



Jamboree Heights State School

Student Code of Conduct 2026-2029

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Purpose

Jamboree Heights State School – Student Code of Conduct

At Jamboree Heights State School, we are committed to creating a learning environment that is safe, respectful, and supportive—where every learner and staff member feels valued and able to succeed.

Our school community embraces the expectations of being **Safe, Respectful, and Responsible Learners**. These values guide all aspects of school life and help ensure that every learner can reach their full potential.

Our goal is to develop learners who are happy, confident, and self-managed individuals—capable of making positive choices and becoming socially responsible citizens.

This *Student Code of Conduct* outlines the high standards of behaviour we uphold to support effective learning and teaching. It ensures all learners have the opportunity to participate positively and contribute to a caring, inclusive, and productive school community.

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Endorsement

Principal Name:	Kathy Canavan
Principal Signature:	
Date:	15.06.2026
P/C President and-or School Council Chair Name:	Rebecca Dove
P/C President and-or School Council Chair Signature:	
Date:	15.06.2026

Principal's Foreword

Introduction

Jamboree Heights State School has a long and proud tradition of providing high quality education to students from the Centenary Suburbs of Western Brisbane Queensland.

We all have different beliefs, expectations and experiences, so there are inevitably going to be times where conflicts or disagreements occur in schools. How we handle those conflicts can make a significant difference to the learning and development of our students and the positive environments we aim to foster. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

At Jamboree Heights State School our core expectations aim to help 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 communities need now and in the future.

We are:
Safe
Responsible
Respectful
Learners

Safe	for self and others within the classroom and playground
Responsible	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
Respectful	act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
Learners	we are all learners, within the classroom and the playground

We believe positive, respectful behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of smart devices 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.

I thank the students, teachers, parents and other members of the community for their work in bringing this Jamboree Heights State School Student Code of Conduct together over the last six months. 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.

Warm regards

Kathy Canavan
Principal

&C Statement of Support

As President of the Jamboree Heights State School P&C Association, I am pleased to support the Jamboree Heights State School Student Code of Conduct.

The Code of Conduct has been developed through a thorough and transparent consultation process led by Mrs Ivory-Lisle and the Behaviour Committee, with opportunities for parent and community input. Parent awareness and engagement are important in helping all adults work together to support students to meet the school's behavioural expectations.

We encourage all parents and carers to familiarise themselves with the Student Code of Conduct and to take time to discuss the expectations with their children, including any support they may need to be successful at school. We also encourage families to review the information outlining the school's processes for supporting students who experience bullying.

Bullying is a serious issue that can have significant impacts on young people. It is important that students and families understand what to do if bullying occurs, including situations involving online or digital communication. The school has clear processes and supports in place, and families are encouraged to contact the school for guidance or assistance if concerns arise.

With the support of families, we can work in partnership with school staff to maintain a safe, respectful and supportive learning environment where all students are able to thrive and meet their individual social and learning needs.

Mrs Bec Dove
President – Jamboree Heights State School P&C Committee

Consultation

The consultation process used to inform the development of the Jamboree Heights State School Student Code of Conduct occurred across the following phases.

Phase One: A series of internal meetings with staff were held between December 2025 to March 2026. Examinations were conducted using a range of student data sets including OneSchool Behaviour Records, timeout records, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

Phase Two: In term 1 2026, PBL consultation occurred with our school's wider Behaviour Committee, Year Level Co-ordinators and all staff across assigned meeting times. This consultation included feedback and respond sessions to draft internal and external matrices considering key school values and their associated expectations.

Phase Three: A draft Student Code of Conduct was prepared and distributed to a small Parent Group and was then tabled for comment to the P&C Association meeting in June 2026 for endorsement. The P&C Association unanimously endorsed the Jamboree Heights State School Student Code of Conduct for implementation in 2026.

Phase Four: The final version of the document was produced in June 2026. Sharing of the document with staff, students and the wider school community will occur throughout semester one 2026 and continue to be implemented until a review is required in 2027.

Review Statement

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

Data Overview

Jamboree Heights State School uses a range of reliable, system-generated and school-based data sources to monitor student learning, wellbeing, engagement and school performance. These data sources support evidence-based decision making, inform school improvement priorities and provide transparent reporting to the school community.

The primary data sources used include:

- OneSchool
- Student, Parent and Staff Opinion Survey
- Attendance and Engagement Data
- Behaviour and Wellbeing Data
- Student Achievement Data

All data is managed in accordance with Department of Education policies and privacy requirements. Individual student information is protected, and where small cohort sizes may risk identification, data is reported in narrative form rather than detailed tables.

Through the ongoing collection and analysis of multiple data sources, Jamboree Heights State School ensures decisions are responsive, targeted and focused on improving student outcomes, safety and wellbeing.

Our current data indicates that the majority of students attend regularly, feel safe at school and experience positive relationships with peers and staff. School disciplinary absences remain low and are primarily associated with isolated behavioural incidents rather than ongoing concerns. Where behavioural issues occur, the school prioritises early intervention, restorative practices and targeted support to help students successfully re-engage in learning.

At Jamboree Heights State School, student wellbeing is proactively supported through a whole-school approach that includes:

- Positive Behaviour for Learning (PBL) expectations and recognition systems
- Explicit teaching of social and emotional skills
- Access to tier three support systems (including but not limited to: Guidance Officer, Speech and Language Pathologist and the school Psychologist)
- Intensive Support models – documented within individual support plans
- Strong partnerships with families and external support agencies

Parents and carers are encouraged to engage with the school regarding their child's progress and wellbeing. Information about accessing student records, reports and timetables is available via the Queensland Government website: <https://www.qld.gov.au/education/schools/information/contact/pages/accessing>

Learning and Behaviour Statement

At Jamboree Heights State School, we believe children learn best when they feel safe, supported, valued and connected. Our goal is to create a positive school environment where:

- Every student feels a strong sense of belonging
- Social, emotional and academic learning are maximised
- Expected behaviours are clearly taught, modelled and celebrated
- Students develop the skills to take responsibility for their own behaviour

At Jamboree Heights State School, our shared expectations guide everything we do. We are committed to creating a positive, inclusive and supportive learning environment where every member of our school community strives to be:

- **Safe:** *We make choices that protect the wellbeing of ourselves and others. We follow school procedures, use equipment appropriately, and contribute to a secure and supportive environment where everyone feels physically and emotionally safe.*
- **Respectful:** *We treat others with kindness, courtesy and consideration. We value diversity, listen to different perspectives, use positive language, and care for our school, our community and our environment.*
- **Responsible:** *We take ownership of our actions, behaviour and learning. We come prepared, follow instructions, meet expectations, and make positive choices that support our personal growth and the wellbeing of others.*

To support this key agenda, our school uses Positive Behaviour for Learning (PBL) as the foundation of our approach to wellbeing and behaviour.

What is PBL?

