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YERONGA STATE HIGH SCHOOL

Student Code of Conduct 2023-2025

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Timothy Barraud

Principal Signature:

Date: 13/03/2023

P/C President: Jennifer Johansen

P/C President Signature:

Date 13/03/2023

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Purpose

Yeronga State High School (Yeronga SHS) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Yeronga SHS 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, prioritise learning and teaching in our school, ensure all students are able to experience success and provide a safe workplace for staff.

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

Principal's Foreword

Yeronga SHS has a long and proud tradition of providing excellence in education to enable students to identify and aspire towards quality pathways to success. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Yeronga SHS has three core values:

Quality excellence in all that we do

Harmony unity through inclusion and understanding

Sustainability enduring and maintaining balance.

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

Yeronga SHS staff take an educative approach to discipline. We believe 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 the use of mobile phones and other technology, removal of student property, the approach to preventing and addressing incidents of bullying, and safe, respectful and responsible online behaviour. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their support of the Yeronga SHS Student Code of Conduct.

P&C Statement of Support

We encourage all parents to familiarise themselves with the Yeronga SHS Code of Conduct, to take time to talk with their children about the expectations and to discuss any support they may need.

Any parents who wish to discuss the Yeronga SHS 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 Yeronga SHS P&C Association. With your support, we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at Yeronga SHS, we endorse the Student Code of Conduct for 2023. Throughout the year, we will work with the school administration team and the Yeronga SHS P&C Association to assess how the Student Code of Conduct is working, identify areas for improvement, and present alternative options or suggestions for consideration.

School Captain: Helena Shearer

Date: 2023

School Captain: Zechariah Malai

Date: 2023

Whole School Approach to Discipline

The development of the Yeronga SHS Student Code of Conduct is an opportunity to explain the whole school approach to positive behaviour. The language and expectations of the Student Learning and Wellbeing Framework can be used in any environment. Doing everything we can do to set students up for success is a shared goal of every member of the Yeronga SHS community.

Yeronga SHS uses a range of research- and evidence-based strategies to ensure best practice in response to unacceptable behaviour. This whole-school approach is used in all classrooms and programs, including sporting activities and excursions.

Students at Yeronga SHS are supported to engage in learning and develop a sense of belonging through school-wide strategies that include:

- provision of an engaging, challenging and inclusive curriculum and environment that nurtures the wellbeing of all students to develop as resilient lifelong learners
- implementation of induction programs that include information and instruction about behaviour expectations
- school-wide communications, for example newsletter articles, student planner
- student leadership opportunities
- embracing student voice and citizenry through Student Council
- quality teaching and learning, assessment and reporting practices
- explicit and supportive classroom and campus-wide expectations
- drug education and response.

At Yeronga SHS we believe discipline is about more than punishment. Discipline reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility to make their expectations clear, provide supportive instruction to students about how to meet these expectations, and strive to use behavioural incidents as opportunities to re-teach.

Categories of behaviour

In OneSchool, behaviour categories are as follows:

- Bullying/harassment
- Defiant/threat to adults
- Disruptive
- Dress Code
- IT Misconduct
- Late
- Lying/cheating
- Misconduct involving object
- Non-compliant with routine
- Other conduct prejudicial to the good order and management of the school
- Physical misconduct
- Possess prohibited items
- Property misconduct
- Refusal to participate in a program of instruction

- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Threat/s to others
- Truant/skip class
- Verbal misconduct
- Other.

Consideration of Individual Circumstances

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

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

Our staff are also obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents, we will not disclose or discuss an individual student's punishment with anyone but the student's family.

This applies even when the behavioural incident involves another student. Students and their parents/carers can be assured that school staff take all behaviour matters seriously and will address them appropriately. We expect that students and their families will respect the privacy of other students and families.

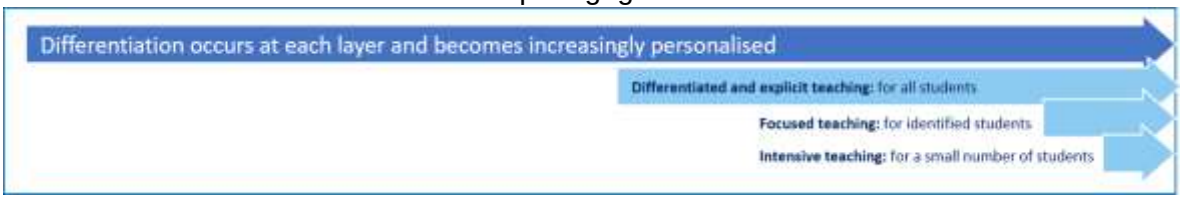
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

1. Differentiated and Explicit Teaching

Yeronga SHS 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, and provide feedback, correction, and opportunities for practise.

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

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



2. Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Yeronga SHS to provide focused teaching. Student progress is monitored by the classroom teacher/s to identify those who:

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

Yeronga SHS has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

3. Intensive Teaching

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

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

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

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

Disciplinary Consequences

The disciplinary consequences strategies used at Yeronga SHS follow the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Incidents and their severity are often exacerbated by *bystander behaviour*. This is often caused by students following, watching, filming or supporting incidents. This behaviour will not be tolerated and consequences will follow.

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 focused teaching, in-class corrective feedback, permissions and expectation reminders, continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to immediately refer the student to the school administration team for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis.

The determination of the need will be made by the principal in consultation with staff and relevant stakeholders. On occasion the behaviour of a student may be deemed 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. Usually, this course of action is only taken when the behaviour is either significantly 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. In such instances, it may be necessary to involve the Queensland Police Service.

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.

1. Differentiated

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

- pre-correction, for example “Remember, walk quietly to your seat”
- non-verbal and visual cues, for example, posters, hand gestures etc.
- ratio of 5 positive to 1 negative commentary or feedback to class
- corrective feedback, for example, “Hand up when you want to ask a question”
- rule reminders, for example, “When the bell goes, stay seated until I dismiss you”
- explicit behavioural instructions, for example, “Pick up your pencil”
- proximity control
- revised seating plan and relocation of student/s
- individual positive reinforcement for appropriate behaviour
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- offer 30 second ‘take-up’ time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide positive choice of task order, for example “Which one do you want to start with?”
- prompt students to take a break or time away in class, model appropriate language and problem solving, and verbalise thinking process, for example, “I’m not sure what is the next step, who can help me?”
- provide demonstration of expected behaviour
- peer consequence, for example, corrective feedback to influential peer demonstrating same problem behaviour
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences, for example, removal from classroom
- detention.

2. Focused

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

- functional behaviour assessment
- individual student behaviour support strategies, for example, student behaviour plan
- targeted skills teaching in small group
- token economy, that is, positive rewards incentive
- detention
- behavioural contract
- counselling and guidance support
- self-monitoring plan
- check in check out strategy
- teacher coaching and debriefing
- referral to Students at Risk Support Group (StAR for team-based problem solving
- stakeholder meeting with parents and external agencies
- Short-term administration withdrawal from class-based learning.

