforced through lessons created by the team from behaviour data collected throughout the school year. Acknowledgment systems, such as rewards and recognition, are implemented to encourage positive behaviour. The PBL team meet fortnightly with staff, parents and PBL captains. Each year the PBL team conduct EBS (Effective Behaviour Supports), TFI (Tiered Fidelity Inventory), QEWS (Queensland Engagement and Wellbeing Survey) surveys to ensure we are effectively implementing PBL at Capella State School. Data is continuously collected and analysed to monitor the effectiveness of interventions and identify areas for improvement. Staff regularly review and refine strategies to ensure they align with the Personal and Social Capabilities of the Australian Curriculum, as well as the needs of the students, to create a supportive and inclusive learning environment.

Our school utilises the evidence based strategies on the Classroom Management HUB.

<https://learningplace.eq.edu.au/cx/resources/file/edbde06a-e129-4c06-a318-62e30acb519e/1/home.html>

Tier	Prevention Description
<p>Tier 1</p> <p>Differentiated and Explicit Teaching</p> <p>Prevent</p>	<p>Tier 1 'differentiated and explicit teaching for all students' is the critical foundation for PBL at Capella State School. Interventions are at the whole-school level and are provided to all students across academic, emotional and behavioural dimensions of learning. The focus of Tier 1 is on all students and staff across all settings - whole school, classroom and non-classroom settings.</p> <p>Examples of Tier 1 supports include:</p> <ul style="list-style-type: none"> • creating PBL YouTube videos fortnightly with staff and student input – played to the whole school during parade, and followed up with a lesson in the classroom • creating a fortnightly focus lesson which is aligned to the Australian Curriculum's Personal and Social Capabilities • visual reminders of fortnightly focus in all learning areas • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them. Our behaviour teaching matrix underpins our focus for targeted support. • asking students and their families for their perspectives on school climate, instruction, reinforcement, and PBL processes so improvements in Tier 1 continue frequently • staff participating in professional learning through our PBL team to ensure our students are supported with research-based approaches
<p>Tier 2</p> <p>Targeted and focused interventions</p> <p>Teach</p>	<p>Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions. The focus of Tier 2 is to reduce the number of existing students requiring additional support.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each child, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited

	<ul style="list-style-type: none"> interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need) <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>Tier 3 Intensive interventions</p> <p>Reinforce</p>	<p>Tier 3 or 'intensive' 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.</p> <p>It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing 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 has to be paid to Tier 1.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> PREVENT problem behaviour TEACH the student an acceptable replacement behaviour REINFORCE the student’s use of the replacement behaviour <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap around plan that includes personnel from outside agencies and rigorous problem-solving procedures. Children may need individual behaviour plans, or risk assessment management plans to support their participation in our school (see images below). Complex Case Management may be required for a small number of students which will usually involve including a range of stakeholders to ensure each child can succeed (case manager, classroom teacher, principal, guidance officer, SWD teacher).</p> <p>Our school uses a differentiated approach to our Positive Behaviour for Learning – ensuring each class has a range of prevention strategies, teaching strategies, and reinforcement strategies. The images below are examples of this differentiated support.</p>

Prevention strategy #1

Pre-correction

Ms Bright has taught the class the procedure for packing up. She notices several students have been leaving their desks messy. She develops a pre-corrective statement to prompt students. She remembers to phrase the statement positively, reminding the students of the steps to follow. She gets the attention of the class a few seconds before packing up and says:

It's almost time to pack up. Remember to check the area around your desk for any rubbish. If you see any, pick it up and put it in the bin. Ok, let's start our pack up routine.



behaviour.education.qld.gov.au

Teaching strategy #1

Teach and practise social skills

- | | |
|---------------------------------------|---|
| 1 Identify the skill to be taught | Waiting your turn in a whole class discussion. |
| 2 Define the context | Whole class lesson — teacher asking for ideas; waiting your turn is part of being respectful. |
| 3 Explain the key steps or components | Put your hand up and quietly wait for the teacher to call on you. |
| 4 Show how the skill is used | Model of correct hand raising/non example of snapping fingers or calling out; role plays. |
| 5 Practise | Teacher poses questions and students practise raising hand and waiting. |
| 6 Monitor | Teacher scans and moves around room, looking for students raising hands and waiting. |
| 7 Provide feedback | Teacher provides verbal acknowledgement for correct hand raising and reteaches, as required. |



behaviour.education.qld.gov.au

Reinforcement strategy #1

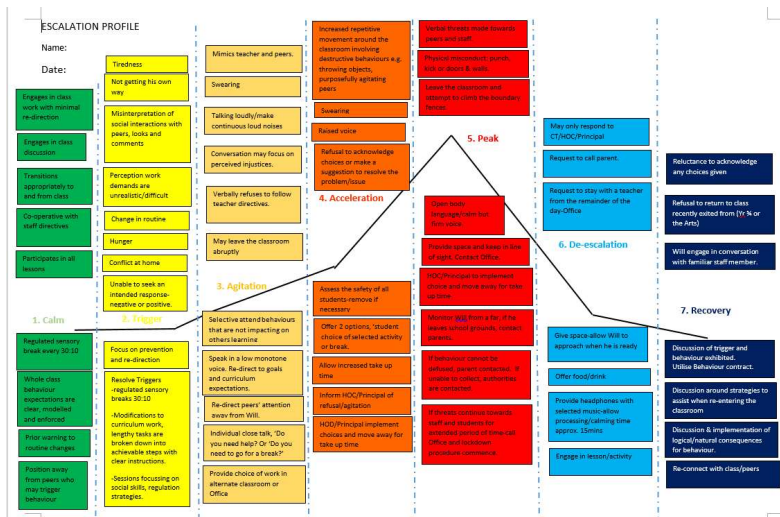
Targeted positive behaviour-specific feedback

Ms Van Zyl has noticed that Charlie is often slow to clean up after craft activities. She therefore reviews the steps in cleaning up with the class and pre-corrects everyone about tidying up just before the end of the activity. At the end of the craft activity Ms Van Zyl intentionally looks to see if Charlie has started and provides either a prompt or descriptive feedback. Initially the teacher provides positive feedback for every step attempted by Charlie. For example, 'I can see you've started to collect your materials — good job.' Over time Ms Van Zyl is able to wait until the end of clean up to provide feedback to Charlie or the entire class.



