



Shorncliffe State School

Student Code of Conduct 2026-2029

Our vision

Creating Queensland's future - early childhood, education and the arts

Our purpose

*Delivering a quality early childhood sector, a high performing education system
and supporting a vibrant arts and cultural sector for Queensland.*

Purpose

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

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

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

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Endorsement

Principal Name: Liz O'Mara

Deputy Principal Name: Nicholas Dargusch

Principal Signature: *Liz O'Mara*

Deputy Principal Signature: *Nicholas Dargusch*

Date: 09-02-2026

Date: 09-02-2026

P/C President Name: Meg Hobson

P/C President Signature: *Meg Hobson*

Date: 02-02-2026

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Principal's Foreword

Shorncliffe State School is committed to providing a safe, respectful, inclusive and disciplined learning environment for all students, staff, parents and visitors. At Shorncliffe State School our seven school values that underpin decisions made that impact our students.

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

Shorncliffe State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours and our school values. 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 and community for their work in bringing the Shorncliffe State School Code of Conduct together over the past twelve 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.

P&C Statement of Support

As president of the Shorncliffe State School P&C Committee, I am proud to support the new Student Code of Conduct.

I encourage all parents to familiarise themselves with the Shorncliffe State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. We want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Shorncliffe State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and that there is a clear process when these situations occur.

Teaching positive Behaviours is a key focus at Shorncliffe State School. Through fortnightly focus lessons, along with parent updates in the newsletter there is clarity in the education of the whole child.

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

School Captains Statement

On behalf of the student body of Shorncliffe State School, we endorse the Student Code of Conduct for 2026. Every day we focus on the learning of positive behaviours through our school expectations and values. As we move forward, all students will continue to work with the school leadership team and the Shorncliffe State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain Name: **Willow Packer**

School Captain Signature: 

Date: **09-02-2026**

School Captain Name: **Isabelle Berkely**

School Captain Signature: 

Date: **09-02-2026**

School Captain Name: **Lachlan Gray**

School Captain Signature: 

Date: **09-02-2026**

School Captain Name: **Scarlett Robinson**

School Captain Signature: 

Date: **09-02-2026**

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the **School Opinion Survey**. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school. Opinions on the school as a workplace are sought from all school staff and principals.

Highlights report for (1623) Shorncliffe State School, 2025 (continued)

	Parent/Caregiver				Student				Staff			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
Common items												
... student behaviour is well managed...	88.5	7.2	7.9	-6.8	62.2	-1.4	-1.8	-10.7	80.8	7.9	5.2	-15.8
... students are treated fairly...	95.4	6.9	7.8	1.3	79.0	5.2	5.2	-9.1	92.3	3.8	3.3	-7.7
... expectations and rules are clear...	94.3	1.6	1.4	1.3	95.0	2.4	2.5	-1.4	96.2	10.2	7.9	-3.8
... respectful student relationships fostered...	92.9	3.6	4.3	-4.7	95.0	4.9	4.7	-0.3	96.2	5.4	4.5	-3.8
... gender equality at school...	96.4	5.4	6.1	0.3	74.1	2.1	1.8	-16.5	96.2	1.4	1.3	-3.8
... this is a good school...	94.2	2.7	3.1	-4.6	92.2	11.1	11.9	-6.6	96.2	4.2	4.2	-3.8
... opinions are taken seriously...	90.1	9.1	8.5	4.0	75.6	6.4	5.6	-7.9	84.6	8.3	6.2	-11.7
... like being at school...	93.0	2.4	3.6	-3.5	81.5	6.8	8.2	-0.9	100.0	8.7	8.3	0.0
... feel safe at school...	94.3	4.7	5.5	-4.6	91.4	7.7	8.5	7.8	88.5	2.3	1.0	-11.5
... students are interested in school work...*	91.9	5.5	6.3	2.4	71.6	5.9	6.2	-14.3				
Concepts												
Fairness / Clarity of rules	92.7	5.2	5.7	-1.4	78.6	1.9	1.8	-7.2	90.3	6.1	4.8	-8.0
Safety	93.7	3.2	3.8	-4.6	91.4	5.3	5.8	2.3	91.0	2.0	0.7	-6.6
Partnerships	91.5	4.2	4.0	2.4	86.3	5.3	5.4	-2.3	90.4	5.9	5.1	-7.8
School culture	94.3	4.0	4.3	-0.9	85.3	4.3	4.3	-5.7	95.5	5.5	5.0	-3.3
Teaching and learning	92.5	3.7	3.8	2.4	89.6	5.0	4.9	-4.5	97.7	5.6	5.5	-1.6
Staff wellbeing									84.6	9.3	7.2	-13.2
Staff development									90.4	8.3	7.2	-4.2
Workplace culture**									87.6	8.9	6.9	-8.9

Common items are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey*. Concepts show the overall result for items that belong to a concept.

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.

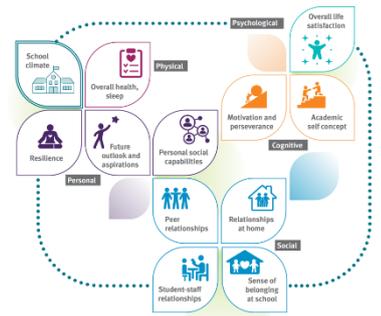
Student Wellbeing Survey

Each year, Shorncliffe State School takes the time to measure student wellbeing to better understand and support our learners. We do this through the Queensland Engagement and Wellbeing (QEW) Survey.

These surveys are conducted with all students in Years 4 – 6, as they require electronic access and the ability to respond to more sophisticated questions about social-emotional learning and engagement.

The QEW Survey is designed to measure how state school students view their wellbeing and engagement at school. Results help us understand students' levels of wellbeing, engagement, and overall school experience, giving us valuable insights to better meet their needs.

The survey is conducted in Weeks 1 – 4 of Term two. Shorncliffe State School will select a date within this period that best suits our students. Participation allows us to continue creating a supportive and engaging learning environment tailored to every child.