3. Intensive

A very small number of students may need intensive support and/or flexible learning options to identify and engage in quality pathways to success. Students who require this level of support are identified through the fortnightly StAR referral process.

Each case is treated on an individual basis with the goal of re-engaging the student in learning and positive wellbeing. The Yeronga SHS leadership team work in consultation with StAR to address persistent or ongoing serious problem behaviour. This may include:

- self-regulation through provision of safe zones for mindfulness and engagement in specific support programs
- assignment of a case manager
- development of an individual behaviour support and monitoring plan
- stakeholder meeting with parents and external agencies including regional specialists
- school disciplinary absences
- discipline improvement plans.

School Disciplinary Absences

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

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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At Yeronga SHS, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. Suspension length is decided upon depending on incident severity, patterns of behaviour, student disability or other factors contributing to the incident or during its investigation.

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 Yeronga SHS 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/carers, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, as the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

A record of the meeting is saved in OneSchool, under Support and Intervention, including any notes or discussions occurring during the meeting.

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

- welcome back to school
- check in on student wellbeing
- discuss any recent changes to school routine or staffing
- offer information about supports available, for example guidance officer
- set a date for follow-up
- thank student and parent/carer 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, for example, Auslan, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report.

Buddy Class Referral Form

STUDENT:_____.
Your Buddy Classroom is_____.

- ***You are instructed to move directly to the assigned buddy class immediately, you do not have permission to go to any other class other than the one assigned to you.***
- ***If your buddy class is not in the assigned location you are to report immediately back to your class teacher.***
- ***A failure to comply with this instruction or if loss/damage of this form will result in you being non-compliant with teacher instructions and possibly truant from your assigned class.***
- ***You are required to complete the reflection on the rear of this form along with work provided by your class teacher.***
- ***You are required to hand this completed form back to your class teacher by the end of the day.***

Referring Class Teacher To Complete

STUDENT NAME				**DATE**	
TEACHER CODE		**CLASS**		**TIME**	

Reasons/Behaviours For Referral

Receiving Teacher To Complete

Time Received:		**Work Completed:** Yes ☐ No ☐	**Rating:** ***(circle)*** **4 3 2 1**	**Rating Guide:** **4pts = Excellent** **3pts = Good** **2pts = improvement needed** **1pt = Unsatisfactory**
Time Returned:		***Signature:***		
Comments:				

Teacher Instructions:

Please ensure that:

- Complete all sections on this form correctly.
- In addition to the reflection on the rear of this form please ensure that the student understands explicitly what work they are to complete whilst in the care of the receiving teacher.
- As the referring teacher you are responsible for the completion of this process.
- Alternate workspaces can include movement within the classroom and referral to Curriculum HOD
- Any major behavior incidents where students or staff are potentially at risk, please contact the Deputy Principal
- Please ensure that the incident is recorded on OneSchool and parent contact has been made

Referring Teacher Checklist (*All boxes must be completed)*

I have met with the student and facilitated a 'Reconnect Discussion'. ***Initial:*** _____	***Parent Contact Method:*** Phone ☐ Email ☐ Other: _____ ***Parent Contact Made:***
The student has a further consequence e.g. detention. Yes ☐ No ☐ Details:	***One School Entry*** Completed ☐

Student Signature:_____

Teacher Signature:_____

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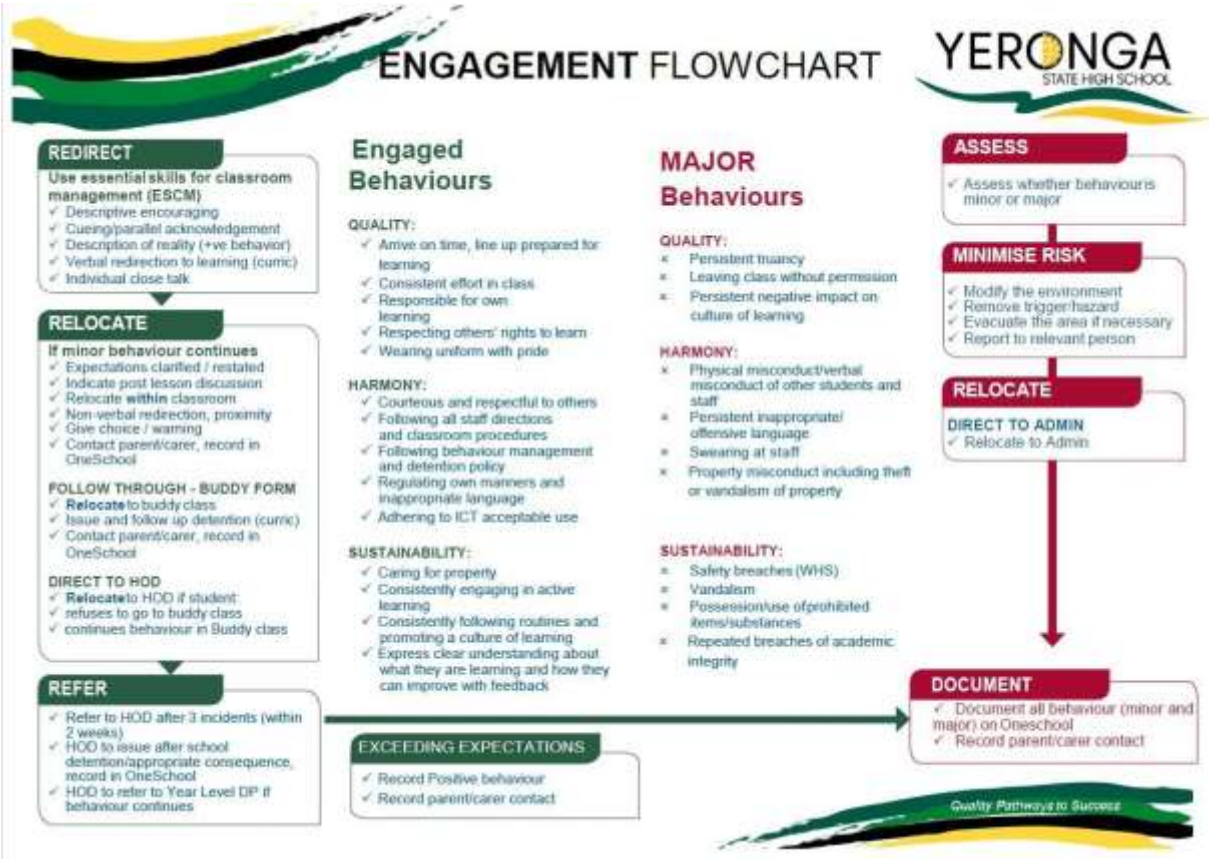
Buddy Class Reflection – discuss with classroom teacher



1. What were you doing in class that resulted in you being sent to the Buddy Classroom?

_____

_____

_____

_____

2. Identify which *core value/s* you have not demonstrated in class today? (Refer to your diary to help you)

Quality ☐ Harmony ☐ Sustainability ☐

3. What did your teacher do to help you to change your behaviour?

☐ The teacher gave me a verbal warning

☐ The teacher gave me another warning and then put my name on the board

☐ The teacher asked me to move

☐ The teacher took my _____

☐ The teacher spoke to me about my choices

4. What could you have done to avoid being sent to Buddy Class?

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BEHAVIOUR AND ENGAGEMENT REFERRAL PROCESS – STAFF

CLASSROOM TEACHER

STUDENT WELLBEING

Concerns for student wellbeing may be referred to through the StAR process.