behaviour.education.qld.gov.au

<https://learningplace.eq.edu.au/cx/resources/file/edbde06a-e129-4c06-a318-62e30acb519e/1/static/cards-printing-instructions-1dfef4a554703a34c41bddc28068d87c.pdf>

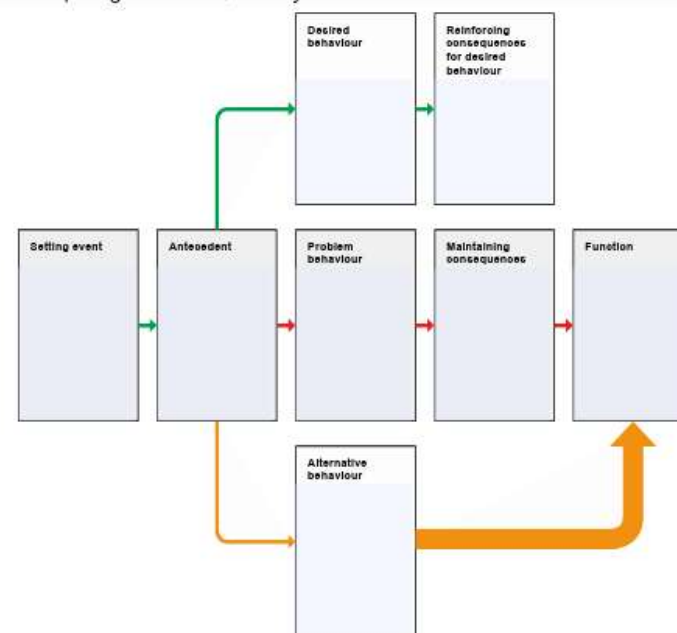


Individual Behaviour Support Plan

(Adapted from C. Bergmeier, 2002)

Student name:	
Meeting date:	
Action team members:	

Competing Behaviour Pathway



Date completed: _____

Page 1 of 3



Risk assessment – behaviour, safety and wellbeing

This tool will assist principals to determine the:

- level of risk to the safety or wellbeing of members of the school community; and
- likelihood the behaviour will adversely affect the good order and management of the school.

This process involves determining the level of risk associated with the behaviour and the potential impact or adverse outcome. In order to assess the level of risk, it is important to consider the available information including, but not limited to:

- information held by the school about the student and their previous disciplinary record;
- the known behaviour(s) of the student;
- the student's Individual Behaviour Support Plan (if they have one);
- the school's knowledge of the student's individual circumstances, including their family context;
- any information provided from the Queensland Police Commissioner to the Director-General; and
- the ability of the school to implement adequate controls and actions to reduce or manage the behaviour risk.

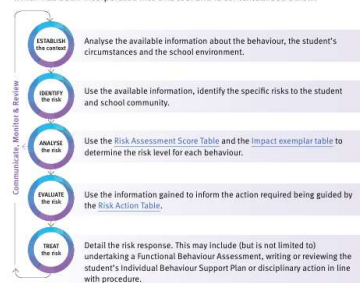
A risk assessment process is required prior to identifying an appropriate disciplinary response or intervention for students charged with or convicted of an offence; or are being considered for exclusion from certain or all state schools.

A risk assessment may also be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

Risk assessment process

The Enterprise Risk Management Framework outlines a risk assessment process which has been incorporated into this tool and is contextualised below:



Principals should complete the Risk evaluation form on page 7 and Responses for unmanaged identified risk on page 8 and ensure a signed copy is uploaded into the individual student's OneSchool Support record. Pages 2-6 provide guidance and instruction to complete the document.



Page 1
Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/procedure-student-discipline> to ensure you have the most current version of this document.

<https://behaviour.education.qld.gov.au/supportingStudentBehaviour/PositiveBehaviourforLearning/Documents/ibsp-template-1.pdf>
<https://ppr.qed.qld.gov.au/attachment/risk-assessment-behaviour-safety-and-wellbeing.pdf>
<https://behaviour.education.qld.gov.au/supporting-student-behaviour/intensive-support>

At Capella State School, we are the proud producers of a YouTube Channel. The PBL Team, with staff and students, create a video about the expected behaviour for the fortnight. This video, alongside the PBL lesson, teaches the expected behaviour and it is required that teachers watch this video with their class and continue the conversation around the behaviour expectation. These are posted on our school Facebook channel as well as the Capella State School YouTube channel.



Capella State School

@capellastateschool6481 · 82 subscribers · 164 videos

More about this channel ...more

Subscribed

Home

Videos



For you



We know what to do to have a great day at Capella State School!

204 views · 6 months ago



GRIT

71 views · 5 months ago



TEAM WORK MAKES THE DREAM WORK!! PBL FOCUS WEEK 7 & 8

49 views · 2 months ago



I am an engaged learner. Being th

22 views · 1 year ago

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [Student Wellbeing and Learning Framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life. Our Positive Behaviour for Learning team work alongside students to ensure student wellness is a priority.

Our success in building student wellbeing as a priority over the last 12 months has been evident in our student well-being data. Our school ensures a range of lunchtime programs are offered to children each day. Our school also ensures access to before school play and activities to build children's enjoyment and engagement across P-6.

Our school has sought funding for a Breakfast Club on our school site and provide fruit and sandwiches daily to our student population with a more formal breakfast club each Friday. We believe if children have all their basic needs met, they will be more successful in their learning at our school.

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](#).

PBL Lessons

Below is an example lesson plan, these are created and taught each fortnight.



CAPELLA STATE SCHOOL

PO Box 94, Capella Qld 4723
email: principal@capellass.eq.edu.au
email: absence@capellass.eq.edu.au

Phone: 4988 7111
Website: <http://capellass.eq.edu.au>

Principal: Christie Minns

We value a nurturing learning environment that supports every child to succeed.