<u>Student Engagement and Wellbeing Data (Yr4-6)</u>	(2024 % High)	2025
<i>Personal and Social Capabilities</i>		
Self-Awareness: Understanding one's own emotional state, needs and perspectives, recognising emotions, and recognising personal qualities and achievements	31%	37%
Self-Management: Learning when and how to use certain strategies to manage, regulate and maintain oneself in a range of situations. It involves expressing appropriate emotions, self-discipline, and becoming a confident, resilient and adaptable person.	15%	24%
<i>Relationships with Peers</i>		
A perception of the quality of a student's friendships and the importance of spending time with their friends.	50%	63%
<i>Academic Self-Concept</i>		
The way a student perceives their own academic ability and achievement. Academic self-concept is linked to academic achievement and cognitive engagement.	68%	68%
<i>School Climate</i>		
The understanding of clear behavioural expectations of students.	73%	73%
The perceived fairness of rules within a school.	73%	73%
The perceived safety of students in and around the school.	76%	76%

SWTICH DATA (Check-in 4-6)

The **SWTICH Check-In program** provides regular opportunities for students to reflect on their wellbeing, emotions, and behaviours. By tracking this data over time, teachers gain valuable insights into each student's social-emotional development, allowing for tailored support and timely interventions. This ongoing monitoring helps students become more self-aware, build resilience, and take an active role in managing their own wellbeing, while also guiding teachers to better meet the needs of the whole class.

Overall average student energy level



Percentage breakdown of student emotions per month



Average student energy level per month



Learning and Behaviour Statement

At Shorncliffe State School we believe that student wellbeing and behaviour have a direct impact on social, emotional and academic outcomes. Our approach reflects current educational research, which highlights the importance of creating safe, supportive and relationship-centred environments where students feel valued and connected.

We are committed to teaching behaviour as we teach any other area of learning. Students are provided with explicit opportunities to learn, practise and reflect on the skills required to be successful learners and community members.

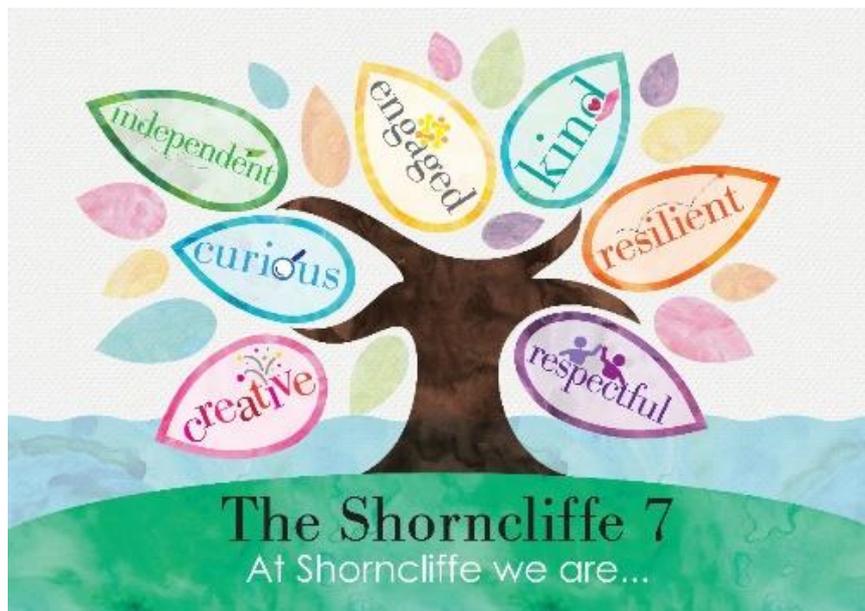
Relationships first: Positive teacher–student relationships are central to learning. Staff prioritise connection by greeting students warmly, checking in regularly and maintaining trust.

High expectations for all: Behaviour expectations are explicitly taught, modelled and reinforced consistently across the school.

Cultural safety: We actively affirm diverse identities, respect different ways of being, and create spaces where every student feels they belong.

Behaviour as learning: Mistakes are treated as opportunities to re-teach, practise and restore. Accountability is balanced with compassion and support.

By embedding **SWITCH** Lessons alongside evidence-based practices and restorative approaches, Shorncliffe ensures that all students develop the social, emotional and behavioural skills required to succeed now and in the future.



Learning and Wellbeing Shared Vision

At Shorncliffe State School, we are committed to nurturing healthy, confident young people who are equipped to pursue their passions with confidence, contribute positively to their community, and navigate a more complex world with resilience and purpose.

We believe that wellbeing and learning are deeply interconnected. In our inclusive and supportive environment, every student is empowered to become a resilient lifelong learner who realises their full potential — both academically and personally.

Our school fosters strong relationships between staff, students, parents, and the wider community, recognising that supporting the collective action of families strengthens student success. We connect to the hearts and minds of every student, helping them develop the cognitive, social, and emotional skills needed for their future.

Students are guided to understand and manage their own wellbeing, develop strategies to cope with the normal stresses of life, and thrive in a changing world. Together, we create a community where children grow to be capable, caring, and courageous contributors to society.

Student Wellbeing

At **Shorncliffe State School**, we offer a range of programs and services to support the wellbeing of our students. We encourage parents and students to speak with class teachers or make an appointment with our guidance officer for individual advice on accessing these services.

We recognise that learning and wellbeing are closely connected—students learn best when their wellbeing is supported, and they develop a strong sense of wellbeing when they experience success in learning.

Our approach aligns with the **Student Learning and Wellbeing Framework**, which guides schools to create positive school cultures and embed wellbeing in all aspects of school life. This includes connecting the learning environment, curriculum and pedagogy, policies, procedures, and partnerships for learning and life.

Student Wellbeing and Support Network

At Shorncliffe State School we use a variety of resources to purposefully enhance and recognise the importance of student wellbeing. At Shorncliffe State School we engage in the following programs:

- SWITCH (daily check-in, lessons, wellbeing)
- Circle Time
- Student Council
- School Chaplaincy – Chappy Games
- Information and Technologies branch (Cybersafety)
- Guidance Officer and Guidance Officer (Wellbeing)
- Life Education
- Learning and Wellbeing Captains
- Excursions/Camps
- Lunchtime Clubs
- Extra-Curricula Activities (interschool-sports, Sailing, Surf Life Saving)

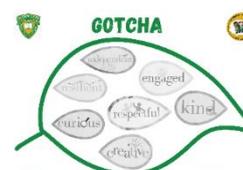
Acknowledgement of Positive Behaviour

Positive behaviour is acknowledged and reinforced to encourage repeated success. Our school-wide reinforcement system increases the quantity and quality of positive interactions between students and staff. All staff receive training to ensure consistent and meaningful recognition.