- Regular check-ins with students
- General concerns or sudden changes in appearance, unusual behaviour, attendance or hygiene – discuss with a colleague or knowledgeable other (e.g. Year Co, Faculty Staff/HOD)
- Immediate concerns for student safety – DP
- Student provides reflection

TIER 1 SUPPORT

TEACHER ACTIVELY ACKNOWLEDGES STUDENT POSITIVE BEHAVIOUR

- Using ESCM skills
- Positive reinforcement
- Positive phone call home
- Classroom/faculty reward system
- Celebration of success – rewards – activities and prizes (to be approved by curriculum HOD)
- Acknowledgement on year level assemblies, student notices, peer acknowledgement, student of the week, Facebook etc.

STUDENT DEMONSTRATES INAPPROPRIATE TIER 1 BEHAVIOUR

When OneSchooling behaviour, include:

- Behaviour event
- Strategies used to correct behaviour
- Consequences applied
- Contact parents/carer

- Seating plan
- Scaffold learning
- Clarify expectations
- Selective ignoring
- Using proximity
- Verbal or gestural redirect
- Peer tutoring
- Time out/reset
- Parallel acknowledgement
- Parent contact
- Detention
- Informal discussion
- Consistent consequences
- Discuss common interests
- Seek support

TIER 2 SUPPORT

HOD

STUDENT DEMONSTRATES CONTINUAL TIER 1 BEHAVIOUR

Student behaviour managed by classroom teacher – support HOD to help enact a plan, with proactive or reactive strategies.

When OneSchooling behaviour, include:

- Behaviour event and who to act (if required)
- Strategies used to correct behaviour
- Consequences applied

Faculty Action Plan:

- Warning – move seat – buddy class
- Teacher/HOD detention
- Review the curriculum/differentiated program
- Parent contact
- Curriculum catch-up (HOD detention
- Team teaching
- Coaching/mentoring essential classroom management
- Collaborate with knowledgeable other

TIER 3 SUPPORT

DEPUTY PRINCIPAL

STUDENT 'S MINOR BEHAVIOUR CONTINUES/MAJOR BEHAVIOUR

Student behaviour supported by Deputy Principal

- Emergency – please contact DPs mobile
  -
  -
  -
- OneSchool referral to relevant DP
- DP to action following Responsible Behaviour Plan

- Escalation of consequence (Responsible Behaviour Plan)
- DIP (Discipline Improvement Plan)
- Parent contact/interview
- Stakeholder meeting – support measures
- Alternative programs
- Outside agency program
- Warning/cancellation of enrolment (Seniors)
- Timetable change
- Suspension – internal/external

TEACHER/HOD

FAILURE TO COMPLETE ASSESSMENT

Teachers are responsible for following up with students who fail to complete assessment, plagiarize or fail to submit a draft – refer to assessment policy. For repeated non-compliance and failure to respond to curriculum HOD intervention.

My Engagement

- What am I learning?
- What should I be working on?
- What is distracting me?
- How is my behaviour impacting others?
- What changes do I need to make to remain engaged?

Tier 1

Teacher Response

- Plan
- Clarify Expectations
- Acknowledge
- Discuss
- Contact
- Seek Support

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My Wellbeing

- Am I ready to learn?
- Do I need support?
- What does support look like?
- Who should I access for support?

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School Policies

Yeronga SHS has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Students are expected to familiarise themselves with their responsibilities 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
- Safe, responsible and respectful online conduct
- Dress code
- Enforcement of attendance.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote a caring, safe and supportive learning environment, and to maintain and foster mutual respect between all 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 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 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 Yeronga SHS and will be removed if found in a student's possession:

- illegal items or weapons, for example guns, knives*, throwing stars, brass knuckles, chains
- imitation guns or weapons, including gel blasters
- potentially dangerous items, for example, blades, rope
- drugs**
- tobacco and other smoking products*** including vapes and e-cigarettes
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives, for example, fireworks, flares, sparklers
- flammable solids or liquids, for example fire starters, mothballs, lighters
- poisons, for example, weed killer, insecticides
- inappropriate or offensive material, for example racist literature, pornography, extremist propaganda
- laser pointers
- permanent marker pens / steel rulers
- chewing/bubble gum
- Mobile devices (from 2024)
- portable music devices
- offensive materials either tangible or intangible (such as online material)

** No knives of any type are allowed at school, including flick knives, swiss army 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).*

**** The Queensland Government has passed amendment to the Tobacco and Other Smoking Products Act (1998), banning the use of smoking products, including tobacco and electronic cigarettes, in all enclosed and outdoor areas at state and non-state schools in Queensland – including primary, secondary and special education facilities – and for five metres beyond the boundary of school land. These laws take effect from 1 January 2015. More information is available from the Queensland Health Schools factsheet.*

**Short-term removal of student mobile phones and or airpods etc will be for the duration of the lesson only. Longer-term removal of such items will be discussed with parent/caregivers first.*

Responsibilities

School staff at Yeronga SHS:

- 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/carer or contacting the police (Bag searches will only be conducted by a member of Administration or someone who is an administration delegate)
- understand 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; mobile phones will be returned to students on the same day. Administration staff may seek parental consent first before asking students to access personal mobile phones.
- understand there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/carers, for example access to an EpiPen for an anaphylactic emergency
- understand consent from the student or parent/carer is required to search the person of a student, for example, 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 Yeronga SHS are expected to ensure their children do not bring property onto school grounds or other settings used by the school, for example, camp or sporting venues, that:

- is prohibited according to the Yeronga SHS Student Code of Conduct
- is illegal – these items may be handed over to QPS
- 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.

Students of Yeronga SHS are expected to

- collect their property as soon as possible when advised by the principal or school staff it is available for collection.

Use of mobile devices by students *2024

Rationale

In 2023, the Qld Government mandated a ban on mobile phones in all schools for 2024. The use of mobile phones and other student-owned personal technology devices i.e., iPods, iPads, smart watches, airpods, Bluetooth devices including speakers, are not permitted whilst on school grounds, or attending off-campus school events including excursions**. ** Individual medical circumstances are considered and Restricted Exemptions may be given, at the principal's discretion.

Please note - The school and school staff will not accept any responsibility for any loss or damage to technology devices nor will they investigate loss or damage.*

Students who choose to bring mobile phones or personal technology devices to school, do so at their own risk and are responsible for ensuring their safety and security and that they remain locked in school provided pouches at all times on school grounds.*

Mobile phones and personal technology devices are not necessary for learning and provide a distraction for students and teachers, and are proven to prevent learning in many situations. Yeronga SHS is a 1:1 laptop school; laptops are the identified technology device for use at school.

Expectations

Mobile phones must be switched off and locked in school provided pouches at all times, on school grounds, or whilst attending selected school events, including before and after school, during class times and at breaks.