Capability	Social management
Sub Element	Conflict resolution
Elaborations	<ul style="list-style-type: none"> -Listen to conflicting perspectives and apply strategies to calm situations -Practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict -Apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts -Practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict.
General Expectation	Students develop and apply strategies to prevent, defuse and resolve conflict to reach constructive outcomes.
Matrix connection	<ul style="list-style-type: none"> -Be safe -Be respectful
Context (Identify the setting (s) where the focus may occur)	<ul style="list-style-type: none"> -Inside the classroom -Playground/lunchtime
Introduction (Introduce the routine and why it is important)	<p>https://www.youtube.com/watch?v=16d0BgahVis</p> <p>Watch 'Bullying is Never OK!' video^^. The YouTube page has a huge range of videos↓.</p> <p>https://www.youtube.com/@BullyingNoWay</p>
Model (Teacher models examples)	<p>Teacher to go back of vocab used in video and clarify any misunderstanding or questions. (Some examples below)</p> <ol style="list-style-type: none"> 1. Mentally: How your brain thinks and feels. 2. Race: A group of people who share similar looks, like skin colour or facial features. 3. Cyberbullying: When someone is mean to others on the internet or through messages. 4. Emotionally: How your heart feels, like being happy, sad, or angry. 5. Alienated: Feeling lonely or like you don't belong. 6. Hurt: Feeling pain, either in your body or your feelings. 7. Excluded: Being left out of something, like a game or group. 8. Unempowered: Feeling like you can't do anything to change things. 9. Useless: Feeling like you can't help or do anything important. 10. Long-term effects: Things that happen later because of something that happened before. 11. Influence: When someone or something changes the way you think or act.

Specialised health needs

Capella State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support, for their health needs, whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that 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

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

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

Mental health

Capella State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. All mental health concerns are raised with our Students with Additional Needs (SWAN) team. The SWAN team consists of the Principal, Guidance Officer, Speech Therapist and Support Teacher for children with a disability.

Suicide prevention

Capella State School staff who notice suicide warning signs in a student should seek help immediately from the principal, school Guidance Officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

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

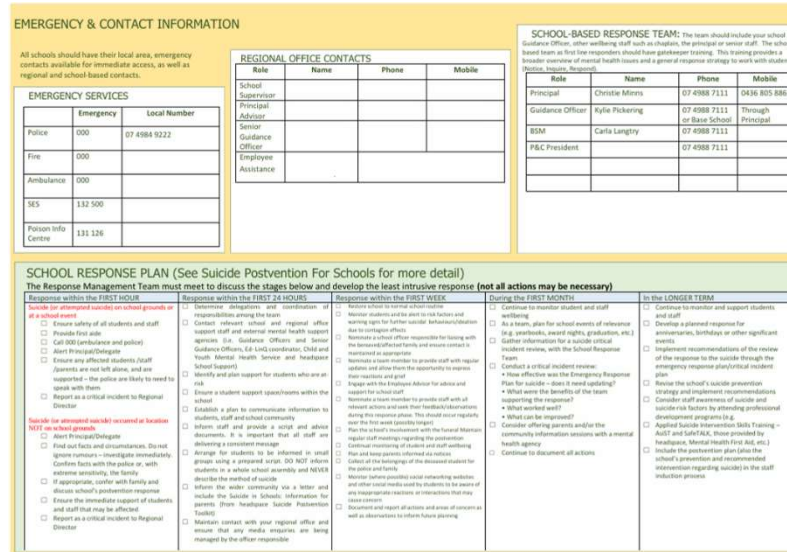
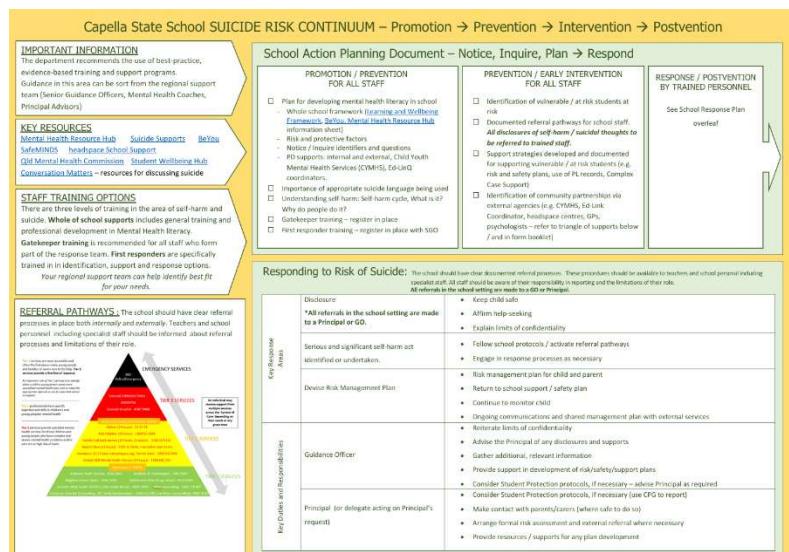
Where a suicide has occurred on school grounds or at a school event, Capella State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Students With Additional Needs (SWAN)

Capella State 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 Capella State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the SWAN team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal.



Students With Additional Needs (SWAN) Support Network

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. assists students with specific difficulties, acting as a mediator or providing information on other life skills. liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Curriculum	<ul style="list-style-type: none"> Supports implementation of Positive Behaviour for Learning (PBL). oversees curriculum planning to ensure every student has access to curriculum learning areas. ensures differentiation occurs in unit planning to support every student. ensures pedagogical practices are evidenced based to support every student. support students requiring intensive teaching with regular follow up with students and families.
SWD Teacher	<ul style="list-style-type: none"> provides information and referrals to support agencies as directed/ required. creates and develops individual behaviour plans and RAMPs for individual students in consultation with the SWAN team and families. ensures resourcing is directed towards student's individual needs. provides classroom support as required for individual or groups of students.
School-Based Nurse (on request by school)	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs. works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs <ul style="list-style-type: none"> provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
School Chaplain	provides small group and individual support as directed by the principal (parent permission obtained).
School Social Worker	provide individual support as directed by the principal.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisors, BUSHkids, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with Capella State School Principal or SWD teacher.