GOTCHAs:

At Shorncliffe State School, the **GOTCHA system** is a positive behaviour recognition approach that celebrates students who consistently demonstrate our **school values** — *Respectful, Kind, Resilient, Independent, Curious, Creative, and Engaged*.

GOTCHAs are not just about rewarding behaviour; they are about **making our values visible** and reinforcing the attitudes and actions that build a safe, supportive, and thriving school community.



Reinforcing Our Values in Everyday Actions

Each GOTCHA recognises students who are actively *living* our school values in authentic ways — whether that's showing kindness to a peer, demonstrating curiosity in a lesson, or engaging thoughtfully during group work.

By linking the recognition to a specific value (e.g., “*You’ve earned a GOTCHA for showing Independence by taking initiative with your learning*”), students learn what each value looks and feels like in action.

The GOTCHA system at Shorncliffe celebrates the *everyday excellence* of our students — the moments when they choose to be respectful, kind, resilient, independent, curious, creative, and engaged. It helps all students understand that living our values builds a stronger community and that every positive action contributes to making Shorncliffe State School a place where everyone can grow, learn, and thrive.

Student of the Week: Recognises students achieving high standards in the classroom. These are presented on assembly.

Value’s Award: Selected students attend a morning tea with the Principal once per fortnight. These are presented on assembly.

Curriculum and Pedagogy

Shorncliffe State School builds the foundations for wellbeing and lifelong learning through the Australian Curriculum, embedding personal and social capabilities—self-awareness, self-management, social awareness, and social management—across all learning areas.

We acknowledge the positive impact of strong teacher-student relationships on academic and social outcomes. Age-appropriate health programs are provided, including teaching the Australian Curriculum Health learning area, and school-wide programs such as SWITCH/ Zones of Regulation which empowers students to understand, develop, and maintain healthy relationships throughout their schooling.

Whole School Approach to Discipline

At Shorncliffe State School, we use a restorative approach as part of our multi-tiered system of support for student discipline. This whole-school approach is implemented consistently across all classrooms, programs, sporting activities, and excursions.

Restorative Practices

Restorative practices are approaches to discipline that focus on relationships, community, responsibility, and repairing harm, rather than only on punishment. Key features include:

- **Dialogue and reflection** (restorative conversations, circles, conferencing) rather than simply sanctions.
- **Emphasis on repairing harm:** helping those affected by behaviour understand the impact, having the person who caused the harm take responsibility, and working toward making things right.
- **Building social and emotional skills** (self-awareness, empathy, communication skills) so students can manage behaviour and conflict better.
- **Shared responsibility** — involving all stakeholders (students, staff, families) in maintaining relationships, expectations, and responding to conflict.



We believe that discipline is more than just consequences. It is a process embedded in teaching and learning. Our staff make behavioural expectations clear through weekly behaviour focuses and daily instruction that guides students on how to meet these expectations. Behavioural incidents are treated as opportunities to **re-teach, refine, and support student growth, building skills in self-awareness, self-management, social awareness, and social management.**

The development of the Shorncliffe State School Student Code of Conduct provides an opportunity to explain this whole-school approach to parents and students, gaining support for consistent implementation. The language and expectations outlined in our approach can be applied in any environment, including at home. Our goal is to set students up for success through a supportive and consistent framework.

Parents or students with questions about the Student Code of Conduct are encouraged to speak with their class teacher or make an appointment with the principal or deputy principal.

Proactive Strategies to Support Positive Behaviour

Shorncliffe State School implements a range of proactive strategies to promote positive behaviour and wellbeing:

- **Parent Communication:** Regular updates through the school newsletter and assembly presentations (expectation reminders) help parents stay engaged and reinforce behaviour expectations.
- **Explicit Behaviour Teaching:** Expected behaviours, aligned to our school values are explicitly taught in every classroom across the school, each fortnight. These

are aligned to the Australian Curriculum through the General Capabilities: Personal and Social Capabilities.

- **Student of the Week:** Recognises students who demonstrate school values during weekly assemblies.
- **Comprehensive Induction Programs:** New students, staff, and relief staff participate in induction sessions on the Student Code of Conduct and school expectations.
- **Chaplaincy Program:** Supports student wellbeing through classroom visits, school programs, individual student support, and specialist programs such as *We Thinkers/Girl Power*.
- **Professional Development:** Staff are supported to develop students' personal and social capabilities through training in restorative practices, *SWITCH: Social Emotional Skills Development*, and *Foundational Classroom Management Resources Handbook*.
- **Gotchas:** Staff distribute Gotchas daily when students display expected behaviours in classrooms and non-classroom areas. Students place their Gotchas in their respective year level box. Two names from each year-level juncture are drawn to seek individual/group prizes.
- **Principal's Morning Tea:** Every fortnight, teachers nominate a student who consistently demonstrates expected behaviours. These students attend a Principal's Morning Tea on Monday (day may change), recognising their efforts and modelling positive behaviour for the school community. These students receive a Values Award on Assembly.