Positive Behaviour for Learning (PBL) is a whole-school, evidence-based framework used across Queensland schools. Rather than focusing only on correcting behaviour, PBL focuses on:

- Teaching behaviour just like we teach reading or maths
- Preventing problems before they occur
- Recognising and reinforcing positive choices
- Supporting students when they need extra help

Through PBL, we explicitly teach our school behaviour expectations in all settings (classrooms, playground, online, transitions and special events). Students learn what the expectations look like, sound like and feel like, and they receive regular encouragement and recognition when they demonstrate them.

A Consistent and Supportive Approach

We understand that every child is unique and comes to school with their own experiences, strengths and needs. Our role is to:

- Teach and model expected behaviours consistently
- Respond calmly and fairly when challenges occur
- Work with families to support each child's growth
- Focus on learning and improvement, not punishment

Our approach is proactive and supportive, helping students build the skills they need for success at school and beyond.

Multi-Tiered Systems of Support (MTSS)

Jamboree Heights State School uses a Multi-Tiered System of Support (MTSS) within our PBL framework. This ensures that all students receive the level of support they need.

Tier 1 – Universal Support (for all students)

This is the foundation of our school culture. All students receive:

- Explicit teaching of school behaviour expectations
- Regular social–emotional learning through PBL weekly lessons
- Consistent routines and clear expectations across the school
- Positive recognition for demonstrating expected behaviours
- Refresher lessons throughout the year
- Opportunities for students and families to provide feedback about school wellbeing

Tier 2 – Targeted Support (for approx. 15%)

Some students may need additional support for a period of time. This may include:

- Small group social skills or emotional regulation programs
- Check-in/check-out or mentoring systems
- Additional practice and reinforcement of school expectations
- Support from specialist school staff
- Refined and adjusted behaviour response plan

These supports build on Tier 1 and are designed to help students get back on track quickly and confidently.

Tier 3 – Intensive Individual Support (for approx. 5%)

A small number of students may need highly individualised support. This may involve:

- Intensive Individual Behaviour Support Plans – with wrap around support systems
- Functional Behaviour Assessments (understanding the reasons behind behaviour)
- Strategies to:
 - Prevent challenges
 - Teach replacement skills
 - Reinforce positive behaviour
 - Reduce the rewards for problem behaviour
- Collaboration with families and, where appropriate, external specialists or agencies

These plans are carefully monitored and adjusted to ensure the best outcomes for each student.

Partnering with Families

Strong school–home partnerships are essential to student success. We encourage parents and carers to:

- Talk with their child about school expectations
- Celebrate positive behaviour at home
- Contact the school if concerns arise
- Meet with staff or the Principal if they would like to discuss behaviour support in more detail

Together, we can help students develop the confidence, resilience and responsibility they need to thrive.

At Jamboree Heights State School, PBL helps us create a calm, predictable and positive environment where every child can feel safe, learn well and be their best.

Consideration of Individual Circumstances

At Jamboree Heights State School, staff consider each student's individual circumstances when teaching behavioural expectations, responding to inappropriate behaviour, and determining appropriate consequences. This includes consideration of factors such as a student's behavioural history, disability, mental health and wellbeing, cultural and religious background, home environment, and care arrangements.

Recognising individual circumstances means that our teaching approaches, the supports we provide, and our responses to behaviour may vary from student to student. This reflects our commitment to equity — ensuring every student receives the support they need to be successful. Equity does not mean treating all students the same; rather, it means responding to individual needs. For example, some students may require additional support to understand expectations, while others may benefit from increased opportunities to practise appropriate skills and behaviours. In some cases, particular disciplinary consequences may be inappropriate or ineffective due to factors such as complex trauma or family circumstances. These considerations inform both behaviour instruction and responses.

School staff are also legally required to respect and protect the privacy and confidentiality of all students. While we understand that students, staff, and parents may have concerns about behavioural incidents, the school is unable to disclose or discuss disciplinary actions relating to another student with anyone other than that student's family. This applies even when an incident, such as bullying, involves your child. Please be assured that all behavioural matters are taken seriously and managed appropriately. We ask that parents and students respect the privacy of other students and their families.

If you have concerns about the behaviour of another student, or about the school's response to a behavioural matter, please contact the school to arrange a meeting with the Principal.

Student Wellbeing

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and learners can have on learners' academic and social outcomes. As part of the whole school's curriculum at Jamboree Heights State School, we provide age-appropriate Life Education programmes for Prep-6; Sexual Health and Relationships for students in Year 5-6 and Online Safety Sessions for students in Year 1-6.

Policy and expectations

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

Sexual Health and Relationships

Jamboree Heights State School implements a Sexual Health and Relationships Program for all students in Years 5-6. This program is provided by an outside professional service *Life Education*. This program teaches learners all about healthy relationships - respect, empathy, values, ethical decision making. It also explains the physical, emotional and social changes that occur during puberty.

Specialised health needs

Jamboree Heights State School works closely with parents and trained nurses from Mount Ommaney Special School to ensure learners 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 learners with specialised health needs, that staff are aware of the learner's medical condition and that an appropriate number of staff have been trained to support the learner's health condition.

Medications

Jamboree Heights State School requires parent or carer 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.

Jamboree Heights 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

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

Student Support Network

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

Students can approach any trusted school staff member at Jamboree Heights State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact Mrs Kathy Canavan on the school phone number.

Role	What they do
Deputy Principals	• leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need. • coordinate transition to secondary for students moving from Year 6 to Year 7
Psychologist	• professional knowledge of psychological interventions and treatments to deliver appropriate and tailored therapeutic intervention to supports students' mild to moderate mental health concerns
Guidance Officer	• 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 • referrals to external mental health providers • 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.
-Registered Nurses (Mount Ommaney Special School) -Speech Pathologists -Occupational Therapists -Physiotherapists -Advisory Visiting Teachers	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Line Managers (Deputy Principals/HOC/Head of Student Services)	• responsible for student welfare at each year level • provides continuity of contact for students and their families through the seven years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the classroom teacher, year level and school.

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

Whole School Approach to Discipline

Our school uses a proactive, inclusive approach to discipline that supports positive behaviour, wellbeing and learning. We recognise that behaviour is part of child development and that students learn best in safe, supportive and respectful environments. All staff are responsible for creating positive classrooms by teaching expectations, building strong relationships and responding to behaviour consistently and calmly.

Teachers support student participation, manage learning effectively, address challenging behaviour appropriately, maintain student safety, and promote safe and responsible use of ICT. These expectations align with the Australian Professional Standards for Teachers.

We work in partnership with parents and carers, maintaining clear communication and involving families in planning and support when concerns arise. When responding to behaviour, the school considers each student's individual circumstances, including behaviour history, disability, mental health and wellbeing, cultural or religious needs, and home context. Supports and adjustments are recorded in OneSchool, including Personalised Learning and Support Provisions, to ensure consistent and informed responses. Our approach focuses on prevention, early support and teaching positive behaviour. The following flow chart guides staff through a decision making process when reactively responding to incidents that occur. This flow chat was developed in consultation with staff, students and members of the wider school community.