Whole School Approach to Discipline

Capella State 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.
- continually support staff members to maintain consistent school and classroom improvement practices.

At Capella State School we believe students need to be taught what is expected of them, student behaviour is a part of the overall teaching and learning approach in our school. 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 Capella State School Student Code of Conduct is an opportunity to explain the processes and procedures that we have adopted, in consultation with parents and students, and gain their support to implement a consistent approach to teaching behaviour. Our language and expectations of behaviour can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Our Capella State School Behaviour Matrix forms the foundation for the teaching of our Positive Behaviour for Learning expectations.

Capella State School Behaviour Matrix							
	All areas	Classroom	Eating areas	Toilets	Before and after school – all areas	Playground areas	Outside school activities
Be Respectful	<p>We use Polite and appropriate language</p> <p>We use Capella SS Common Courtesies</p> <p>We encourage and support each other</p> <p>We respond appropriately when given directions</p> <p>We respect the feelings of others</p>	<ul style="list-style-type: none"> • One speaker at a time • Respect your belongings and of others • Respect everyone's ideas • Be an active listener • Wait appropriately for your turn 	<ul style="list-style-type: none"> • Eat all of your food • Put your rubbish in the bin 	<ul style="list-style-type: none"> • Maintain the privacy of yourself and others • Use the soap and paper towel sensibly 		<ul style="list-style-type: none"> • Play fairly and take turns • Share toys and equipment 	<ul style="list-style-type: none"> • Follow bus procedures • Leave school grounds promptly • Follow supervisors' instructions at all times
Be Responsible	<p>We follow the school's dress code</p> <p>We keep our environment clean</p> <p>We are responsible for our own actions</p> <p>We get help for ourselves and others</p>	<ul style="list-style-type: none"> • Complete set tasks • Line up and wait quietly for the teacher • Have your tidy tray organised and ready for the day 	<ul style="list-style-type: none"> • Report issues to staff on duty as soon as possible 	<ul style="list-style-type: none"> • Use the soap and toilet paper appropriately • Report problems to staff • Flush the toilet after use 		<ul style="list-style-type: none"> • Lead by example • Learn and follow agreed game rules • Pack up on time 	<ul style="list-style-type: none"> • Park your bike or scooter in the bike racks • Follow all off campus activity, routines and expectations
Be a Learner	<p>We attend school every day</p> <p>We are ready to learn</p> <p>We are organised and follow instructions</p> <p>We are problem solvers</p>	<ul style="list-style-type: none"> • Actively engage in learning tasks • Follow book work expectations • Acknowledge that mistakes help us learn • Be cooperative with my peers • Acknowledge Zones of Regulation • Promote a Growth Mindset 		<ul style="list-style-type: none"> • Follow school hygiene practice 		<ul style="list-style-type: none"> • Participate in new games • Push yourself out of your comfort zone 	<ul style="list-style-type: none"> • Make the most of off-site excursion with a positive attitude
Be Safe	<p>We keep our hands, feet and all objects to ourselves</p> <p>We are sun safe</p> <p>We use all equipment appropriately as directed</p> <p>We stay in approved areas</p> <p>We practise good hygiene</p>	<ul style="list-style-type: none"> • Use equipment appropriately • Ask permission before leaving the room 	<ul style="list-style-type: none"> • Remain seated when eating • Wash hands before eating • Maintain a clean eating area • Only touch my food 	<ul style="list-style-type: none"> • Use the toilets for toileting only • Wash my hands with soap 	<ul style="list-style-type: none"> • Stay inside the before school area • Follow teacher's instructions 	<ul style="list-style-type: none"> • Wear your hat when playing outside • Use sand equipment appropriately • Stay inside the school grounds 	<ul style="list-style-type: none"> • Follow road rules • Walk across the road at crossings • Walk your bike or scooter at the back of the line • Lock up your belongings • Stay with a buddy or the group

Capella State School- Acknowledgement systems that encourage expected behaviours

To ensure that expected behaviour is acknowledged and encouraged, we use the following systems as a whole school:

Description	What	When	By whom	When	How many	Where
Verbal acknowledgment	Specific description of behaviour with approval/framed positively.	When a student and/or group is observed demonstrating an expectation.	All staff	Every day, every session	Unlimited, aiming for 5:1 ratio	Everywhere in school and all school events
Student of the Week	Certificate and pencil	For demonstrating a behaviour relating to one of the school values. This does not have to link to that fortnightly focus.	Classroom and specialist teachers (LOTE, Sport, Arts).	Once per week	One per class, including specialist teacher	Everywhere in school and all school events
Behaviour Specific Awards	Certificate and verbal acknowledgment on parade for children following the fortnight PBL focus.	For demonstrating a behaviour that relates for our PBL fortnightly focus.	All staff	When observed	Unlimited	Everywhere in school and school events.
Aussie of the Month	Certificate of achievement at the start of each month for demonstrating "Aussie" behaviours- including community service.	When a student displays community services above and beyond.	All staff	First parade of the month	10 times per year. 2 children selected each month.	Everywhere in school and school events.
Class DOJO	Electronic DOJO points	Frequent- Every session, whenever you see the four B's being displayed.	All Staff	Every day, every session	Unlimited	Everywhere in school and all school events
Body language encouraging	Smiling, thumbs up, affirmative nodding, pat on the back, high five etc.	When student is observed demonstrating an expectation.	All staff	Every day, every session	Unlimited, aiming for 5:1 ratio	Everywhere in school and all school events
Behaviour celebration- PBL	A culminating classroom celebration to acknowledge a successful term and encourage belonging.	Last day of each term.	Class teachers	Four times per year	N/A	N/A