Responding to Disruptive Behaviour Procedures

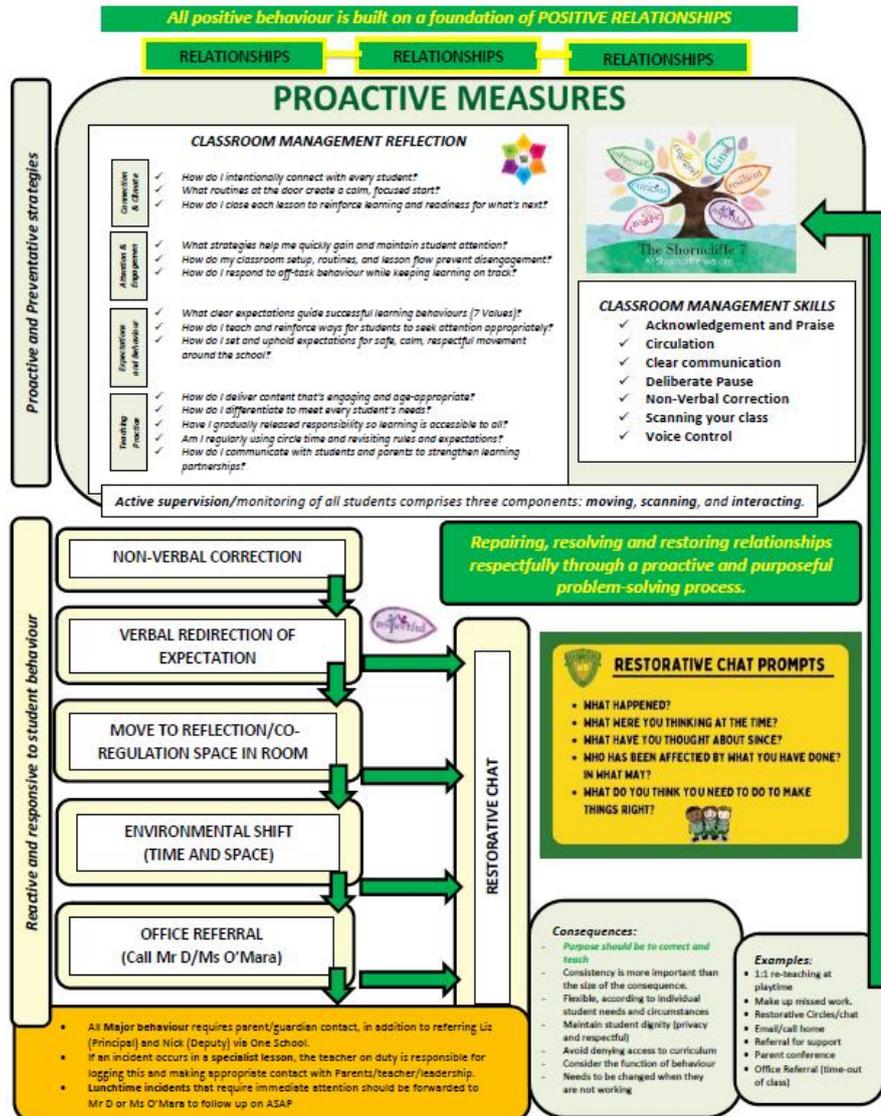
The Responding to Disengaged/Disruptive Behaviour Flowchart outlines a clear, consistent process for managing and responding to student behaviour at Shorncliffe State School. Its purpose is to guide staff in maintaining a positive, relationship-centred approach that supports both learning and wellbeing.

The flowchart emphasises proactive measures — such as engaging curriculum delivery, clear expectations, and strong classroom management practices — to prevent disengagement before it occurs. When reactive strategies are needed, staff follow a structured progression from non-verbal correction through to office referral, ensuring each step remains respectful, purposeful, and aligned with our school values. Central to the process is the Restorative Chat, which focuses on repairing, resolving, and restoring relationships through reflection and accountability.

Overall, this document ensures that responses to behaviour are consistent across the school, grounded in positive relationships, and designed to help students learn from their choices while remaining connected to their classroom community.



RESPONDING TO DISENGAGED/DISRUPTIVE BEHAVIOUR FLOWCHART



Supporting Student Behaviour

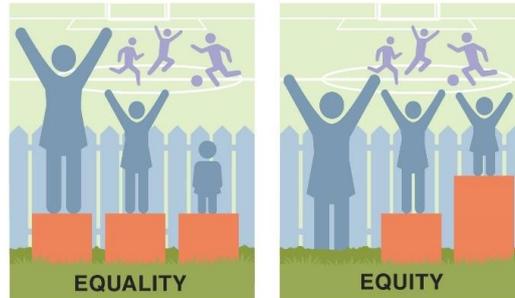
Shorncliffe State School implements proactive and preventative strategies to support positive behaviour for learning:

- **Parent communication:** Regular updates via newsletters and school communications help parents understand and actively engage with school and classroom behaviour expectations.
- **Individual support profiles:** Students with high behavioural needs have tailored support profiles, ensuring consistent support across classrooms and other school settings.
- **Induction programs:** New students, parents, and staff, including relief staff, participate in thorough induction sessions on the Shorncliffe State School **Student Code of Conduct**.



Consideration of Individual Circumstances

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



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

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

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

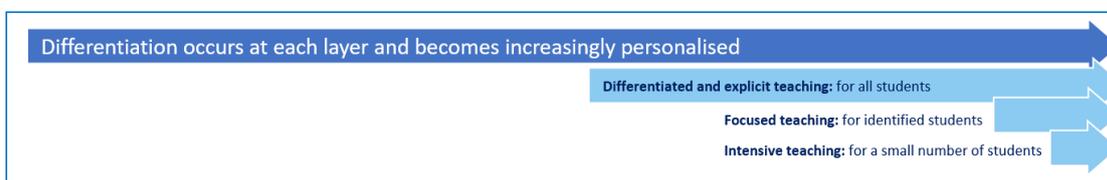
Differentiated and Explicit Teaching

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

Teachers at Shorncliffe State School vary what students are taught, how they are taught and how students demonstrate what they know as part of this differentiated approach to behaviour. Decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural and learning needs of

students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



The MTSS framework is designed to provide layered levels of support so that all students have equitable opportunities to succeed. At Shorncliffe State School, this aligns closely with how behaviour is taught, reinforced, and supported through differentiated and explicit instruction.

Tier 1 – Universal / Differentiated and Explicit Teaching for All

Every student at Shorncliffe receives support for their academic, social, and behavioural development. The foundation of this support is our **whole-school approach** that fosters belonging, respect, and positive relationships.

At Tier 1, we focus on:

- **SWITCH and Values Lessons:** explicitly teaching the *Personal and Social Capabilities* through structured lessons that align with our Shorncliffe Values.
- **The Values Matrix:** providing clarity on how expectations look, sound, and feel across different settings.
- **Chappy Games:** inclusive play opportunities that strengthen peer connections and create a sense of belonging.
- **Gotchas:** recognising and celebrating positive behaviour for all students.
- **The Australian Curriculum: Personal and Social Capabilities:** embedded in teaching and learning across year levels.