Jamboree Heights State School

PBL Matrix – Internal

Setting	We are Safe	We are Responsible	We Respectful	We are learners
	We use the 'High Five' to Resolve Conflict			
Classroom	• Enter classrooms only with permission and when a staff member is present • Walk and move sensibly and safely around the classroom • Use furniture and equipment safely	• Apply best effort in all set tasks • Work productively when completing independent and group tasks • Be an active group participant • Be organised and prepared to learn	• Listen to and follow instructions promptly • Respect everyone's right to learn and engage • Practise active listening and communicate positively • Raise your hand to speak at appropriate times • Respect yourself, others and property • Value everyone's contributions and opinions • Show kindness to all • Take your hat off indoors	
Technology	• Report anything that makes you feel unsafe • Keep passwords safe and to yourself • Keep personal details private and avoid oversharing • Keep iPads and Laptops in designated area • Staff permission must be granted to take and share photos/videos	• Use school technology/resources for educational purposes • Only access online content or apps that a teacher has permitted • Staff permission must be granted to take and share photos/videos/content • Store and look after iPads appropriately • Report anything that makes you feel unsafe / damaged property • Bring iPads fully charged and working everyday	• Listen to and follow instructions promptly • Communicate positively and respectfully when online through permitted forums • Staff permission must be granted to take and share photos/videos • Only use your own device unless given prior permission from a staff member	
Library	• Enter library only with permission and when a staff member is present • Walk and move sensibly and safely around the library • Use library furniture, equipment and games safely	• Come to lessons prepared, with books, library bag and iPad (where requested) • Ensure books are returned or renewed by the due date • Notify library staff if a book is lost or damaged • Keep books safe and protected in a library bag or red home folder • Use library technology / online resources only as permitted by library staff	• Listen to and follow instructions promptly • Take your hat off indoors • Communicate respectfully to all library staff and volunteers	
Music	• Enter music room only with permission and when a staff member is present • Use musical equipment correctly • Move around the classroom safely	• Do your best, listen to feedback to improve • Join in all musical activities • Listen when someone is performing or talking • Follow instructions	• Listen to and follow instructions promptly • Respect everyone's efforts in performances and contributions to class discussion • Listen when others are talking, singing or playing instruments • Take your hat off indoors	
HPE	• Walk carefully down the steps to oval • Use equipment safely	• Come prepared with hat if outdoors and water bottle on a hot day	• Listen to and follow instructions promptly	

	• Listen to and follow instructions • Interact with others safely	• Be an active participant • Pack up any equipment used and return to its rightful location	• Treat others and equipment with respect • Cooperate with others • Follow the rules • Be inclusive • Show positive sportsmanship	
Other indoor learning spaces	• Enter space only with permission and when a staff member is present • Walk and move sensibly and safely around the space • Use furniture and equipment safely	• Follow instructions in a timely manner • Show active engagement and participate when appropriate • Keep area organised	• Listen to and follow instructions promptly • Respect everyone's right to engage • Practise active listening • Raise your hand to speak at appropriate times • Respect yourself and others • Value everyone's contributions and opinions • Show kindness to all • Take your hat off indoors	
Office	• Enter space quietly • Sit and wait to speak to a staff member • Walk and move safely around the space • Listen to and follow staff member directions	• Listen to and follow staff member directions • Make responsible choices • Be truthful and accept actions have consequences • Ask for help when needed • Persistence, resilience and confidence in all that you do • Remember the school motto: 'Learning for Life'	• Listen to and follow instructions promptly • Use courteous manners and polite language • Be seated, be quiet, be calm • Take pride in yourself and your school • Take your hat off indoors	
Sick bay	• Drop off patient and return to designated area • Ensure staff member aware you've been sent to sick bay	• Ensure you have a 'Sick Bay' card before entering • Use sick bay for genuine health needs only	• Listen to and follow instructions promptly • Use courteous manners and polite language • Take your hat off indoors	



Jamboree Heights State School

PBL Matrix – External

Setting	We are Safe	We are Responsible	We Respectful	We are learners
	We use the 'High Five' to Resolve Conflict			
All Areas	• Listen to and follow adult directions • Know and follow the school expectations and rules • Show care and concern for yourself and others • Walk safely from place to place • Remain in staff supervised areas • Follow safety drill procedures • Kind hands and feet at school	• Listen to and follow adult instructions • Make responsible choices • Be organised and prepared for all classes • Attend each day and arrive on time - EVERY DAY COUNTS • Take care of our school environment • Be truthful and accept actions have consequences • Be responsible for what you pack in your bag • Set goals • Always do your best • Ask for help when needed • Persistence, resilience and confidence in all that you do • Remember the school motto: 'Learning for Life'	• Use courteous manners and polite language • Be friendly, kind and helpful • Take pride in yourself and your school • Wear the school uniform proudly • Take care of your own, others' and school property • Listen to and follow adult directions	
Eating Areas	• Use a quiet voice while in eating area • Know the routines around lining up at the end of play • Know the expectations of your eating area • Walk on cemented areas	• Only eat your own lunch • Tidy your area and place your rubbish in the bin • Keep your body fuelled and hydrated	• Respond to instructions respectfully • Engage in polite conversation • Wait patiently until staff member dismisses you for play • Raise hand and wait to be released	
Play Areas	Playgrounds • Use the HIGH FIVE to resolve conflict • Walk to your play area when directed • Participate in school-approved games only • Always wear a hat and shoes • Play in your own year level areas • Engage in safe play at lunchtimes • Follow the rules of the game or play space • Wait at tennis court/MPC gate for an adult before entering • Only enter through MPC main doors if instructed by a staff member	Playgrounds • Use the HIGH FIVE to resolve conflict • Report dangerous/ harmful play • Use equipment for its correct purpose • Move efficiently to designated area on bell • Seek staff member on duty for assistance if required • Borrow and return equipment to its rightful place	Playgrounds • Use the HIGH FIVE to resolve conflict • Take turns and cooperate when playing • Show positive sportsmanship • Use appropriate, social language • Show care and concern towards your peers	
	Oval/Grassed Area • Use the HIGH FIVE to resolve conflict • Wait for a teacher at top of stairs before entering oval • Walk down stairs to access oval • Always wear a hat and shoes • Participate in school-approved games only • Engage in safe play at lunchtimes • Follow the rules of the game	Oval/Grassed Area • Use the HIGH FIVE to resolve conflict • Return sports equipment • Use designated year level areas • Use equipment for its correct purpose • Report dangerous/harmful play • Seek staff member on duty for assistance if required • Borrow and return equipment to its rightful place	Oval/Grassed Area • Use the HIGH FIVE to resolve conflict • Follow sporting rules • Show positive sportsmanship • Be kind and allow others to play	
Toilets	• Leave toilets clean for others • Wash hands with soap and water • Place toilet paper in the toilet	• Use toilet for its purpose • Report any hazards/ misbehaviour • Flush the toilet	• Respect others' privacy • One person in each toilet cubicle and close the door	
To & From	• Know how you are getting home • Travel directly to and from school	• Stay seated in moving vehicles including buses • Wear safety equipment (helmet)	• Follow bus rules • Be courteous to public	