Principal Awards	Certificate on assembly and morning tea with parents and principal	Week 10 of term	Classroom teachers	Four times per year	2 per a class per a term	At school assemblies
Positive Phone-SMS/ call/face-to-face conversation/email	A positive phone call/ SMS, face-face conversation/email to parents/carers.	When a student has demonstrated behaviour or effort relating to one of the school values.	All classroom teachers	Every child once per semester	Based on class size.	Positive Phone-call/SMS/ face-face conversation/email
Positive postcard	A positive postcard mailed to the students address located on OneSchool.	Demonstrating a behaviour relating to one of the school values: Respect, Responsibility, Being a Learner and Safety.	All Staff	Every child once per semester	Based on class size	N/A
Sports Award	A metal and name engraved on trophy.	An award presented to a student who has shown outstanding participation in school sport.	Sports Teacher and school admin	One a Year	Based on data – usually 1 student	End of year awards night
Alan Brown Memorial Sports House Spirit	Sporting House engraved on trophy.	Awards Night	All Staff	One a Year	Based on data- swimming, cross country, athletics.	End of year awards night
Patterson Cup	All Rounder Award	Awards Night	All Staff	One a Year	Based on data/ voted by all school staff.	End of year awards night
Catherine Bulger Memorial Bursary Dux	Dux Academic Award for Year 6	Awards Night	All Staff	One a Year	Year 6 A-E academic data.	End of year awards night
School Spirit Award	School Spirit Award	Awards Night	All Staff	One a Year	Based on data, community service entries on OneSchool, nominations and all staff vote.	End of year awards night



Capella State School
Behaviour Ladder

Exceptional- 4 DOJOS

Excellent- 3 DOJOS

Amazing - 2 DOJOS

Great- 1 DOJOS

Ready to learn

Prevent Teach Reinforce

**PREVENT
TEACH
REINFORCE**

**01
PREVENT**
What PREVENT strategies have you implemented?
Individuals/ Group/ Whole Class

**02
TEACH**
What TEACHING strategies have you implemented?
Individuals/ Group/ Whole Class

**03
REINFORCE**
What REINFORCE strategies have you implemented?
Individuals/Group/ Whole Class



To be used with The Zones of Regulation™ curriculum
Reproducible E

The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

© 2011 Think Social Publishing, Inc. All rights reserved.
From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

<https://zonesofregulation.com/>

Gold/ Silver/ Bronze- Behaviour Matrix- FLOW CHART

Each term our PBL team hosts a celebration day for our students. Participation in the event is for all students- including students below the expected standard of behaviour. As a PBL school we believe all children need to feel included in school wide events as a part of a community of learners. Children on D & E (Bronze) have individual behaviour plans and have had consequences for behaviour during the term. As a PBL school we do not believe in excluding children further on our celebration days.

Classroom teacher uses the Behaviour Matrix Criteria sheet for each child.

Classroom teacher uses OneSchool Dashboard – positive and negative behaviour and classroom monitoring data to ensure the criteria is complete using an evidence-based approach.



Teacher aides and Specialist Support Staff review the criteria sheets considering student behaviour in the playground or small group contexts using an evidence-based approach.



PBL team moderate behaviour levels across the school to ensure consistency of evidence and data. The PBL team create a master list of behaviour levels for each class. Principal has the final decision around behaviour level if there is a discrepancy.



PBL team transfer the data into OneSchool Positive Behaviour Records.

Children on Gold/ Silver/ Bronze (C) will have the positive behaviour recorded. Children who receive D or E levels will be supported with Individual Behaviour Support Plans.

On our PBL Celebration Day each term parents will receive an SMS image of their child on Gold/ Silver/ Bronze (C/D/E). Criteria sheets are kept for the semester to determine the overall behaviour rating for report cards. A- Gold, B- Silver, C-Bronze, D & E.

Alignment between the PBL Gold Silver Bronze Behaviour Matrix and Report Card comments will be consistent.



Capella State School Behaviour Matrix

Name _____ (Highlight a different colour for each term)

Year Level _____ Moderated Behaviour Level **Term 1** _____ **Term 2** _____ **Term 3** _____ **Term 4** _____

T1: Yellow T2: Green T3: Pink T4: Blue

EXTRA CURRICULA ACTIVITIES

- ☐ ANZAC Day – Term _____
- ☐ Peak Downs Sport – Term _____
- ☐ Capricornia Sport – Term _____
- ☐ State Sport – Term _____
- ☐ School Market stall attendance Term _____
- ☐ Maths Tournament _____
- ☐ Other Term _____

Behaviour	Above Expected Level								At Expected Level				Below Expected Level																							
	GOLD (G)				SILVER (S)				BRONZE (B)				BRONZE				BRONZE																			
	The student <i>independently in all settings for all members of staff</i>				The student <i>consistently in all settings</i>				The student <i>generally in all settings</i>				The student <i>sometimes in all settings</i>				The student <i>rarely in all settings</i>																			
	Classroom Teacher		Teacher aide (playground/small group support)		Principal/HoC/Spec. asst		Classroom Teacher		Teacher aide (playground/small group support)		Principal/HoC/Spec. asst		Classroom Teacher		Teacher aide (playground/small group support)		Principal/HoC/Spec. asst		Classroom Teacher		Teacher aide (playground/small group support)		Principal/HoC/Spec. asst													
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4												
	<ul style="list-style-type: none"> Gold level effort in all tasks in all key learning areas. Follows school rules and procedures in all settings for all staff members Attempts and adapts to new learning approaches – shows initiative in all settings Shows respect to other students and adults Listens to and follows adult directions the first time on all occasions Cooperates with the adults and other students Includes everyone and uses a range of High 5 Strategies to solve problems Demonstrates initiative (eg picks up rubbish without being asked) Follows school rules and procedures "even when no one is watching" No Negative OneSchool Entries >3 Positive behaviour entries on OneSchool per term. (Different members of staff). 				<ul style="list-style-type: none"> Silver level effort in all tasks across a range of learning areas- room for improvement in a few areas. Follows school rules and procedures in all settings Starts tasks promptly Copes with change Accepts responsibility for their behaviour Shows respect to others and their property Listens to and follows teacher directions Cooperates with the adults and other students Includes everyone No Negative OneSchool Entries +2 Positive Behaviour Entries on One School 				<ul style="list-style-type: none"> Bronze level effort across a range of learning areas -more effort required (may have rushed it to complete work) Follows school rules and procedures, but may occasionally require prompting in all settings Starts tasks promptly but may require scaffolding Copes with change Accepts responsibility for their behaviour, but may require reminders about self-control Shows respect to others and their property Listens and follows adults directions with occasional redirection Cooperates with the staff and other students 0-3 OneSchool Negative Behaviour entries per term 				<ul style="list-style-type: none"> Little effort to complete tasks Follows school rules and procedures with adult support and requires supervision in all settings Accepts responsibility for their behaviour, when prompted Needs reminders about maintaining self-control Listens to and follows teacher directions, with frequent redirection required Cooperates with the adults and other students, though reminders are needed about how to do it respectfully 3-5 One School entries Frequent contact with parents re behaviour referrals Individual Behaviour Support Plan recommended 				<ul style="list-style-type: none"> Zero effort - didn't try at all With adult support follows school rules and procedures requiring constant supervision and prompting in all settings Often distracts others from their learning Rarely accepts responsibility for their behaviour without support. Has difficulty demonstrating respect to others and property Requires frequent redirection to follow instructions Frequent and daily OneSchool entries Individual Behaviour Support Plan Risk Assessment Management Plan in place. 																			
	<p>Year 3-6 Only</p> <ul style="list-style-type: none"> Demonstrates leadership in all settings Involved in community and extra-curricular events representing Capella with pride Is a role model to their peers and younger students 																																			
	<p>Comments for Improvement:-</p> <table border="1"> <thead> <tr> <th>Term 1 Yellow</th> <th>Term 2 Green</th> <th>Term 3 Pink</th> <th>Term 4 Blue</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="height: 100px;"></td> </tr> </tbody> </table>																												Term 1 Yellow	Term 2 Green	Term 3 Pink	Term 4 Blue				
Term 1 Yellow	Term 2 Green	Term 3 Pink	Term 4 Blue																																	