This tier ensures that **all students** experience consistent, proactive teaching and recognition of positive behaviours, alongside strong academic foundations. Differentiated and explicit teaching of behaviour at Shorncliffe State School mirrors the tiered design of MTSS. It ensures that all students have access to universal lessons, while those needing more help receive progressively intensive and individualised supports.

These three layers map directly to the tiered approach discussed below in the Learning and Behaviour section. For example, SWITCH lessons Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised support for students.

Every classroom in our school uses the SWITCH Lessons aligned to the school values and behaviour matrix, as the basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix

is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

School Expectations

Schoolwide expectations are aligned to our seven school values. These are explicitly taught fortnightly to ensure clarity and consistency across the school.

Shorncliffe State School: Establishing Positive Behaviours Matrix

	compassion	kind	resilient	curious	creative	responsible	engaged		
individual	<p>I follow directions.</p> <p>I wait my turn.</p> <p>I listen to others.</p> <p>I consider other people's perspectives.</p> <p>I express my emotions safely.</p> <p>I negotiate with my peers to solve problems.</p> <p>I take care of my belongings and school property.</p>	<p>I look carefully, look at the speaker, and follow instructions the first time.</p> <p>I stay patient, keep my hands and words to myself, and wait respectfully for my go.</p> <p>I give my full attention, don't interrupt, and show I understand by nodding or understanding words.</p> <p>I try to understand how others feel or think, even if I see it differently.</p> <p>I use words to explain how I feel and make safe choices when I'm upset or excited.</p> <p>I listen to others, and work together to find a fair solution.</p> <p>I use things the right way, pack up properly, and treat all spaces with care.</p>	<p>I include others.</p> <p>I use respectful language when communicating to others.</p> <p>I speak politely, use kind words, and show care when I talk to others.</p> <p>I use kind words, calm body language, and friendly behaviour when working or playing with others.</p>	<p>I persist to complete tasks.</p> <p>I ask for help.</p> <p>I keep trying even when things are challenging.</p> <p>I recognise my emotions.</p>	<p>I wonder.</p> <p>I explore ideas.</p> <p>I ask questions.</p> <p>I am interested in the world around me.</p> <p>I notice how I'm feeling and use strategies like breathing or talking to stay calm and focused.</p>	<p>I am ready to learn every day.</p> <p>I follow the school expectations.</p> <p>I know how I learn best.</p> <p>I take responsibility for my learning.</p> <p>I take responsibility for my actions.</p> <p>I put my handbag away.</p>	<p>I bring what I need, stay focused, and start tasks on time.</p> <p>I know and follow our school rules to keep everyone safe and happy.</p> <p>I use learning strategies that work well for me.</p> <p>I stay on task, complete my work, and ask questions if I need help.</p> <p>I count my choices and make things right if I've made a mistake.</p> <p>I clean up after myself and keep our area tidy.</p>	<p>I am innovative.</p> <p>I think of new solutions to problems.</p> <p>I think about how I learn and how I can improve.</p> <p>I generate ideas, possibilities and actions.</p> <p>I share my ideas and turn them into actions.</p>	<p>I actively participate in learning.</p> <p>I set goals for my learning.</p> <p>I work cooperatively with my peers.</p> <p>I help others, take turns, and stay focused when working in groups.</p> <p>I share ideas and encourage others to do their best.</p> <p>I take action and get started without things being told.</p>
our class	<p>Our class takes care of school property.</p> <p>Our class takes care of our school by putting rubbish in the bin and equipment away.</p> <p>Our class respects the opinions of others.</p> <p>Our class shows pride by wearing our school uniform.</p> <p>Our class interacts respectfully with all staff and visitors.</p>	<p>Our class plans fairly and follows the rules.</p> <p>Our class considers the feelings and needs of others.</p> <p>Our class respects the opinions of others.</p> <p>Our class respects the opinions of others.</p>	<p>Our class supports each other to learn.</p> <p>Our class has a growth mindset.</p> <p>Our class embraces learning challenges.</p>	<p>Our class collaborates and reports questions in our learning.</p> <p>Our class uses inquiry skills to deepen our learning.</p> <p>We pose questions to guide our learning.</p> <p>We look beyond finding the what.</p>	<p>Our class follows our school expectations.</p> <p>Our class follows class routines for learning.</p> <p>Our class walks around the school quietly.</p> <p>Our class lines up quietly.</p>	<p>Our class works collaboratively to brainstorm new solutions and solve problems.</p> <p>Our class uses different ways to show our learning.</p>	<p>Our class participates actively in learning.</p> <p>Our class works collaboratively.</p> <p>Our class sets learning goals and makes plans to achieve them.</p> <p>Our class contributes to our school community.</p>		
our community	<p>Our community respects the opinions of our community.</p>	<p>Our community looks out for one another.</p>	<p>Our community works together to support each other through challenges.</p>	<p>Our community encourages us to be curious learners.</p>	<p>Our community encourages us to show initiative and take responsibility for our actions.</p>	<p>Our community embraces new ideas and innovative thinking.</p>	<p>Our community actively participates and contributes to our learning and school events.</p>		

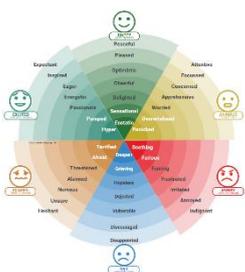
SWITCH Framework

At the heart of this work is the SWITCH program, which supports students to develop and strengthen their Personal and Social Capabilities.

Through SWITCH lessons, students learn how to:

- recognise and regulate emotions,
- build empathy and understanding of others,
- make responsible decisions,
- develop resilience, and
- form positive and respectful relationships.

The SWITCH Emotion Wheel is used as a tool to help students identify, name and regulate emotions in real time. This provides common language for students and staff to discuss feelings, challenges and positive strategies.



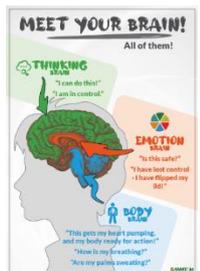
The SWITCH program helps students build awareness of their brain and how it influences their thoughts, feelings, and actions. Through engaging activities, students explore key concepts from neuroscience, such as how emotions are triggered, how the brain responds to stress, and how habits form. By understanding these processes, students learn to recognise their own reactions, make thoughtful choices, and develop strategies to manage their emotions and behaviour. This self-awareness empowers them to take control of their learning, relationships, and wellbeing in a positive and informed way.