	• Tell an adult if you feel unsafe • Use the school crossings / cross at lights • Know and obey the road rules	• Wear a seatbelt	• Wear full uniform with pride when out of school by following school expectations
Before/ After school	Prep • Preps may be brought and collected by a known adult, signed in and out (Semester 1) • Preps brought and collected by a known adult (Semester 2) • Preps may be brought and collected by an older sibling (Year 4 and above – Semester 2) • Use playgrounds and obstacle course only when supervised by school and OSHC staff		
Before/ After school	Year 1-6		
	• Dismount and walk your bike/ scooter on school grounds • Wait under the Junior Shed covered area with your school bag • Use playgrounds only when supervised by OSHC staff • Know and apply the road rules • Know the routines for the Pick-up zone and OSHC • All phones and smart watches signed in before and after school • All iPads and devices are to be in school bags	• Go to Junior Shed covered area upon arrival and sit in designated year level area with your hat on and bag (buildings and bag racks out of bounds) - (before school) • Wait to be dismissed by an adult • Complete homework given by Teacher • Move to OSHC, Pick-up zone or designated area immediately • Permitted to wait with own parent / carer	• Listen to the adults on duty • Sit quietly while waiting for parents/guardians
Online	• Report anything that makes you feel unsafe • Keep passwords safe and to yourself • Keep personal details private and avoid oversharing • Only use apps directed by school staff	• Use school technology/resources for educational purposes • Only access online content that is age appropriate • Use technology to enhance your learning • Permission must be granted to take and share photos/videos • Teacher permission must be given to share content/photos/videos	• Communicate positively and respectfully when online
Off-site school activities	• Wear correct school uniform or wear appropriate sun safe clothing • Be sun safe • Listen to and follow directions from all adults • Stay seated and quiet on transport • Keep all parts of body in the vehicle • Stay with your buddy and group • Use equipment safely • Adhere to school and community expectations	• Care for your belongings • Stay on task • Help pack/unpack and carry equipment • Accept umpires' decision as final • Follow teachers or coaches' instructions • Active participation	• Listen to and follow instructions from all adults • Display good sportsmanship • Show kindness to all • Care for the environment • Treat opponents and team mates with respect • Be courteous to the public • Be inclusive of all people • Be mindful of your peers
Pool	• Must be with a staff member to enter the pool area • Always walk in pool area • Enter feet first unless told by a staff member / swim coach • Always swim with staff member present and supervising • Follow staff member / swim coach instructions immediately • Keep your hands and feet to yourself in and out of the water • Keep head above water unless instructed • Be sun safe	• Come to swimming pool with all required equipment • Keep track of your belongings • Use change rooms appropriately • Leave the pool area only when given permission	• Listen to and follow adult instructions • Respect other people's right to privacy • Use quiet voices in change rooms • Share equipment and take turn in lanes • Return borrowed items / equipment to its rightful place
Tuckshop	• Only eat the food you've purchased • Walk when collecting and returning tuckshop box • Keep hands, feet and food to yourself	• Only spend your money at the tuckshop • Bring an appropriate amount of money to spend at the tuckshop • Eat tuckshop in your designated eating area	• Stand in designated line-up areas • Wait your turn • Use courteous manners and polite language to everyone • Keep noise levels low



Jamboree Heights State School

Examples of Minor and Major Behaviour

Differentiated: Low Level or Minor behaviour
(Loss of learning time, taking up substantial teacher time, intensity of behaviour, disruption to others, starting to be a pattern)

Major: Focused and Intensive Behaviour

This is not an exhaustive list. Possible Actions are a recommendation, and individual circumstances, context and age of learner are to be considered

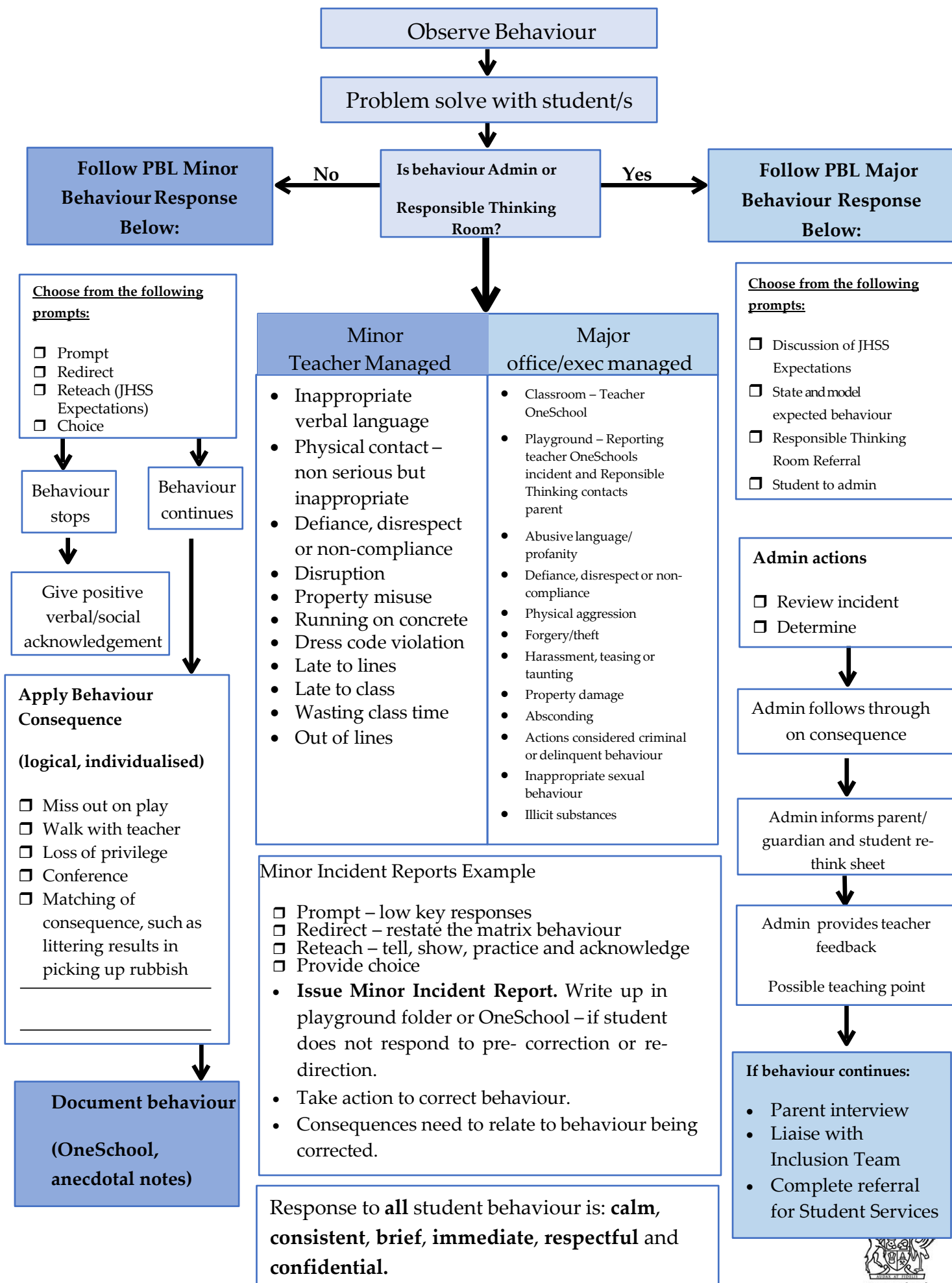
We Are Learners	Non-compliant with Routine Student engages in brief or low intensity, but repeated failure to respond to reasonable adult requests following the opportunity to self-correct			▪ Deliberate running on concrete or around buildings ▪ Deliberate moving around the school in an unsafe manner ▪ Deliberately in out of bounds area ▪ Inappropriate use of the toilets ▪ Deliberately not being in the right place at the right time. ▪ Leaving school grounds	
		Example	Non Example	Example	Non Example
		Out of bounds grounds			Picked up by parents early
	Physical misconduct Students engaging in non-serious, but targeted and inappropriate physical contact with the potential to cause injury.			▪ Serious physical contact ▪ Physical aggression ▪ Fighting with the intent to hurt or harm ▪ Intentional bodily fluid directed at others eg, spit, snot ▪ Any physical intimidation including sexual connotations ▪ Inappropriate touching or exposure of body parts ▪ Use of weaponised object ▪ Playing games that have been banned	
		Example	Non Example	Example	Non Example
				Hurting another causing injury e.g. punching, head butting, choking, scratching, spitting, biting, tackling	Landing on someone during a game
	Dress code Students not wearing the school uniform as per the uniform policy or wearing a shirt/hat with an inappropriate message			▪ Deliberate and continual refusal to wear correct school uniform ▪ Wearing clothing with offensive language ▪ Wearing revealing clothing ▪ Behave respectfully and responsibly while wearing the school uniform and avoid actions that will bring the school into disrepute	
		Example	Non Example	Example	Non Example