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Learning

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents. Our school will provide you with a copy of our complaints management process at the start of each year.

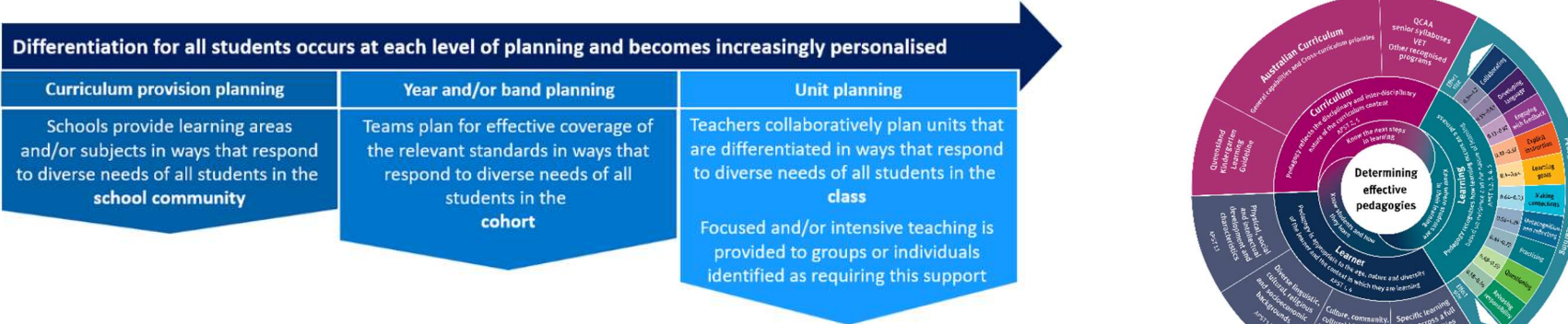
Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families. When required our school will seek legal support if comments are made that are inappropriate or defamatory.

Determining effective pedagogies Focused Teaching

Capella State 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 to respond.

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



[A whole school approach to differentiated teaching and learning – focused and intensive teaching in Prep to Year 10 flowchart](#) sets out how focused and intensive teaching is provided.

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is 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.

Every classroom in our school uses the PBL Behaviour Matrix, as a basis for developing behaviour standards. Using this matrix, the classroom teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. At Capella State School we also refer regularly to our Effort Meter, High Five Strategies and the Zones of Regulation.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Capella State School to provide focused teaching. Focused teaching is aligned to the Capella State School Behaviour 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.

Capella State School has a range of Student Support staff (SWAN team) 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:

- PBL lessons based on the Personal and Social capabilities from the Australian Curriculum
- Zones of Regulation
- Functional Based Assessment.
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group
- Community Service
- Letter of apology
- Token economy
- Reflection room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network (SWAN) for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned a case manager (usually the child's classroom teacher) at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- 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)

Legislative Delegations

Legislation

In this section of the Capella State 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](#)

Consequences for behaviour

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

The Positive Behaviour for Learning (PBL) framework supports schools to improve social, emotional, behavioural and academic outcomes for students. Capella State School uses tiered intervention supports; Tier 1 is a 'Universal' support. Interventions are at the whole-school level 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. Examples of Tier 1 supports include: explicit teaching of behavioural expectations and social-emotional competencies, clear boundaries in place, high rates of acknowledgement for expected behaviours, effective instruction and active supervision.

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 SWAN, behaviour referral (IBP), *see page 35*.

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.



Capella State School SWAN Referral Form

Complete this form and upload to OneSchool/Support/Referrals and Reports/Referrals.
Complete prompts with a brief summary and attach form. Press next. Record parent contact
and refer to Principal, Inclusion Teacher and Guidance Officer. Press next, then finish.

If you are concerned about the IMMEDIATE safety of a student, please report directly to the Principal.

REFERRER DETAILS		
Name: Click or tap here to enter text.	Date: Click or tap to enter a date.	
STUDENT DETAILS		
Name: Click or tap here to enter text.	Class: Click or tap here to enter text.	Year Level: Choose an item.
KEY AREA(S) OF CONCERN		
<input type="checkbox"/> Attendance	<input type="checkbox"/> Behaviour	<input type="checkbox"/> Communication
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Health/Personal Care	<input type="checkbox"/> Learning Environment
<input type="checkbox"/> Safety	<input type="checkbox"/> Social/Emotional Wellbeing	<input type="checkbox"/> Transition
<input type="checkbox"/> Other: Click or tap here to enter text.		