If a device (including headphones and/or smart watches) is sighted or heard, the student will be required to hand in their device to a member of the Yeronga Leadership Team who will collect the phone from the classroom or playground. Upon submission of the device, the teacher will lodge a OneSchool incident referral as a **technology violation**. The student will then collect their device from that member of the Yeronga Leadership Team at the end of the day at an agreed time and location.

Refusal to hand over the device to a member of the Yeronga Leadership Team will result in the member of the Yeronga Leadership Team lodging a OneSchool incident report for **defiance** which will lead to a likely suspension from school.

Students who repeatedly defy the Yeronga State High School Mobile Phone Policy will face severe disciplinary consequences including after-school detention, withdrawal from class, suspension.

Parents/Guardians wishing to urgently contact their students, or vice versa, are required to do so through the school office on 3249 1400. Students will have access to the school phone at administration for emergency use only. Parents can use email to contact their child which can be accessed on the school laptop at any time.

Our School's Code of Conduct outlines the consequences of irresponsible use of devices including the filming, photographing and distributing of content obtained without consent.

The Commonwealth's Crimes Act 1914, part VIIB, section 85ZE notes that it is an offence for 'a person to knowingly or recklessly use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons being, in all the circumstances, offensive.'

The sending of images is also covered by various State and Commonwealth laws that prevent the publication of material that is

Preventing and responding to bullying

Yeronga SHS uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

We believe engagement and learning is optimised when students 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. Parent/carers who are positively engaged with their child's education help to improve 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.

Yeronga SHS has a diverse Student Representative Council (SRC) that meets regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The SRC aligns with the core elements of the Australian Student Wellbeing Framework:

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

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

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

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

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

A priority for Yeronga SHS's SRC is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Yeronga SHS we believe that student voice should be at the forefront of advising staff, parent/carers and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying
The national definition of bullying for Australian schools says:

Bullying is an **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. It can involve an **individual or a group** misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen **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). Bullying of any form or for any reason can have **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.

There are three types of bullying behaviour:

Verbal bullying which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion

Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings

Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

If any of these behaviours occur only once, or are part of a conflict between equals (no matter how inappropriate) they are not bullying. The behaviours alone don't define bullying.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly. However, these conflicts are still considered serious and need to be addressed and resolved. At Yeronga SHS our staff will work to quickly respond in collaboration with students and parents to any matters raised of this nature.

Information to support students and their parents/carers understand student bullying is available through the Australian Government Bullying. No Way! website.

Yeronga SHS – Bullying response flowchart for teachers explains the actions Yeronga SHS teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside the school setting. The indicative steps will vary depending on the professional judgement of teachers who receive the bullying complaint and their assessment of immediate risk to student/s. With support, students can try the following steps when being exposed to some forms of bullying:

1. Avoidance

Can the other student/s be avoided? Can you seek help from a trusted adult? Is there something a teacher can do to help you avoid this other student/s?

2. Awareness

Is there a trusted adult you wish to seek help from? Is the person who is alleged to be bullying you aware of the problem? Can you seek help from a trusted adult to help with this awareness?

3. Assessment

Can you assess with a trusted adult the frequency (how often) of this alleged bullying? Are any of the avoidance or awareness strategies working?

4. Action

If nothing else has worked, ask for specific help from a trusted adult. This person may need to seek help from administration to resolve this issue.

Staff should:

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm, from others or self, within the next 24 hours

- Ask the student for examples they have of the alleged bullying, for example, hand written notes or screenshots
- Ask if there is anyone else who can provide details via statement / witness
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify the accused student that an allegation of bullying has been made against them
- Reassure the accused student that you will listen to them
- Provide a safe, quiet space to talk
- Write a record of your communication with the accused student
- Ask if there is anyone else who can provide details via statement / witness
- Check back with the accused student to ensure you have the facts correct
- Enter the record in OneSchool
- Determine if there is a case of bullying
- Notify parent/s that the issue of concern is being investigated

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Step 4

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is an issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about SSMG
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from StAR if needed

Step 6

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Step 7 – follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Key contacts for students and parents to report bullying:

- Year 7-12 – Care teacher or Year Level Coordinator
- Head of Department – Junior Secondary Year 7-9; Senior Secondary Year 10-12.
- Deputy Principal of relevant year level

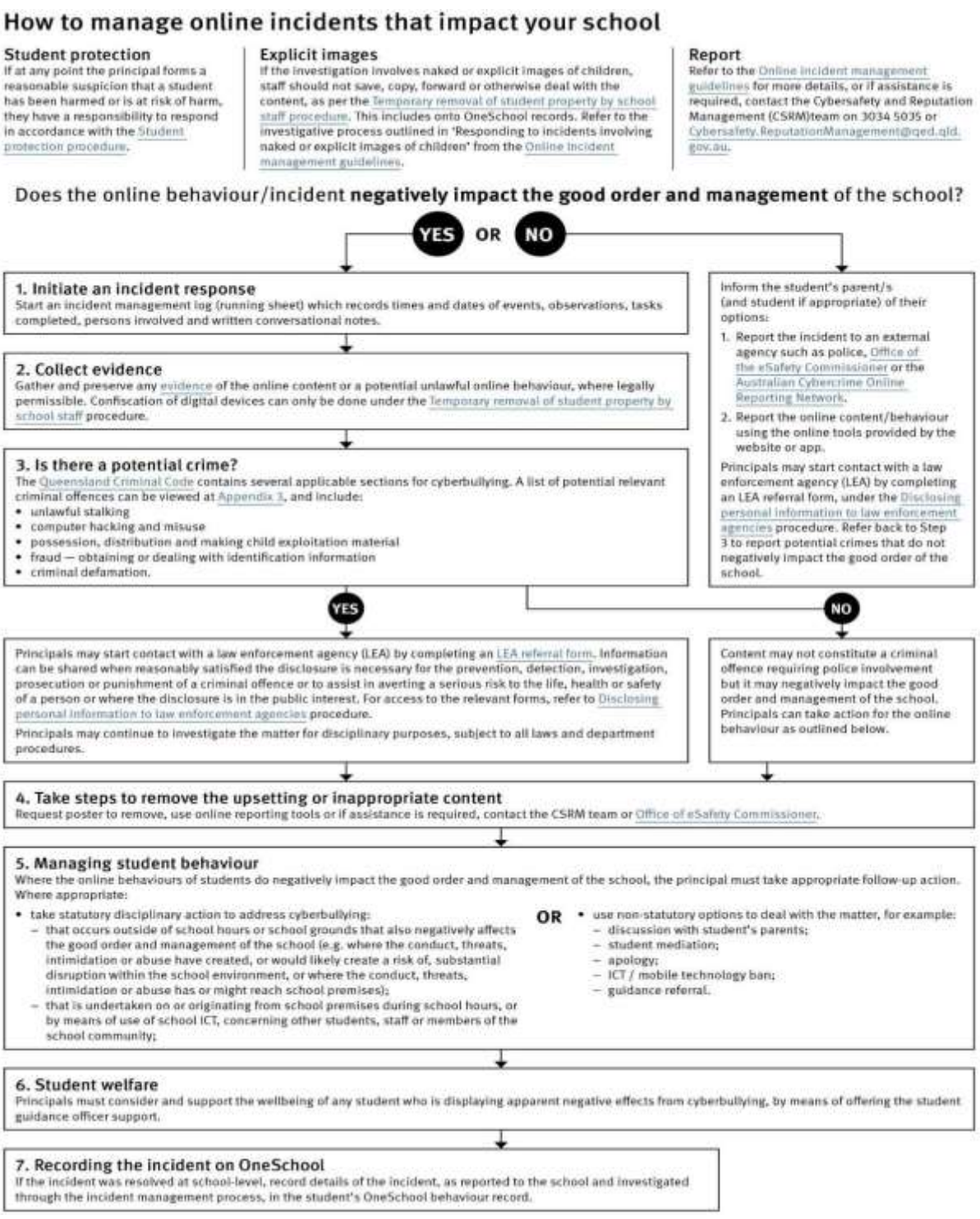
Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Care teacher. Yeronga SHS's Deans of Students (Junior Secondary and Senior Secondary) 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/carers 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.