In Week 6 and 7 we are investigating... **resilient** **independent**

"What does it mean to be responsible for our actions and choices?"

This will further develop our... **CITIZENSHIP**

Values Lesson: Term 3, Week 6-7						
"What does it mean to be responsible for our actions and choices?"						
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal Responsibility	Personal Responsibility	Self-Reflection and Initiative	Self-Reflection and Initiative	Self-Reflection and Initiative	Building Confidence and Self-Esteem	Building Confidence and Self-Esteem
Our personal actions	Check actions	What is not evaluation and why is it important?	What is not evaluation and why is it important?	What is not evaluation and why is it important?	Positive self-view	Positive self-view
Five steps to a good apology	Five steps to a good apology	Five steps to a good apology	Five steps to a good apology	Five steps to a good apology	Five steps to a good apology	Five steps to a good apology
Look Help Switch	Look Help Switch	Look Help Switch	Look Help Switch	Look Help Switch	Look Help Switch	Look Help Switch
Resilient	Resilient	Resilient	Resilient	Resilient	Resilient	Resilient
Independent	Independent	Independent	Independent	Independent	Independent	Independent
Citizenship	Citizenship	Citizenship	Citizenship	Citizenship	Citizenship	Citizenship



Focused and Intensive Teaching

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

Tier 2: Targeted/Focussed Teaching (Some Students – 10–15%)

Tier 2 at Shorncliffe includes:

- **Small-group teaching** of specific skills from the Personal and Social Capabilities (e.g., emotion regulation, teamwork, conflict resolution).
- **Supports** that are aligned with the **Shorncliffe Values Matrix** to maintain consistency across settings.
- **Programs and interventions** (We Thinkers, Girl Power) that are evidence-based, practical, and sustainable for staff.
- **Regular progress monitoring** to adjust supports and prevent escalation of difficulties.
- If more than 10–15% of students require Tier 2 interventions, Tier 1 delivery is reviewed to strengthen universal practices.

Tier 3: Intensive Individualised Support (Few Students – 2–5%)

A small percentage of students require **highly individualised supports** to meet their academic and behavioural needs. These supports are tailored, intensive, and often involve collaboration with external agencies and families.

Tier 3 at Shorncliffe involves:

- Conducting a **Functional Behaviour Assessment (FBA)** to understand the underlying causes of behaviour.
- Developing individualised plans that include strategies to:
 - **Prevent** problem behaviours.
 - **Teach** replacement behaviours aligned to the Values Matrix.
 - **Reinforce** positive behaviours.
 - **Minimise** the payoff for negative behaviours.
- Delivering one-on-one or very small group supports.
- Involving school teams, families, and external specialists where required to create wraparound support.

If more than 2–5% of students require Tier 3 intervention, Tiers 1 and 2 practices are reviewed to ensure consistency and effectiveness across the school.

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

Support staff, including teachers with specialist expertise in learning, language or development, Guidance Officer, Inclusion team or the Leadership team work

collaboratively with class teachers at Shorncliffe State School to provide focused teaching. Focused teaching is aligned to the Shorncliffe values and behaviour matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- The Zones of Regulation
- SWITCH
- Functional Behaviour Assessment (FBA)

Research 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 longer period. Decisions about the approach will be made based on data collected from class teachers and specialist teachers, and 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 individual behaviour support plans with daily check-ins 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.

Complex Case Management

Students operating with intensive levels of support are strictly monitored within a case management approach. Student Support Services stakeholders meet regularly through the term to discuss current needs, design and evaluate the effectiveness of interventions through analysis of behaviour data and communicate progress with parents.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Role	What they do
Class Teachers	<ul style="list-style-type: none"> - Responsible for student welfare at each class level - Provides continuity of contact for students and their families through the six years of schooling - Ensures students feel safe and comfortable and want to come to school engaged. - Nurture a sense of belonging to the class.

	<ul style="list-style-type: none"> - Works with the Student Support Services to access targeted and intensive levels of intervention for individuals they case manage.
Guidance Officer	<ul style="list-style-type: none"> - Provides a comprehensive student support program within the school environment offering immediate counsel, advocacy and communication with external counsellors and agencies for students on an individual basis - Assists students with specific difficulties acting as a mediator of providing information on other social emotions skills - Liaise with parents, teacher or other external health providers as needed as part of the counselling process.
Speech Language Pathologist	<ul style="list-style-type: none"> - Work as part of the Student Support Services team to assist students with communication to support their learning and behaviour - Act as an advocate and point of contact for external Speech and Language services to support individual students.
Executive Leadership Team (Principal, Deputy Principal, Head of Curriculum, Head of Inclusion)	<ul style="list-style-type: none"> - Support class teachers as case managers of all students in their care - Assist in the development and delivery targeted and intensive support for students through the Student Support Services process - Provide point of contact and communicate for parents in accessing support for their children both behaviourally and academically - Case manage students at the intensive intervention level to support staff access to capacity build and support.

For more information about these programs, please speak with the Deputy Principal Mr Nicholas Dargusch

Disciplinary Consequences

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

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

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

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

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

Relating problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, a staff member may choose not to repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Shorncliffe State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students are also explicitly taught how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour.

Parents will be contacted when the behaviour merits support and/or recognition from parents/carers

Non-Attendance at camps, excursions, sports and other special activities

(Principal's Responsibility Only)

From time to time students who have displayed major behaviours may be excluded from school activities. While we will attempt to include all students, we will consider non participation for behaviour which:

- could potentially disrupt the learning of others;
- is potentially dangerous to the student or others;
- reflects poorly on the school.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- 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
- Consequence for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

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

Intensive

The school leadership team works in consultation with Diverse Learning to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences (SDA)

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).

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

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

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

Re-entry following suspension

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

It is not mandatory for the student or their parents 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 or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Shorncliffe 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 students are

required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Shorncliffe State School:

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

Parents of students at Shorncliffe 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 Shorncliffe State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Shorncliffe 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 Shorncliffe State School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment

- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below. **All mobile phones must be handed in to the office at the beginning of the school day.**

It is acceptable for students at Shorncliffe State School to:

- use school provided or approved digital devices or other 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 digital device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Shorncliffe State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws

- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-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 mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile 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 Shorncliffe State School Student Code of Conduct.