				disrepute (travelling to and from school and within the wider community)	
		Example	Non Example	Example	Non Example
				Wearing inappropriate clothing	Taking shoes off in the classroom
	Possess prohibited items			▪ Possession or selling of illicit substances ▪ Possession of weapons ▪ Possession of dangerous items ▪ Possession and consumption harmful substances	
		Example	Non Example	Example	Non Example
				Using an item as a weapon to harm or threaten to harm Being in possession of an object capable of causing bodily harm eg pocket knife, lighter	Bringing a cultural item to school for curriculum task (which could be considered a weapon)
	Substance misconduct involving illicit and illegal substances	▪ Have knowledge of others' possession of substances and not report/inform		▪ Bringing or consuming illicit/ illegal substance/s to school	
		Example	Non Example	Example	Non Example
					Bringing sherbert to school
	Property misuse causing risk to others Student engages in misuse property which may cause a risk of injury or ill health to others. Behaviour involving throwing objects or using objects in a unsafe manor, causing injury.			▪ Throwing or kicking of objects with the intent to hurt/injure someone or property ▪ Deliberately setting off fire alarms ▪ Intentional property damage	
		Example	Non Example	Example	Non Example
				Deliberately impairs the usefulness of property, kicking a hole in the wall, throwing/break furniture, graffiti Spit balls or soiling property	Falling/being pushed into a wall, break a window accidentally while playing a ball game
	Verbal misconduct Student engages in low intensity instance of inappropriate language (e.g. swearing in conversation, during a non-escalated incident) which persists after explicit teaching and instruction.			▪ Directed offensive and aggressive language – written/verbal/gestures (pupil to pupil, pupil to adult) ▪ Verbal abuse / directed profanity ▪ Verbal abuse through sexual connotation that is not developmentally accepted, socially accepted and consensual, mutual and reciprocal and shared. ▪ Serious inappropriate language (written/verbal) ▪ Deliberate defiant language	
		Example	Non Example	Example	Non Example
				Using offensive, threatening, sexual connotation words or gestures directed at another "I'll bash you, you f*cking liar"	Inappropriate words between friends "let's go and play weirdo"
	Bullying/ Harassment			▪ Repeated deliberate intimidation through gestures and verbal abuse	

Behaviours which have the potential to cause physical and/or emotional harm to self or others.			▪ Inappropriate touching of others ▪ Online, verbal and physical threats to hurt/harm someone ▪ Using inappropriate comments based on race/religion/ethnicity/disability/gender identity/sex/physical features or other identity characteristics with intent to harm/hurt	
	Example	Non Example	Example	Non Example
			Verbal: name calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance. Physical: purposely hurting or overpowering another. Social or Psychological: social exclusion, cyber bullying, physical gestures, and written notes	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 spite, isolated incidents of aggression or intimidation or violence.
Defiant/threat(s) to adults Student engages in brief or low intensity, but repeated failure to respond to reasonable adult requests following the opportunity to self-correct.			▪ Blatant disrespect ▪ Major defiance – refusal to follow instructions ▪ Verbal or physical threat to an adult ▪ Swearing at an adult ▪ Threatening an adult's belongings ▪ Deliberately and/or repeatedly ignoring the teacher's instructions	
	Example	Non Example	Example	Non Example
			Repeatedly using defiant language directed at adults.	Student swearing to themselves after stubbing their toe or a comment like 'I can't do this, this is stupid'.
Threat(s) to others Behaviours which have the potential to cause physical and/or emotional harm to self or others.			▪ Threaten - physical violence/assault	
	Example	Non Example	Example	Non Example
			Saying/doing something with the intention of intimidating someone and making them threatened	Spreading rumours or gossip
Property misconduct Student engages in low level theft and wilful damage to property.			▪ Theft ▪ Wilful property damage ▪ Vandalism ▪ Graffiti	
	Example	Non Example	Example	Non Example
			Deliberately impairs the usefulness of property, kicking a hole in the wall, throwing/break furniture, graffiti	Falling/being pushed into a wall, break a window accidentally while playing a ball game
Academic Misconduct Student inappropriately and falsely demonstrates their learning it includes cheating, collusion and copying work, disclosing/receiving assessment information,			▪ Ongoing cheating for assessment items ▪ Lying during a school investigation process	
	Example	Non Example	Example	Non Example
			Plagiarising	Using references in their work