Previous discussion held with:

<input type="checkbox"/> Principal	<input type="checkbox"/> Inclusion Teacher	<input type="checkbox"/> Guidance Officer	<input type="checkbox"/> SLP	<input type="checkbox"/> HoSES
<input type="checkbox"/> HOD	<input type="checkbox"/> Social Worker			

Are there any known existing Personalised Learning Plans: Choose an item.

Does the student have a DDA: Choose an item.

Category: Choose an item. Level of Adjustment: Choose an item.

Parent Contacted Date: Click or tap to enter a date. Recorded on OneSchool: Choose an item.

What information have the parents/caregivers been able to provide regarding the student:

Click or tap here to enter text.

Class teacher referral checklist:

Teacher check	Tasks to be completed by the teacher PRIOR to attending SWAN Meeting	Evidence provided and brought to the SWAN Team
<input type="checkbox"/>	Observed the student and begun anecdotal records and collection of data.	<input type="checkbox"/> Anecdotal records provided <input type="checkbox"/> Data provided <input type="checkbox"/> Student work samples
<input type="checkbox"/>	C/T checked OneSchool for previous referrals and reports and plans. (Check under SUPPORT – Referrals and Reports and Sensitive Case Record)	<input type="checkbox"/> Referrals/Reports available <input type="checkbox"/> Complex Case management <input type="checkbox"/> ICP or PLP/R <input type="checkbox"/> SSR/Supporting Documents
<input type="checkbox"/>	Sought input on student's previous history – One School, Files, previous teacher	<input type="checkbox"/> SWAN Dashboard
<input type="checkbox"/>	Completed Teacher Observation checklist	<input type="checkbox"/> Teacher Observation Checklist Provided

Functional behaviour assessment (FBA) is a process for collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of an Individual Behaviour Support Plan (IBSP). Research has shown that interventions developed from an FBA are more likely to be effective in reducing rates of problem behaviour.

FBA aims to:

1. define behaviour in specific, observable and measurable terms
2. determine what aspects of the environment or situation contribute towards the behaviour
3. identify the consequences which maintain the behaviour.

Classroom/Teacher Observation

Please Provide a brief description of your concerns:

Click or tap here to enter text.

What support do you request in addressing your concerns?

Click or tap here to enter text.

Behaviour:

Organisation	Never	Sometimes	Often
Late arriving to School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Late to class from breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulties in bringing required equipment to school (eg. Laptop and lunch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequent over use of out of class passes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaving class without permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoidance of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inability to self-regulate emotional control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social/Emotional	Never	Sometimes	Often
Often looks worried/upset; may get very anxious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays poor self esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays impulsive behaviour – acts before thinking of the consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears to lack motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears to lack appreciation of non-verbal communication such as body language, facial expression or gesture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finds change in routine unsettling (eg. Unexpected changes, relief teacher, fire/lock down drills, special event activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requires support to follow class/school rules and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts poorly with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty in establishing friendship group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attention	Never	Sometimes	Often
Fiddles while listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requires frequent breaks from sitting and concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finds it difficult to sit still	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paces when talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Misses important information in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributes inappropriately to class discussions/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently requires prompts to complete tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disruptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distracted by visual stimuli and/or noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently seeks attention from adults and/or peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Differentiated

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

Prevention strategies

- Pre-correction
- Positive greetings
- Providing choice
- Modifying task difficulty
- Transition routine
- High probability requests
- Student self-monitoring
- Establish, maintain, restore
- Prompts
- Non-contingent attention
- Behaviour contract

Teaching strategies

- Teach and practise social skills needed to be successful
- Teach and practise academic skills to engage with tasks
- Teach a replacement behaviour

Reinforcement strategies

- Targeted positive behaviour-specific feedback
- Feedback on achievement of goals
- Privilege provided
- Tangible reward
- Consistent responses to behaviour
- Problem-solving conference
- Restorative chat

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group/individual
- Community Service
- Letter of apology
- Token economy
- Reflection room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network (SWAN), Bushkids and Social workers for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- 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 Capella State School, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from Capella State School may be invited to attend a re-entry meeting the day before their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

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

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g., Guidance Officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)

- drugs** (including tobacco and vaping devices)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g., fireworks, flares, sparklers)
- flammable solids or liquids (e.g., fire starters, mothballs, lighters)
- poisons (e.g., weed killer, insecticides)
- inappropriate or offensive material (e.g., racist literature, pornography, extremist propaganda).

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

Responsibilities

State school staff at Capella State School:

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

Parents of students at Capella State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the Capella State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk

- does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Capella State School

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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. 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 Capella State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

From Term 1 2024, all state school students must keep their mobile phones switched off and ‘away for the day’ during school hours.

- Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
- This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.
- Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity or have an approved exemption for medical, disability and/or wellbeing reasons.
- Students participating activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

- Your child can continue to bring their phone to school to communicate with you, their friends and employers outside of school hours.

'Away for the day' will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

As a parent or carer, you play an important role in supporting your child to engage with technology in safe and respectful ways. Parents can support schools to implement the 'away for the day' approach by:

- talking with your child about the requirement to have their phone switched off and away for the day, and/or notifications disabled on wearable devices
- using the school's preferred communication method to contact your child during the day, such as phoning the school office
- encouraging your child to report to a staff member in the first instance if they become unwell or experience an issue during the school day
- raising questions about the school's local implementation approach with school staff
- establishing routines at home to help your child balance their use of devices and screen time.

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel **to and from school**.
- make contact with parents, friends and part-time employers **outside of the school day** and,
- be contacted about **their own child or person under their care**.

Positive technology habits start at home. Setting early expectations around device use, and encouraging your child to reduce their screen will support them to have safe and positive online experiences. [A range of resources to support you can be found at this link.](#)

Capella State School refers to the [Advice for state schools on acceptable use of ICT facilities and devices](#). Student and parent ICT agreements also form part of the Student Code of Conduct.

Responsibilities (mobile phones)

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 Capella State School to:

- use school devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - 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 a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.
- ensure all **personal devices** (e.g., mobile phones and smartwatches) are to be dropped to the office on arrival and collected on departure.

It is **unacceptable** for students at Capella State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices or smartwatches at exams or during class assessment unless expressly permitted by school staff.