Yeronga SHS - Cyberbullying response flowchart for school staff



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.

Student Intervention and Support Services
Yeronga SHS recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subjected or a 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 Yeronga SHS 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 and support their wellbeing.

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. Instances of unlawful behaviours will be referred to Queensland Police Service.

Yeronga SHS – Anti-Bullying Compact

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

Yeronga State High School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Yeronga State High 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 national definition of bullying for Australian schools says:

> *Bullying is an **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. It can involve an **individual or a group** misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen **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). Bullying of any form or for any reason can have **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 cultural identity, colour, religion, immigration status, nationality, size, gender identity, popularity, athletic capability, academic outcomes, social ability, sexuality, disability or intelligence has the right to feel safe, secure, and respected.

We agree to:

- treat everyone with kindness and respect
- abide by the school's anti-bullying policies and procedures.
- support individuals who have been bullied.
- speak out against bullying, including cyber bullying
- notify a parent/carer, teacher, or school administrator when bullying does occur.

Student name _____

Student signature _____

Parent/carer name _____

Parent/carer signature _____

School representative signature:_____

Date_____/_____/_____

Queensland Government

Appropriate use of social media

The internet, mobile phones and social media provide opportunities for people 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/carers 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
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action
- Parents/carers have a role in supervising and regulating their child's online activities at home and its impact on the reputation and privacy of others.

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

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 student'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 yourself, be mindful of who might be in the background. You might be happy to share your photos with your friends and family via social media, but some people are not. Avoid tagging or naming others, consider that other people may not want their name attached to images online or images of their children.

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.

The Australian Government eSafety Commissioner provides comprehensive information and advice for all users of the internet and social media as a means to educate users about safe and responsible online behaviours.

Safe, Responsible and Respectful Online

In the event that students at Yeronga SHS engage in online learning, the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). Where online learning occurs, students are expected to:

- Join the class in a quiet place
- Turn on the video function (if enabled)
- Mute the microphone unless they are speaking
- Close browser tabs not required for participating in class.

The success of this form of learning depends on the same commitment that students are expected to bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure (Use of ICT systems).

2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.

3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera, for example, posters, laundry etc.

4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.

5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is **acceptable** for students at Yeronga SHS to use mobile phones or other devices to:

- complete assigned class work and assignments with set by and with permission from teachers
- develop appropriate literacy, communication and information skills with permission from teachers
- author text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conduct general research for school activities and projects with permission from teachers
- communicate or collaborating with other students, teachers, parents or experts in relation to requirements of school work
- access online references such as dictionaries and encyclopedias in relation to requirements of school work
- research and learning through the department's e-learning environment in relation to the requirements of school work
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during online classes, where these devices and technologies are not being used is a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is **unacceptable** for students at Yeronga SHS to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, impersonate, 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 or unlawful, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution, for example forwarding, texting, uploading, Bluetooth, of such material
- use a mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessment unless expressly permitted by school staff.

Restrictive Practices

School staff at Yeronga SHS 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.

Generally, staff will use the Essential Skills of Classroom Management for managing minor in class behaviours. Support from other teachers, Heads of Department or Administration may be sought in certain situations.

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. Any classroom withdrawals will be supported by Heads of Department or members of Administration and will always be supervised. Staff are advised not to remove students from a classroom or learning area unless there is a risk to the safety of other students or themselves.

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 students at Yeronga SHS understand the consistent approach staff will undertake to respond during emergencies that involve student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure the safety of students and staff.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. In these situations, the aim is to bring the behaviour of the student under rapid and safe control. It is not a time to try and punish or discipline the student; it is a crisis management period only. It is expected that staff will notify the principal or delegate as soon as it is safe or possible to do so. This is essential to ensure that a broader whole-school response can be enacted if required. **Yeronga State High School staff are not expected to put themselves at risk of physical harm when intervening in a critical incident.**

Yeronga SHS staff will perform the following expectations in response to a critical incident to ensure the safety of all students and staff. Students are required to follow the directions from staff. In the event that students or staff are at risk of immediate harm, Queensland Police Service and Queensland Ambulance will be contacted to attend.

Basic defusing strategies	*Actions*
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.
Maintain calmness, respect and detachment	Model the behaviour you want students to adopt, stay calm and controlled, use a firm, measured tone, choose your language carefully, avoid humiliating the student, be matter of face and avoid responding emotionally.
Approach the student in a nonthreatening manner	Move slowly and deliberately towards the problem situation, speak privately with the student/s where possible, speak calmly and respectfully, minimise inflammatory body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
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.

Report: principal or delegate reports critical incident to the Assistant Regional Director (ARD).
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. Ensure support for any students or staff affected by the incident.

Legislative Delegations

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

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Disability Discrimination Act 1992 (Cth)
- Commonwealth Disability Standards for Education 2005 (Cth)
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006 (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- 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 Regulations 2011 (Cth)

Delegations

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

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

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

- Education (General Provisions) Act 2006 Director-General’s delegations
- Education (General Provisions) Act 2006 Minister’s delegations
- Education (General Provisions) Act 2006 Director-General’s authorisations
- Education (General Provisions) Regulation 2006 Minister’s delegations
- Education (General Provisions) Regulation 2017 Director-General’s delegations

Related Procedures and Guidelines

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

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

Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub
- Calmer Classrooms
- Berry Street Education Model
- Essential Skills for Classroom Management

Conclusion

Yeronga SHS staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. The Yeronga SHS Student Code of Conduct plays an integral role in maintaining our learning community's culture of belonging, stability and opportunity.

Complaints
Telling us when things go right or wrong helps us improve our services. If you have a compliment or complaint, we are keen to hear from you. Yeronga State High School's Complaint Procedure is available on the school website.

All Queensland state schools are committed to ensuring that all complaints – whether they relate to a school staff member or a school's operations – are dealt with in a fair and equitable manner. The department's approach to complaints management is outlined in the Customer complaints management framework , supported by the Customer complaints policy and Customer complaints procedure .