fabrication, examination misconduct, impersonation, plagiarism.				
Other			▪ Repeated littering ▪ Deliberate setting off fire alarms	
	Example	Non Example	Example	Non Example
			N/A	N/A
Refusal to participate in program of instruction Any low level/non-intentional disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others and continues after re-direction.	Example	Non Example	Example	Non Example
			Refusing to participate/attend a specialist lesson	Student self regulates without permission, but returns to task
Truant/skip class Student arrives at class after the bell (or signal that class has started.) without a late note. Student leaves class without adult permission.			▪ Leaving classroom/activity without permission ▪ Repeatedly not being punctual (e.g. late returning after breaks) ▪ Leaving school grounds without permission	
	Example	Non Example	Example	Non Example
			Going to the shops for lunch	N/A
Disruptive Student engages in brief or low intensity, but repeated failure to respond to reasonable adult requests following the opportunity to self-correct.			• Repeatedly stopping/preventing others from learning/teaching • Refusing to take redirection • Ongoing disrespectful and disruptive behaviour in the school setting	
	Example	Non Example	Example	Non Example
				Moving or seeking/avoiding sensory input without interrupting the learning
IT/ Communication misconduct -Electronic equipment Student engages in non-serious but inappropriate use of mobile phone, iPods, MP3 players, camera, computer, USB, iPads, Headphones, Smartboards etc.			• Use of devices (including communication devices) in any part of the school for any purposes without authorisation. • Deliberate misuse of or damage to school or other student IT equipment • Inappropriate use of personal technology devices, apps, websites which impacts on the good order and management of the school • Use of school logos, school uniform, identification of any member of the school community • Use of a school phone without permission • Possession of IT / communication without school consent	
	Example	Non Example	Example	Non Example
			Posting photos of other students with the intention to embarrass	Chatting to a friend on social media outside of school

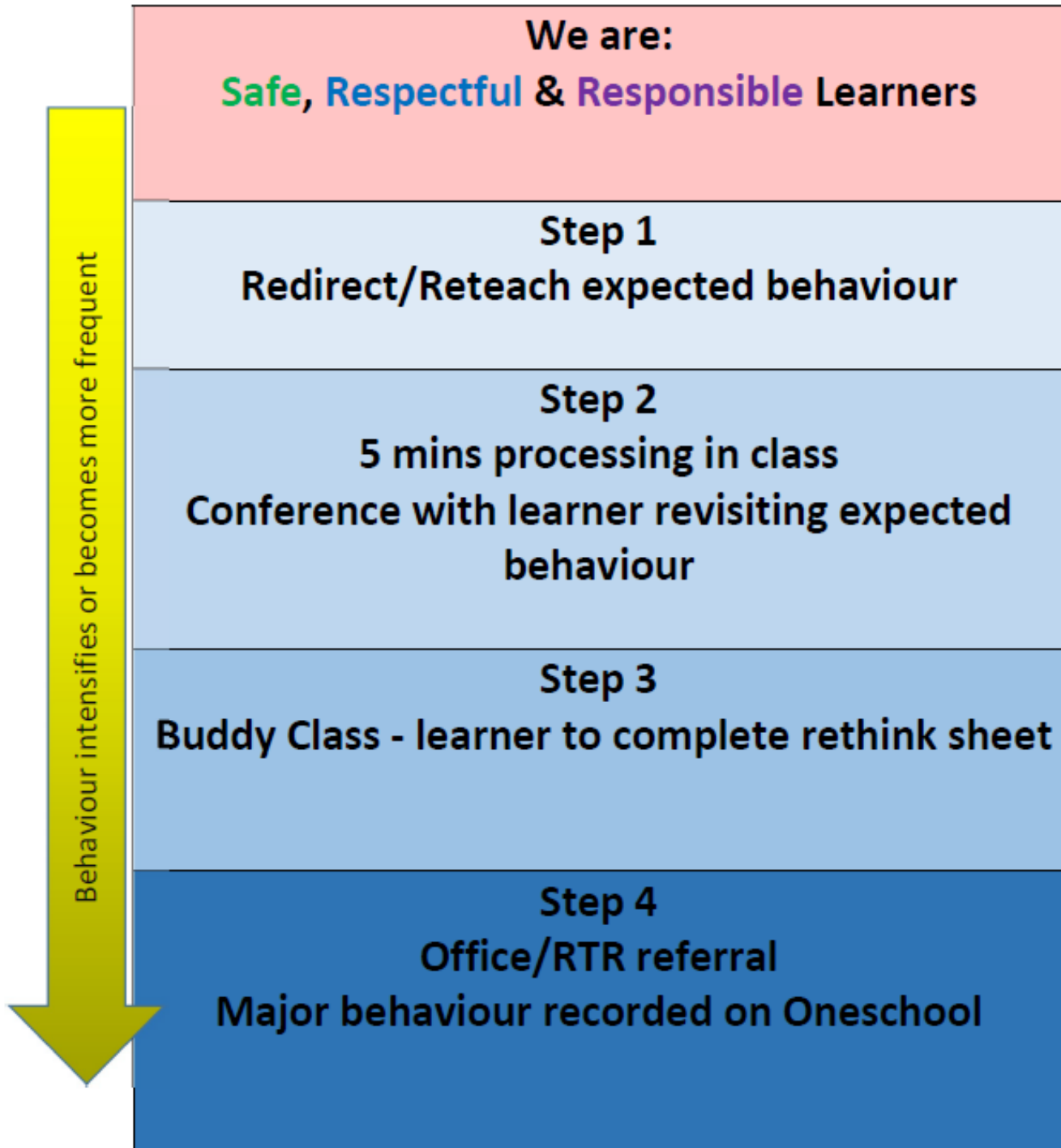
				them, posting inflammatory comments	
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Jamboree Heights State School
Learning for Life

Behaviour Flowchart Tier 1



Positive Behaviour for Learning Expectations

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

Differentiated and Explicit Teaching

At Jamboree Heights State School, we use a whole-school approach called Positive Behaviour for Learning (PBL) to help students understand and demonstrate positive behaviour. We believe that behaviour, like reading or maths, is something that needs to be taught, practised and supported.

Our teachers clearly explain and model expected behaviours so students know what is expected of them. Students are given opportunities to practise these skills in the classroom and around the school, and staff provide regular encouragement, feedback and guidance to help them improve and succeed.