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 Capella State School Student Code of Conduct. In addition, students and their parents should:

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

Preventing and responding to bullying

At Capella State School, we use the Hi-five strategy when responding to bullying. High-five is an effective strategy that helps to develop problem-solving skills for students, it is a whole-school approach that can be used in the classroom, in the playground and for perceived bullying incidents.

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

While instances of bullying which occur online or outside of the school setting are not the direct responsibility of school staff, staff may find it appropriate to assist students and parents to take action and to ensure that the bullying does not present in the school setting.

The implementation of the Personal and Social Capabilities strand of the Australian Curriculum at Capella State School is integral to fostering a supportive and inclusive learning environment. This strand focuses on developing students' skills in self-awareness, self-management, social awareness, and social management, enabling them to build healthy relationships, work collaboratively, and make responsible decisions.

At Capella State School, the integration of these capabilities is achieved through a holistic approach embedded across all learning areas. Teachers incorporate lesson and discussions that promote empathy, resilience, and ethical decision-making into fortnightly lessons.

The school's commitment to the implementation of the Personal and Social Capabilities strand is also evident in its emphasis on well-being and mental health. Regular in-class mindfulness sessions, positive behaviour reinforcement, and a supportive system ensure that students feel valued and understood. Through these practices, Capella State School nurtures well-rounded individuals who are not only academically proficient but also emotionally intelligent and socially responsible, preparing them for the complexities of life beyond the classroom. This comprehensive approach underscores the school's dedication to the holistic development of each student.

.





Capella State School

When you need a hand...



USE YOUR **HIGH FIVE!**



Cyberbullying

Cyberbullying is treated at Capella State 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.

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 Capella State 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 school principal.

Capella State School - [Cyberbullying response flowchart for school staff](#)

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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network (SWAN) 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 Capella State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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](#).

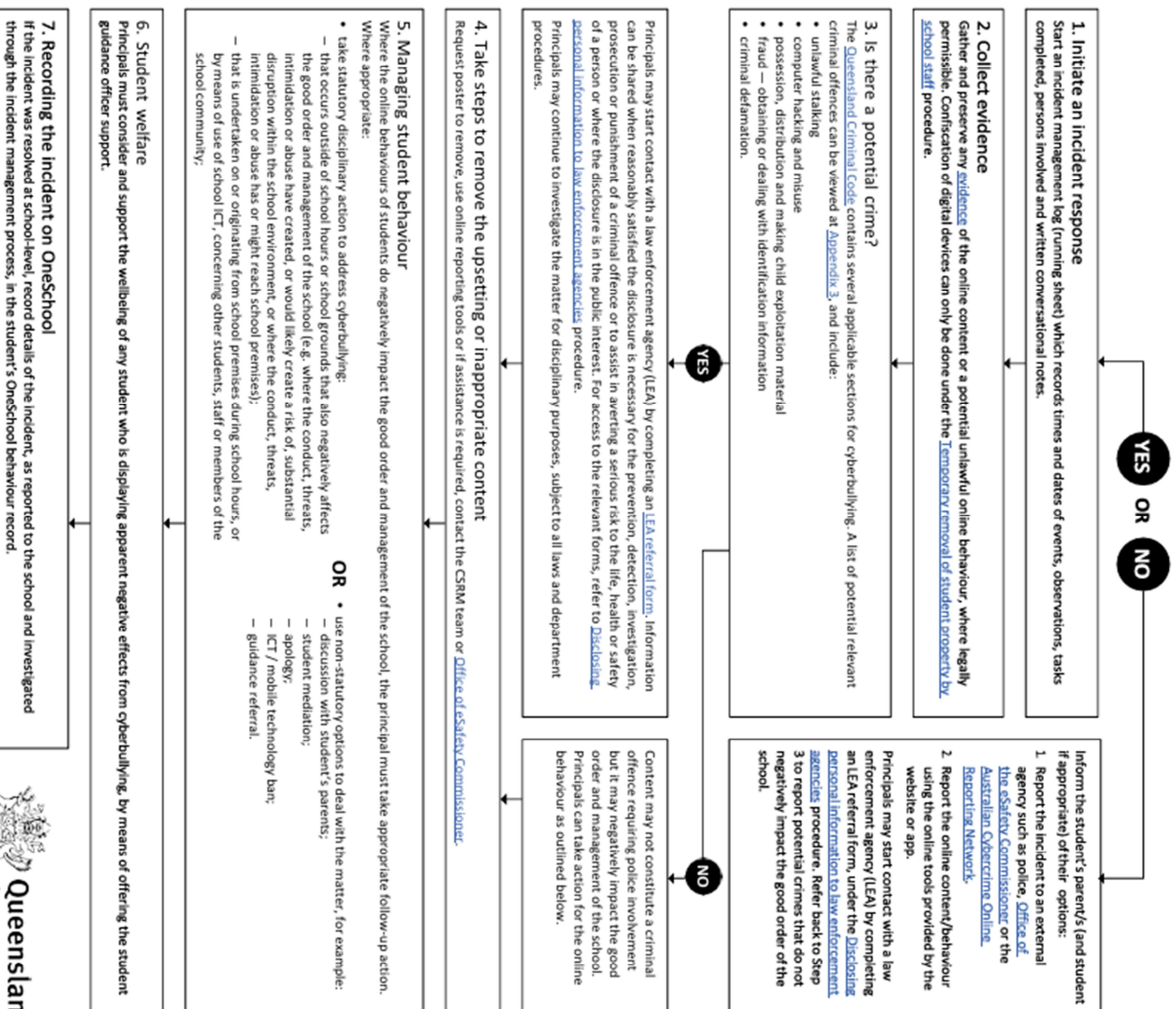
Explicit images

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, submit a request to remove harmful online content through the Services Catalogue Online. For further support, contact the CyberSafety and Reputation Management team on 3034 5035 or email CyberSafety@qed.qld.gov.au.

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



Capella State School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Capella State 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.

Capella State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Capella State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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.

Restrictive Practices

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

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

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

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

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

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

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible. Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices. All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only) LINK BROKEN
- [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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

3. External review: contact a review authority

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

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

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