As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

Student Attendance Procedures and Responsibilities 2022

Yeronga State High School has a shared responsibility through the use of agreed procedures to support all students to attend school. These procedures are used to record attendance, manage student absences and enforce parents'/carers' obligations to ensure their children are enrolled and attend school on every school day or participate full-time in their eligible option.

The following procedures are aligned to the Department of Education Managing student absences and enforcing enrolment and attendance at state schools procedure

Authorised officers in schools (principals, deputy principals, and heads of campus) undertake the following responsibilities in regard to enrolment and attendance:

- Monitor student absences
- Inform parents/carers of their legal obligations about enrolment and attendance
- Implement strategies to manage student enrolment and absences
- Continue to work with regional office staff and other local resources to engage with the student and their family with the aim of returning the student to school
- Manage *Exemption from School* procedure for absences greater than 10 days.
- Manage *AARA* process for students with ongoing medical absences
- Determine suitability for students on 85% attendance or less to begin *Enforcement of Attendance Process* and manage documentation
- Approve/authorise applications for alternative educational arrangements which may include exemption from compulsory participation, flexible arrangements, or alteration to student's education program.

Enforcement of attendance

Information is available to assist schools when issuing the notice and warning notice (Form 4 and Form 5) to parents/carers, and when completing the General Briefing Note in order to seek consent from their regional director.

For schools – Notices and general briefing notes for failure to attend

Student Attendance is everybody's business

Refer Department of Education procedure Roll Marking in Queensland state Schools

Rules

- ✓ Mark roll using ID Attend in first 10 minutes of lesson. Teachers of practical subjects should consider using ID Web on a mobile device.
- ✓ Use inconsistency button every day to monitor truancy. Inconsistencies must be followed up by class teacher as soon as practicably possible. Always confirm roll marking with a headcount of students present
- ✓ If you cannot mark a student present, there is something wrong with their attendance record. Email Student Services to correct the record.
- ✓ Students who arrive with ID Attend slips have already had their attendance record adjusted for that time period/session. Check accuracy of date/time. No further action required.
- ✓ Staff contact with a parent/carer (Template) to communicate absence/inconsistence must be recorded as a contact in One School as soon as practicably possible.
- ✓ If supervising a class, treat the roll marking process with equal care and consistency as with your own class.
- ✓ All support teachers/staff must use ID attend sign in and sign out systems to record attendance eg. Chaplain visit, Instrumental Music.

Care Teacher

- ✓ Mark roll using ID attend and confirm with headcount of students present.
- ✓ Mark students who arrive later than 8.50am as 'late to class' (LC).
- ✓ Remind students of After-School detention space when D (detention) shows on roll.
- ✓ Contact home for regular lateness/absences (template).

Class Teachers

- ✓ Mark roll electronically in first 10 minutes of class.
- ✓ Mark students who arrive late as 'late to class' (LC), unexplained or approved by end of lesson.
- ✓ Manage consequences for students who arrive late without reasonable explanation. Contact home and refer ongoing lateness to Head of Department and record on One School (Template).
- ✓ Use inconsistency check button. If identified student does not arrive in class, mark student as 'unjustified.'
- ✓ Check date and time on ID Attend slip for any students who enter/exit class. No further action required. If a student has not been marked present at school, refer to Student Services.
- ✓ When a classroom teacher is absent, on return to school, confirm roll has been marked.
- ✓ If organising an alternate activity eg. group incursion, ensure roll is provided to Enrolment Officer before the end of lesson.

Queensland Government

Attendance Officer

Roll Marking in Queensland state Schools

Managing student attendance and enforcing enrolment and attendance at Queensland state schools

- ✓ Manage ongoing variations and updates to student attendance records from information received from parent/carer/student.

DAILY:

- ✓ Send automated 'unmarked roll' reminder from ID Attend at start of each working day for teacher to urgently action.
- ✓ Send inconsistencies report from previous day to YLC to monitor.
- ✓ Daily (morning) – maintain Alert List at request of relevant DPs (text message).
- ✓ Send text messages to parent/carer for unexplained absences by end of period 1.
- ✓ Support students and teachers to amend errors as required.
- ✓ Run 3-day absence report and attendance team follow as per procedure.

WEEKLY:

- ✓ Weekly – run 'unmarked roll' report from previous week, and send to relevant curriculum HOD for follow up and correction by faculty staff.
- ✓ Each Friday – two weeks ahead of activity, create excursion roll shells using school calendar and OneSchool excursion planner. Create final excursion roll in ID Attend 3 days prior to activity. Alert DP 3 days in advance to follow up if excursion document is not completed correctly.
- ✓ Email letter to parent/carer requesting explanations for unexplained absence – Monday following the week when absence occurred.
- ✓ Email weekly < 92% Student Absence report to Junior and Senior StAR.

Year Coordinator

- ✓ Celebrate Care Classes who have high attendance rates (end semester).
- ✓ Distribute certificates to students with high attendance (end semester).

Heads of Department

- ✓ Follow up unmarked rolls and ensure correction by faculty staff.
- ✓ Support teacher with repeat lateness and truancy in subject area.

HOD JS and SS

- ✓ Manage attendance processes and accuracies;
  - % report per year level.
  - % report per student below 92%.
  - trend reports for 'late to school' and inconsistencies, including swipe ins.
- ✓ Sign students in and out of administration appointments using ID attend.
- ✓ Develop awareness of attendance patterns including late arrivals using attendance data.
- ✓ Provide Attendance Officer with relevant information linked to attendance provided by students and/or parents/carers.
- ✓ Case manage students with ongoing attendance concerns.

Deputy Principal

- ✓ **Liaise with Students at Risk (StAR) to:**
  - Monitor students at risk of disengaging from school
  - Assign case managers to plan and enact support strategies for identified students with ongoing attendance concerns / school refusal / truancy
  - Co-ordinate referral to other agencies.
- ✓ Sign students in and out of administration appointments using ID attend.
- ✓ Manage student absences and enforce parents'/carers' obligations to ensure their children are enrolled and attend school on every school day or participate full-time in their eligible option.

Parent

- ✓ Contact the school absence line on day of absence explaining reason for and anticipated length of absence.
- ✓ Provide a medical certificate for student absences greater than 3 days.
- ✓ Apply for an 'Exemption from School' from the principal for absences greater than 10 days.
- ✓ Attend meetings and support child and school if lateness, attendance or truancy is an ongoing concern.

Supervision Teacher

- ✓ Mark roll in IDAttend in first 10 minutes of lesson as per instructions for classroom teacher.
- ✓ Use supervision daily master to find class details.

Supply Teacher

- ✓ Mark attendance paper roll
- ✓ Return to Student Services within lesson (student messenger)

Student Fractional Truancy is everybody's business

Refer Department of Education procedure https://ppr.qed.qld.gov.au/attachment/managing-student-absences-and-enforcing-enrolment-and-attendance-at-state-schools-procedure.pdf

Attendance Officer
- Runs inconsistencies report each day.
- Send daily report to Deputy Principal for monitoring.