In addition students and their parents should:

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

Preventing and responding to bullying

Shorncliffe State School uses the Australian Curriculum Personal and Social capabilities via SWITCH, 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.

Shorncliffe State School has a **Student Council**, with diverse representatives from each year level meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes.

The Leadership Team also meets with staff, students and parents (P&C) to monitor any social and emotional issues arising at Shorncliffe State School.

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. 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 Shorncliffe State School teachers will take when they receive a report about student behaviour, 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.

When a student reports bullying (including online bullying) we respond with the following: (taken from *Bullying. No Way!*)

1. Listen carefully and calmly, and document what the student tells you. (*Clarify if there are immediate safety risks and let the student know how you will address these*).
2. Collect additional information;
3. Discuss a plan of action with the students;
4. Inform the student what you intend to do;
5. Provide suggestions on what to do if the bullying occurs again;
6. Set a date for follow up review/s;
7. Record the incident/student contact in OneSchool;

8. Notify appropriate school personnel;
9. Contact the parent/guardian informing them of the incident and your course of action;
10. Make sure to follow up with students over the next several weeks and months.

The Bullying No Way website has resources to support parents at <https://bullyingnoway.gov.au/RespondingToBullying/Parents>.

Parents can support by:

- Schools can be much more effective when parents report bullying and support their efforts to deal with it.
- If your child reports that bullying is occurring at school, or the bullying involves students from the school outside of school, you should let the school know the situation.
- Working together with the school is the best way to help your child resolve bullying issues.
- Schools will work with you to resolve the situation and will also work with the other student's parents. Due to privacy laws, they will not be able to share information about any other students involved.

Tips for contacting the school

- Remain calm and focus on being constructive (even if you feel upset).

Prepare by:

- checking your school website for any information regarding their policy or procedures for managing bullying
- making a time to talk with your child's teacher, school counsellor or guidance officer
- writing notes (and any other records) based on what your child has told you so you can be as clear as possible about what happened.

Tips for working with school staff

- Continue to be calm and constructive. In the first instance contact your child's teacher if possible.

During meetings with staff:

- refer to your written notes to be as clear as possible about what happened and write notes of the discussions with your child's teacher or other staff
- ask what steps will be taken and if a plan is to be developed with home and school strategies
- recognise that investigating the situation at school will require time
- keep a written record of when you contacted the school, who you have spoken with, and any agreements that were made
- stay in touch with the teacher and let them know if problems continue or something new happens.

If you are unable to achieve a satisfactory solution with the class teacher or counsellor, make an appointment to meet with the deputy principal or the principal.

1. Listening calmly and getting the full story;
2. Reassuring your child that they are not to blame;
3. Asking your child what he/she want you to do;
4. Visiting <https://bullyingnoway.gov.au/RespondingToBullying/Parents> for strategies;
5. Contacting the school;

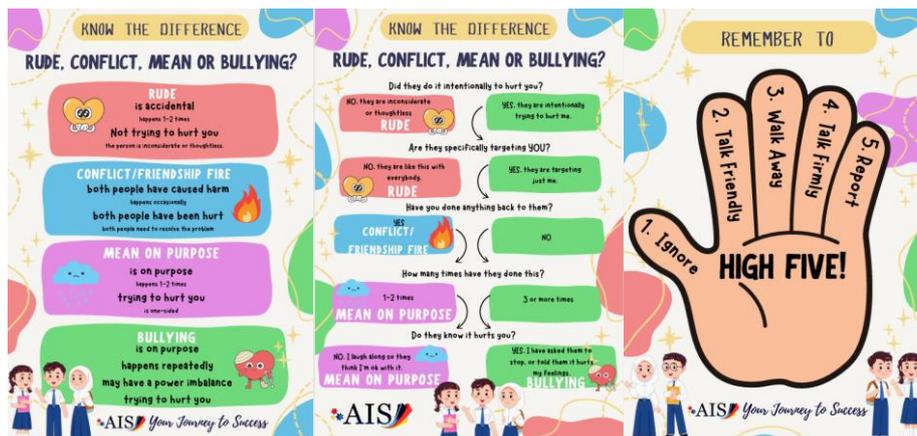
6. Checking in regularly with your child and their teacher.

If your child reports to you they are or have been bullied:

Parents can report bullying by contacting the classroom teacher in the first instance. We ask parents to provide as much detail as possible when making the report.

- When the bullying is taking place?
- Where the bullying is taking place?
- Who is involved?
- What are the behaviours of concern?
- How long has the bullying been occurring?

At regular intervals teachers deliver lessons to all students; explicitly demonstrating the use of the 5-step process we call the High 5. We encourage all students to use this strategy when experiencing bullying behaviour either as a person being bullied, the person bullying or as a bystander. These lessons are supported by follow up mini-lessons, class discussions and through assembly presentations.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their child’s class teacher. There is also a dedicated leadership officer, Deputy Principal Nicholas Dargusch, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school



holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

Shorncliffe 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](#).