We understand that all children are different and learn in different ways. For this reason, our approach to behaviour is flexible and responsive to individual needs. Teachers may adjust:

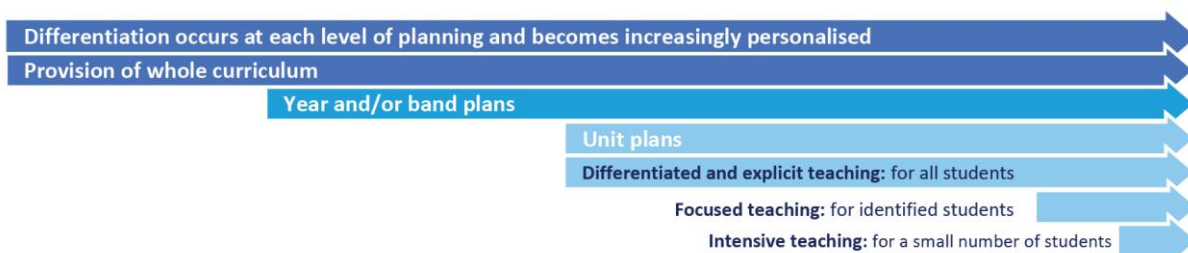
- how expectations are explained or demonstrated
- the amount of support a student receives
- the strategies used to help a student practise and succeed

These decisions are based on ongoing observation and information about each student's needs.

Our support is provided at three levels:

- Tier 1: Differentiated and explicit - Support for all students through clear expectations, consistent routines and positive encouragement
- Tier 2: Focused Support - Extra support for some students who may need additional teaching or guidance or adjustments to the Jamboree Heights State School Flowchart to manage students behaviour
- Tier 3: Intensive Support - Individualised and highly modified support for a small number of students with more complex needs

Through clear teaching, consistent support and a positive school culture, we work in partnership with families to help every child feel safe, confident and successful at school.



Every classroom at Jamboree Heights State School uses the PBL Expectations Matrix, as a basis for decision making and responding to student behaviour. Using this matrix, along with current data, the class teacher works with all learners to explain exactly what each of the expectations look, sound and feel like in their classroom.

Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills, using explicit and structured teaching strategies in particular aspects of a behaviour skill, and modifying or adjusting the behaviour process to reflect and support the individual student.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Jamboree Heights State School to provide focused teaching.

Focused teaching is aligned to the PBL Expectations Matrix, and learners 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

Intensive Teaching

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 school staff, 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 an individual mentor/case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Jamboree Heights 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](#)

Disciplinary Consequences

The disciplinary consequences model used at Jamboree Heights State School follows the same differentiated approach used in the proactive teaching and support of learner behavioural expectations.

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

Some learners will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the learner population may experience difficulty with meeting school expectations, and even with focussed teaching, in-class corrective and supportive feedback, and rule reminders they may continue to display low-level problematic behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and therefore a decision may be needed by the class teacher to refer the learner to the school administration team for further intervention and support.

For a small number of learners, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. 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 learner may be so serious, such as causing harm to other learners 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 learner for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses and interventions to problematic 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. These will be discussed with the child and their families and documented within a behaviour management plan if they are continuous or ongoing.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives

- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Responsible Thinking Room
- Time-out within Administration

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. Individual Behaviour Student Plan - IBSP)
- Targeted skills teaching in small group
- Rewards system
- Weekly Communication Book
- Playground monitoring
- Targeted lunch activities
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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 Jamboree Heights 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 learner'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 learners 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

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal/Deputy Principal or their delegate attending with the learner 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 learner 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 learner 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 Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Jamboree Heights 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 learners, staff and visitors outlined in the following policies:

- Temporary removal of learner property
- Use of smart devices by learners
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a learner'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](#)** 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 learner 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 learners 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 Jamboree Heights 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, vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

** The administration of medications to learners 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 Jamboree Heights State School:

- do not require the learner's consent to search school property such as lockers, desks or laptops that are supplied to the learner through the school;
- may seize a learner's bag where there is suspicion that the learner 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 learner or parent is required to examine or otherwise deal with the temporarily removed learner 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 learner's property without the learner's consent or the consent of the learner's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the learner 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 learner's parents should be called to make such a determination.

Parents of learners at Jamboree Heights State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Jamboree Heights 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 learner 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/Learners of Jamboree Heights 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 Jamboree Heights 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 smart devices and digital technology by students/learners

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 smart devices. 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, Jamboree Heights State School has determined that explicit teaching of responsible use of smart 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 learners.

To manage students accessibility to smart devices while at school, students are expected to 'sign in' any smart devices not aligned with school teaching expectations (for example: mobile phones, watches, tablets, gaming consoles, etc) into the office before they begin their school day. These devices will be stored safely until the end of the school day, when students can then 'sign out' their device.

Responsibilities

The responsibilities for learners using smart devices at school or during school activities, are outlined below.

It is **acceptable** for students at Jamboree Heights State School to:

- use 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 device
- switch off and place the device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

It is **unacceptable** for students at Jamboree Heights State School to:

- use a smart device in an unlawful manner
- use a smart devices 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 device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a smart device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use devices 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 Jamboree Heights 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 smart devices
 - schools may remotely access departmentally-owned student computers or smart 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

Jamboree Heights State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Jamboree Heights State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Jamboree Heights State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

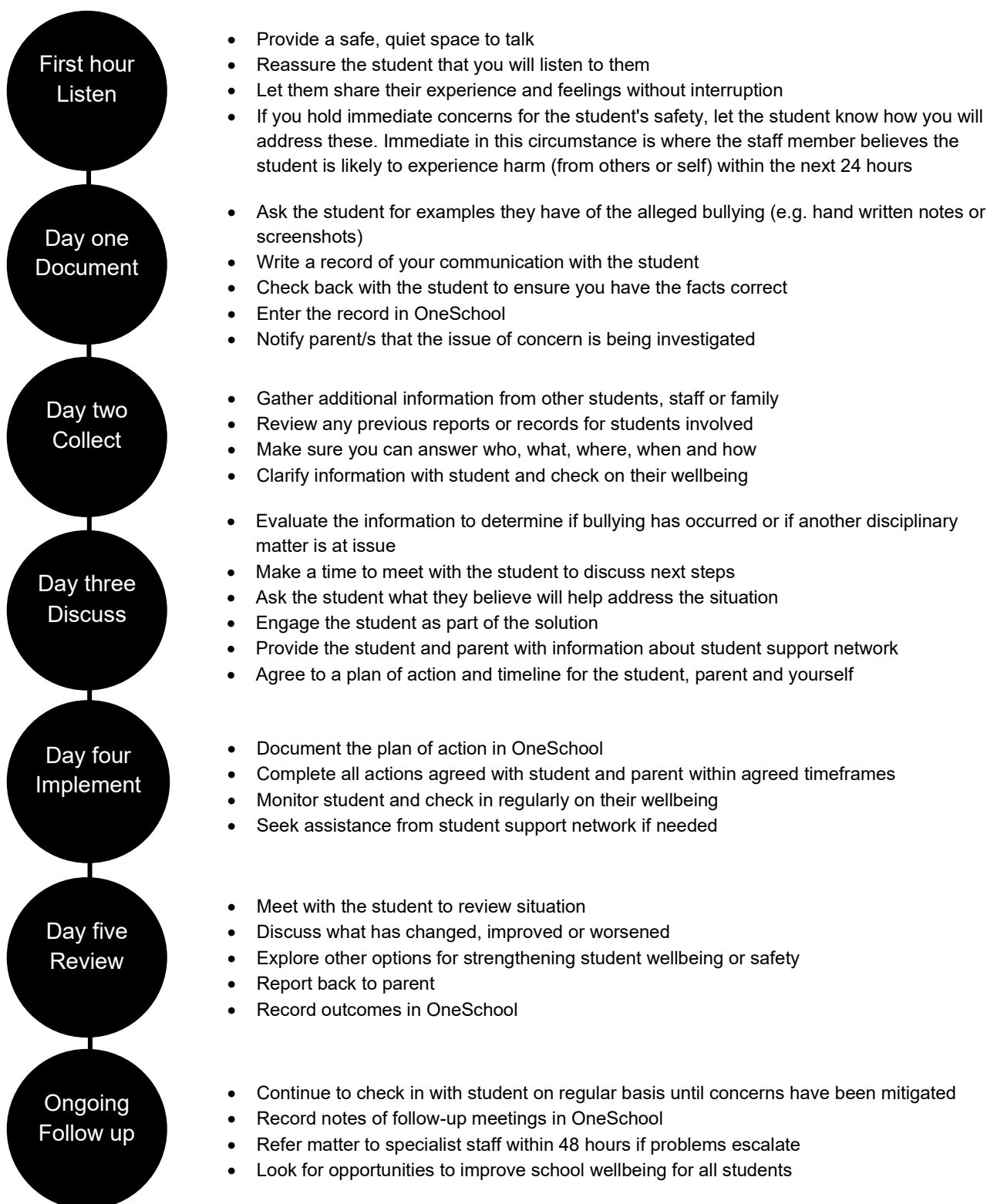
The following flowchart explains the actions Jamboree Heights State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Jamboree Heights State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, Deputy Principal or Principal