Class Teacher
- On first offence, discuss with student, contact home (Template), record on One School, and issue consequence OR support as required.
- Repeated offence - refer to Head of Department (Curriculum) for action and Year Level Coordinator for cross-curricular monitoring.

Year Level Coordinator
- Early intervention - support or consequences as required including home contact.
- Refer to Dean of Students if truancy continues.

Deputy Principal
- Monitor One School referrals for ongoing truancy and work with Year Level Coordinator.
- Work with HODS to support students when truancy is occurring in particular subjects.
- Discuss ongoing concerns with SSMG for further action.
- Action truancy support plans on One School and communicate goals with teachers.
- Conduct parent meetings as required for ongoing truancy.
- Refer to Deputy Principal as required.

Deputy Principal
- Work with StAR to support students who are long term truancy and/or attendance concerns.
- Manage student absences and enforce parents'/carers' obligations to ensure their children are enrolled and attend school on every school day or participate full-time in their eligible option.

Possible management/consequences of lateness/ truancy

- Classroom help (e.g. windows, clean up, etc.)
- Catch-up time during breaks
- Litter duty while on PGD (disposable gloves in Admin)
- Additional homework
- Apology (written or spoken)
- Email/phone call home
- Supportive conversation (after lesson, in breaks, etc.) – builds relationship and identifies core problem
- Lunch Detention (work with HOD if required)
- After-School Detention (issued by DP and supervised by Admin)
- Referral to StAR
- Suspension

Date effective: January 2023

Review date: June 2023

Appendix 1 - Templates

Ongoing Lateness to class – Care Teacher

Dear Parents and Carers,

Your student has been arriving to school late and has missed important messages in Care Class. It is a requirement that students arrive at school by 8:40 a.m. and report to room ____ for roll marking and daily notices. During this time students access important information including advertisements for school-based traineeships and apprenticeships and locally advertised part time jobs as well as important school notices like room changes, club news and sport opportunities.

Care class time is an essential time to prepare for the day's learning and an opportunity to communicate concerns with me as I see them each day. If your student's lateness to school continues they will be referred to the Dean of Students and Deputy Principal for non-compliance with routine and will be issued with consequences such as detentions (lunch time or after school), community service or suspension. I really appreciate your support in this important matter.

Sincerely,

Care teacher

First time Truancy – Class Teacher

Dear Parents and Carers,

My attendance record shows your student was absent from my class on _____. It is a requirement that students attend every lesson every day. Your student was unable to provide evidence of where they were during my class time. Truanting can place a student in unsafe situations and impact on their future employability and life choices.

As a consequence, I have issued your student with a lunchtime detention to complete the school work missed while they were truanting my class. With your support, I'm hopeful this will be the last time your student decides to truant my class. Further truancy will result in referral to the Dean of Students for non-compliance with routine and more serious consequences may be applied.

Sincerely,

Class Teacher

Concerns about Attendance - Class Teacher

Dear Parents and Carers,

My attendance record shows _____has recently had a number of days off school. Research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement. Additionally, attending school every day helps children to build social and emotional skills such as communication, teamwork and resilience.

To catch up on the school work missed during these absences, your student has been assigned work to be completed at home.

Please don't hesitate to contact me or the school if you are experiencing difficulty in sending your child to school.

Sincerely,

Class teacher

Student Dress Code Policy and Procedures

Version 3 as of 10 May 2022

1. Our values

Yeronga State High School is committed to fostering a school environment that is supportive, respectful, consistent with human rights, and provides all students with opportunities to engage in quality learning.

2. Purpose

The Yeronga State High School Parents and Citizens' Association endorses the Student Dress Code as a standard that promotes the objectives of the *Education (General ProViSions) Act 2006 (Qld)* to assist in the provision of a high-quality education that supports students to reach their potential and develop to become responsible members of the community.

The student dress code is:

- developed in consultation with the school community
- consistent with health and safety considerations
- considerate of affordability, functionality and durability of uniform items
- inclusive and provides a range of options for all students, regardless of gender and religion
- aligned to relevant legislation.

Yeronga State High School aspires to be a learning community founded on values of Quality, Harmony and Sustainability**.** These values underpin the expectations of the student dress code and encourage students to reflect on how they can be the best version of themselves. A Yeronga student has respect for self and others, and represents our school with pride on all occasions.

3. Scope

The Yeronga State High School student dress code provides clear expectations of acceptable dress, including headwear and other aspects of personal presentation. It applies to all students when they attend school, travel to and from school, and represent the school out of school hours.

There are multiple range of uniforms available:

- Formal to be worn on Monday, Tuesday and Thursday
- Sport for Junior Secondary is to be worn on Wednesday and may also be worn on Friday. Sport for Senior Secondary may be worn on Wednesday and/or Friday. Students who have HPE class in period 4, are able to wear Sports uniform home.

See **Section 10. Uniform Items** and refer to the Yeronga State High School Uniform Catalogue

4. Affordability

Yeronga State High School promotes a low-cost uniform options for students and families to purchase designed to match school colours with our school emblem. Other non-school emblem items, for example formal shorts, formal trousers and formal skirts are also available for purchase. Refer to Yeronga State High School Uniform Catalogue.

Where financial difficulties prevent the purchase or replacement of uniform items, parents/carers are encouraged to contact the relevant year level Deputy Principal who will provide support to ensure all students can access correct uniform requirements.

From time to time, a student may not be able to wear the correct uniform. Parents/carers are required to contact the relevant Year Level Coordinator or Deputy Principal with a note, student planner, email or phone to advise the reason why their student is not able to wear the correct uniform on the correct day.

Parents are able to advise our Year Coordinators via email using: Uniform@yerongashs.eq.edu.au (and reference, Student Name, Year Level, uniform explanation).

Arrangements will be negotiated to enable the student to continue accessing and engaging in learning activities, via a temporary loan of a uniform item or temporary out-of-uniform pass, until a suitable replacement item can be acquired.

5. Inclusivity

In recognition of Yeronga State High School's diverse learning community, a number of uniform options are available. These include:

- **Headwear** — students are strongly encouraged to wear the school hat or cap when outside and / or exposed to the sun. Students are able to wear headwear related to their religious beliefs or religious activity.
- **Leg / arm covering** — students may wear arm coverings that are plain white without motifs and plain black tights under their formal skirt or sport shorts.
- **Sportswear** — sports uniforms are available for all students and includes a tracksuit option.
- **Formal uniform** —a range of gender-neutral items are available to meet the needs of all students.

It is acceptable for students to mix and match items from the Formal uniform, for example wearing a white formal shirt with trousers, or skirt with grey formal knee-high socks. It is also acceptable for students to mix and match items of the Sports uniform. It is not acceptable to mix and match items from the Formal and Sports uniform, for example wearing a white formal shirt with sports shorts.