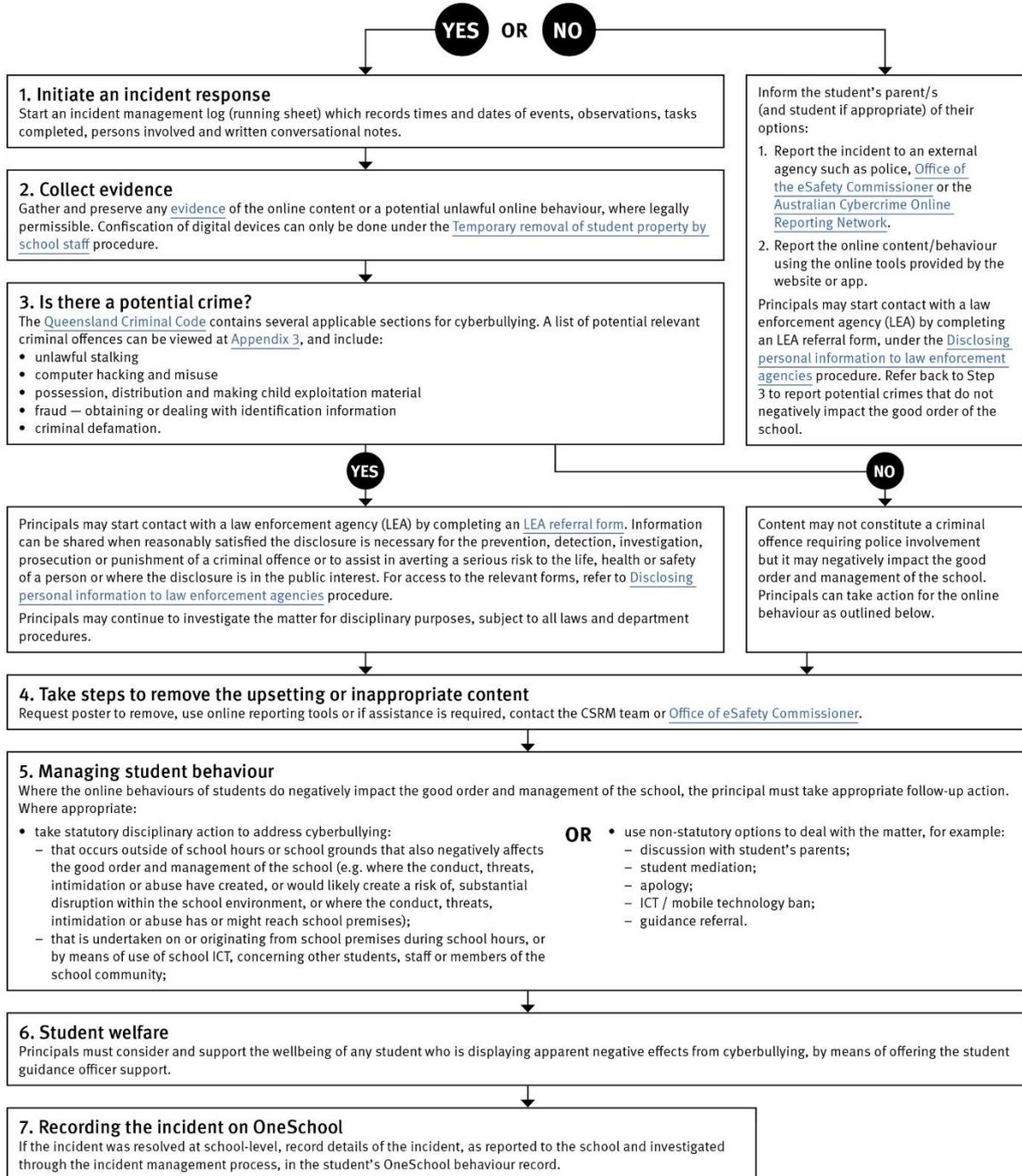
Explicit images

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 Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Shorncliffe State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Shorncliffe State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Shorncliffe 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.

Shorncliffe State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

- Follow the school expectations at all times
- Use the Shorncliffe Values to support myself and my peers and parents
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature: _____

Parent's signature: _____

School representative signature: _____

Date: _____

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Policies and Expectations

Specialised Health Needs

We work closely with parents to ensure students with specialised health needs, including those requiring specific health procedures, receive appropriate support during school and school-based activities. Health plans are developed, staff are informed of medical conditions, and sufficient staff are trained to support these students.

Medications

All medications, including over-the-counter medicines, require **parent consent and medical authorisation**. For long-term health conditions, parents must provide a form signed by a prescribing health practitioner. The school maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer in the first aid kit for emergency use.

Mental Health

Shorncliffe State School implements **early intervention strategies** for students experiencing mental health difficulties, including developing, implementing, and reviewing individual **Student Plans**.

Suicide Prevention

Staff who notice warning signs of suicide must immediately seek support from the school guidance officer, senior guidance officer, or appropriate staff. In situations of imminent risk, staff call 000 and provide first aid if required.

In other cases, the following steps are taken:

- The student is not left alone.
- The safety of the student and others is maintained.
- Appropriate support is provided immediately.
- Parents are informed.
- All actions are documented and reported.

Suicide Postvention

If a student suicide occurs off school grounds, Shorncliffe State School provides immediate support to affected students and staff and communicates with the family. If an incident occurs on school grounds or during a school event, the **School Emergency Management Plan** is enacted immediately, and communication with the student's family and support for the school community is prioritised.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Legislative Delegations

The following links are provided for more information

- [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 \(Cwth\)](#)

Resources

SWTICH

<https://www.switch4schools.com.au/>

Zones of Regulation

<https://www.zonesofregulation.com/index.html>

eSafety commission

<https://www.esafety.gov.au/>

Australian Curriculum

<https://www.australiancurriculum.edu.au/>

Bullying No way

<https://bullyingnoway.gov.au/>

Shorncliffe State School website

<https://shorncliffess.eq.edu.au/>

Parent Feedback and Complaints

Parents and carers play an essential role in supporting positive student behaviour and maintaining open communication with the school. If a concern or complaint arises, we encourage families to raise it directly with the relevant staff member in the first instance, so that it can be addressed quickly and respectfully.

Should further support be required, parents may follow the Department of Education's [Customer Complaints Management Framework](#), which outlines the process for raising and resolving concerns in a fair and transparent manner. Information about this framework, along with the **Customer Complaints Management Policy and Procedure**, is available on the Department of Education website at www.qld.gov.au/education.

Through collaboration between students, staff, and families, Shorncliffe State School continues to build a culture of care, respect, and high expectations — ensuring that every student has the opportunity to learn, grow, and succeed.

Conclusion

The *Shorncliffe State School Student Code of Conduct* serves as a shared commitment to maintaining a safe, respectful, and inclusive learning environment for all members of our school community. It outlines the expectations, values, and responsibilities that guide behaviour and decision-making across our classrooms, playgrounds, and wider school settings.

This document underpins our whole-school approach to wellbeing and behaviour, promoting positive relationships, proactive support, and consistent responses that help every student to be successful and connected. It is a key part of our broader school culture — one that values respect, kindness, resilience, independence, curiosity, creativity, and engagement. Together, these values shape a learning community where students can thrive academically, socially, and emotionally.