Cyberbullying

Cyberbullying is treated at Jamboree Heights 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 learners 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, learners or parents/carers who wish to make a report about cyberbullying should approach the regular class teacher. There is also a dedicated Line Manager (Deputy Principal) who can be approached directly by learners, parents, carers or staff for assistance in preventing and responding to cyberbullying.

It is important for learners, parents, carers and staff to know that state school principals have the authority to take disciplinary action to address learner behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and learners 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.

Learners enrolled at Jamboree Heights 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 learners from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards learners, 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 Principal Kathy Canavan.

Jamboree Heights State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

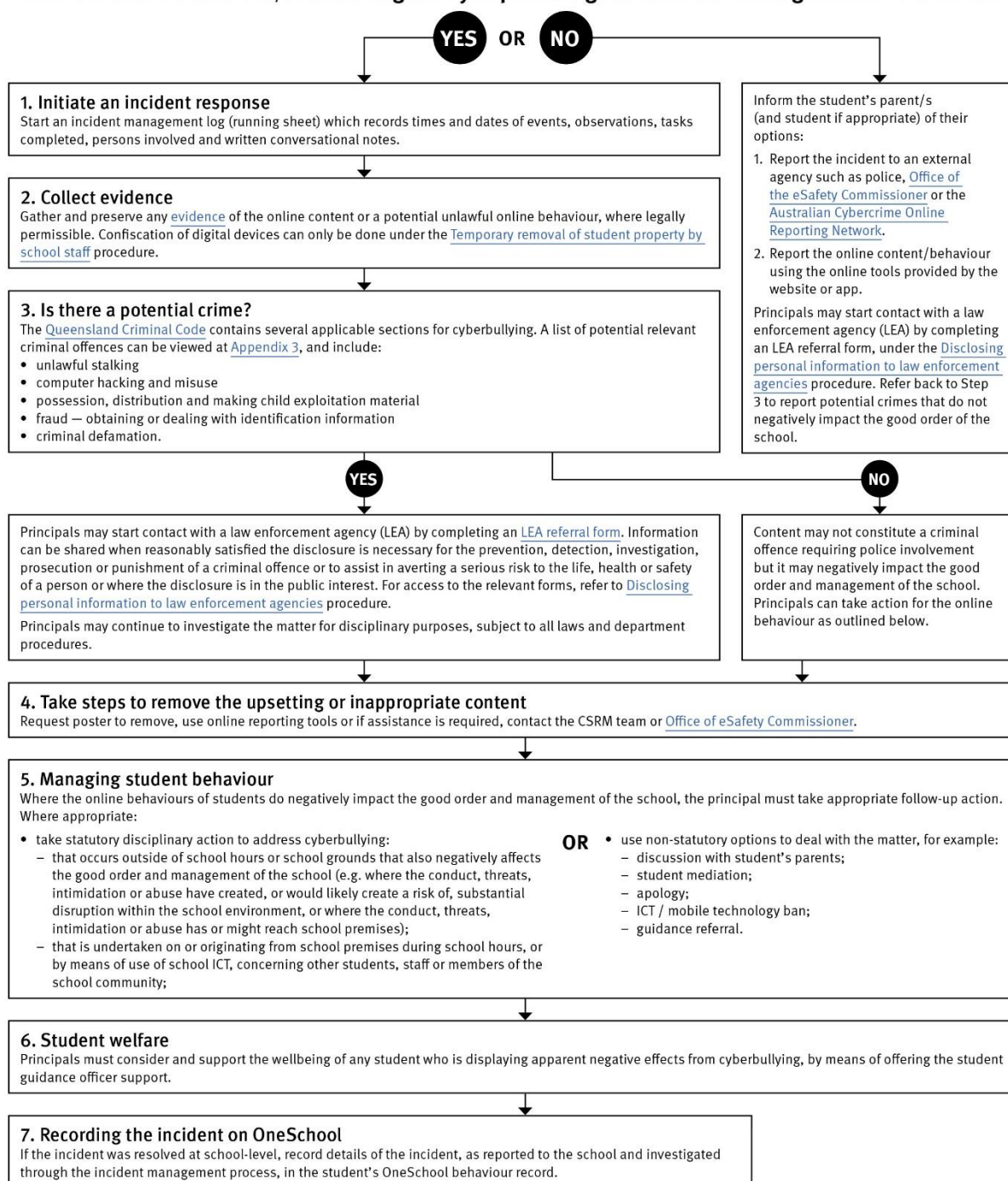
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student/Learner Intervention and Support Services

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

Learners who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Learners 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 Jamboree Heights 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.

Learners 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Jamboree Heights State School – Anti-Bullying Compact

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

Appropriate use of social media

The internet, smart devices and social media provide wonderful opportunities for learners 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 learners, 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 learners?

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* (Cwth) 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 Jamboree Heights State School need to respond to learner 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 learner's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the learner to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the learner 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 learner, 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 [Restrictive Practices Procedure](#) 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 learner behaviour that seriously endangers the learner or others. This consistency ensures that appropriate actions are taken to ensure that both learners 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 learner 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 learner, 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 learners 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 smart devices

Resources

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

Conclusion

Jamboree Heights State School staff are committed to ensuring every learner 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 [Complaints and grievances management policy](#).