6. Personal presentation

Yeronga State High School's student dress code is aligned to meet the health and safety, and other legislative standards. These expectations include:

- Long and dangling earrings are identified as a health and safety risk are not permitted. However, students are able to wear simple studs and sleepers. Visible facial piercings, other than a small nose stud, is not permitted. No other visible facial piercings are permitted due to workplace health and safety concerns.
- Teachers of practical subjects may require that any accessories and jewellery be removed for that class to maintain compliance with workplace health and safety standards. Jewellery that does not meet these expectations must be removed. Students are responsible for the safekeeping of their removed jewellery.
- A simple black belt should be worn with formal shorts. A studded or sharp item made from metal or other materials affixed to belts, jewellery or accessories are not permissible as they are a workplace health and safety risk for students.
- Hair should be neat and presentable. In practical classes, hair may be asked to be tied back to ensure student safety and compliance with workplace health and safety requirements.
- Makeup should be subtle; extreme makeup, inclusive of very pronounced eyeliner, bright coloured lipstick and eyeshadow is not permissible. To maintain suitable standards of safety in the workplace students should not have excess long nails that may impact upon a student's ability to perform a task safely.
- Free-dress days are permitted and approved by the Principal with the same expectations required, that is, clothing should be sun-safe and aligned with workplace health and safety requirements.
- Students are required to wear the school hat and apply sunscreen when participating in Health and Physical Education and sport activities outdoors to comply with the expectations identified in Yeronga's Sun Safe Policy.

Appendix (i) Non-Uniform Free Dress Day Dress Code Procedure.

7. Compliance

The Yeronga State High School student dress code meets a broad range of individual and community needs. It enhances our community's perceptions of our school as a learning environment of choice for young people seeking quality pathways to success and provides students the opportunity to reflect their pride in self, others and our school.

Parents/carers and students commit to supporting the dress code as part of the enrolment agreement. The school acknowledges the support from families to encourage students to comply with the dress code and work with the school to resolve instances of non-compliance. The dress code is aligned to the Yeronga State High School Student Code of Conduct and incidents of non- compliance will be managed using strategies to support positive student behaviour.

8. More information and resources

The following resources contain additional information:

- Education (General Provisions) Act 2006 (Qld)
- Anti-Discrimination Act 1991 (Qld)
- Disability Discrimination Act 1992 (Cth)
- Work Health and Safety Act 2011 (Qld)

9. Endorsement

Timothy Barraud

Principal: 9 May 2022

Jenny Johansen

P&C President: 9 May 2022

Effective date: 1 February 2023

Review date:

Appendix (i) Non-Uniform Free Dress Day Dress Code Policy and Procedure

10. Uniform Items

The following school uniform items are available from the Uniform Shop. Please refer to the Yeronga State High School Uniform Catalogue.

Formal

White short / long sleeve formal shirt with school emblem	White short / long sleeve formal shirt with school emblem
School green tie — optional	School black tie — compulsory
Black short / long skirt	Black short / long skirt
Black shorts / black belt	Black shorts / black belt
Black long pants / black belt	Black long pants / black belt
Black covered leather / faux shoes — low cut that sit under the ankle. *These can be an all-purpose shoe that students can also wear for sport, however the shoes must have a non-marking sole to support safety of student when they use the indoor court facilities.*	Black covered leather / faux shoes — low cut that sit under the ankle. *These can be an all-purpose shoe that students can also wear for sport, however the shoes must have a non-marking sole to support safety of student when they use the indoor court facilities.*
White school socks	White school socks
Grey formal knee-high school socks	Grey formal knee-high school socks
Black V neck fleece jumper with school emblem	Black V neck fleece jumper with school emblem
Black/teal track jacket with school emblem	Black/teal track jacket with school emblem
Black cap / house colour reversible bucket hat with school emblem	Black cap / house colour reversible bucket hat with school emblem

Sport

Black sports shorts with school emblem	Black sports shorts with school emblem
Black short / long sleeve sport polo with school emblem	Black short / long sleeve sport polo with school emblem
White socks / school football socks (for football players only)	White socks / school football socks (for football players only)
Black sport track pant / track jacket with school emblem	Black sport track pant / track jacket with school emblem
Sports shoes with non-marking soles /o *support safety of student when they use the indoor court facilities*	Sports shoes with non-marking soles to *support safety of student when they use the indoor court facilities*

House carnivals / school activities out of school hours	**Senior trade students — Year 11/12**
Covered shoes and sun safe clothing that is appropriate for the context of the activity	Leather / faux steel-cap shoes or boots for practical
Personal presentation standards to comply with Section 6 requirements and **Appendix (i)** Non-uniform	Long-sleeve high-visibility trade shirt (landscaping Students only / available from uniform shop)

Free Dress Day Dress Code Policy and Procedure

YERONGA STATE HIGH SCHOOL

Non-uniform Free Dress Day Dress Code Policy and Procedure

1. Scope

Free-dress days may be approved by the Principal for designated days throughout the school year and these days will usually support a theme, for example Harmony Day. Students are expected to wear clothing that is clean, sun safe and appropriate for school wear.

2. Guidelines

The following guidelines align to the Education Department's requirements around clothing that meets health, safety and wellbeing standards. This applies to attire for after school classes, sports and other school events. The guidelines support the purpose and requirements of the Yeronga State High School Student Dress Code Procedure and Student Code of Conduct.

ACCEPTABLE	X NOT ACCEPTABLE
Clothing that is clean, sun safe and appropriate for school wear and compliant with work place health and safety requirements	Frayed or torn clothing
	Clothing with inappropriate, explicit language / images / emblems
	Low cut, strapless, halter neck, tank, tube dresses or tops and midriff tops
Mid-thigh or longer length shorts, skirts, dresses, pants, sports leggings	Very short shorts, skirts, dresses, sports leggings
Closed-in flat soled shoes	Sandals, heeled shoes, thongs, slides
See **Section** 6 — **Personal Presentation** of Yeronga State High School Student Dress Code Procedure	Excessive and/or large jewellery and / or makeup

3. Parents/carers support

Parents/carers are expected to support the school to ensure compliance with these guidelines before a student arrives at school on a free-dress day or for a school event.

4. Compliance

The dress code is aligned to the Yeronga State High School Student Code of Conduct and incidents of non-compliance will be managed using strategies to support positive behaviour, including:

- The school will contact the parent/carer to request a change of clothes be brought to school
- If parent/carer are unable to provide a change of clothes, students will be provided a loan of the school uniform to change into
- The student may be supervised outside of the classroom setting until appropriate and compliant clothes can be obtained.

Appendix(i)

YERONGA
STATE HIGH SCHOOL

Department of Education

Yeronga State High School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Timothy Barraud, Principal of Yeronga State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

c{)g .Jg /J c:)0:23

Timothy Barraud
Yeronga State High School
QUEENSLAND DEPARTMENT OF EDUCATION

DATE

T (07) 3249 1400
159 Villa Street Yeronga, Qld 4104
E office@yerongashs.eq.edu.au
Crlcos Provider Number: 00608A

Quality pathways to success

YERONGA
STATE HIGH SCHOOL

Department of Education

Yeronga State High School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Timothy Barraud, Principal of Yeronga State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

28 Jan 202--3

Timothy Barraud DATE
Yeronga State High School
QUEENSLAND DEPARTMENT OF EDUCATION

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