



CAPRICORNIA

School of Distance Education

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Purpose

Every Queensland State School is required to have a Student Code of Conduct. This is the school's behaviour policy, with information about school expectations, consequences and processes for addressing bullying, protocols and expectations around the use of technology and behaviour expectations for online lessons. From 2020, the Student Code of Conduct replaces the Responsible Behaviour Plan for Students, Code of Behaviour and Statement of Expectations.

Capricornia School of Distance Education's Student Code of Conduct has been developed in consultation with stakeholders across our school community, is available from our school website and provided to every learner and family upon enrolment.

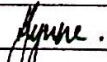
The Queensland Department of Education is committed to ensure all young Queenslanders have a right to receive a quality education in a safe and supportive learning environment. Capricornia School of Distance Education sets high expectations for its students in terms of behaviour, engagement in lessons and the submission of assigned work and assessment by due dates.

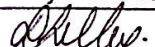
The five values of Capricornia School of Distance Education are Accountability, Integrity, Respect, Resilience and Positive Relationships. These values underpin everything that our staff do to ensure the best educational outcomes for all students. Maintaining positive relationships, working in collaboration and open communication between staff, students, parents and home tutors is an ongoing priority and pivotal to achieving our vision that every student reaches their highest potential at Capricornia School of Distance Education.

Contact Information

Postal address:	241-259 Farm Street, North Rockhampton QLD 4701
Phone:	07 4931 4800
Email:	admin@capricorniasde.eq.edu.au
School website address:	https://capricorniasde.eq.edu.au
Contact person:	Amanda Rynne (Principal)

Endorsement

Principal name:	Amanda Rynne
Principal signature:	
Date:	2.12.2020

School Council Chair Name:	Sonya Shelley.
School Council Chair signature:	



Principal's Foreword

Capricornia School of Distance Education has a close partnership with students, parents, home tutors and the staff of our school to overcome the challenges created by distance, isolation and family circumstance in order to educate students to reach their highest potential. Our goal is to maximise the educational outcomes for every student.

There is a strong sense of pride in our school; pride in the high academic achievement of the students, conduct and school spirit. We are proud of the way our school has continued to grow and develop.

Capricornia School of Distance Education has five core values; Accountability, Integrity, Resilience, Respect and Positive Relationships.

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

Capricornia School of Distance Education staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

Kind regards
Amanda Rynne
Principal

Data and Consultation Overview

The consultation process used to inform the development of the Capricornia School of Distance Education Student Code of Conduct involved several opportunities for staff and school community input. Staff were consulted during a student free day information and feedback session. Staff were able to contribute their ideas through Blackboard discussion boards. The Leadership team was involved in the production of this document and their input used to inform its contents.

A review of school behaviour data indicated that the largest cause of behaviour incidents logged on OneSchool was student non-submission of required work, lack of attendance in online lessons and poor engagement in lessons. Through staff collaboration, this led to the school Annual Implementation Plan goal of *Improving student attendance, participation and engagement*. Staff and the leadership team have been focusing their pedagogical practices and improvement strategies around this goal. The school Attendance and Assigned Work Policy (P-12) was re-written through collaboration with staff and the leadership team to ensure consistency of policy and clear expectations and processes for all.

The process for the development of the new Student Code of Conduct was communicated to both the P&C Association and School Council. Parents were invited to contribute their ideas through advertising in the Weekly Update and on the school's Facebook page. Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community with final endorsement at the end of year P&C and School Council meetings.

OneSchool is used by all staff to record minor and major behaviour incidents. The CSDE Attendance and Assigned Work Policy (P-12) guides teachers through the process required for addressing truancy and the non-submission of required work.

Parent, Student and Staff satisfaction data is drawn from annual School Opinion Surveys. The School Opinion Survey is an annual collection designed to obtain the views of parents/carers, students and school staff on what the school is doing well and how they can improve.

Parent Opinion Survey

Percentage of parents/caregivers who agree that:	2017	2018	2019
this is a good school (S2035)	100%	91%	94%
their child likes being at this school* (S2001)	99%	88%	88%
their child feels safe at this school* (S2002)	99%	94%	94%
teacher at this school are interested in my child's wellbeing* (S2021)	97%	90%	93%
Staff at this school are approachable* (S2022)	96%	89%	91%
This school asks for my input.* (S2024)	90%	82%	74%
This school keeps me well informed.* (S2025)	96%	90%	83%
teachers at this school treat students fairly* (S2008)	99%	88%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	88%	88%
this school takes parents' opinions seriously* (S2011)	93%	87%	81%
student behaviour is well managed at this school* (S2012)	97%	90%	93%
this school looks for ways to improve* (S2013)	99%	92%	92%

Student Opinion Survey

Percentage of students who agree [#] that:	2017	2018	2019
this is a good school (S2035)	100%	100%	90%
I like being at this school* (S2001)	100%	100%	95%
I feel safe at this school* (S2002)	100%	100%	100%
My teachers care about me* (S2063)	100%	100%	100%
I can talk to my teachers about my concerns* (S2042)	95%	93%	91%
I feel accepted by the other students at my school* (S2056)	94%	96%	100%
teachers at my school treat students fairly* (S2008)	95%	100%	86%
student behaviour is well managed at my school* (S2012)	94%	100%	90%
My school celebrates student achievements	90%	100%	95%

Staff Opinion Survey

Percentage of school staff who agree [#] that:	2017	2018	2019
they enjoy working at their school (S2069)	96%	99%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
This is a good school (S2108)	96%	98%	96%
My work has a direct positive impact on the community (S3228)	100%	100%	99%
I am proud to tell others I work for my school	96%	97%	97%
students are treated fairly at their school (S2073)	99%	100%	98%
student behaviour is well managed at their school (S2074)	96%	97%	97%
staff are well supported at their school (S2075)	90%	97%	89%
their school looks for ways to improve (S2077)	100%	99%	96%
they have the authority necessary to do my job effectively (S3209)	99%	97%	94%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

CAPRICORNIA SCHOOL OF DISTANCE EDUCATION DISCIPLINARY ABSENCES			
Type	2018	2019	2020
Short Suspensions – 1 to 10 days	2	3	3
Long Suspensions – 11 to 20 days	3	0	0
Cancellation	58	17	6
Exclusions	0	0	2



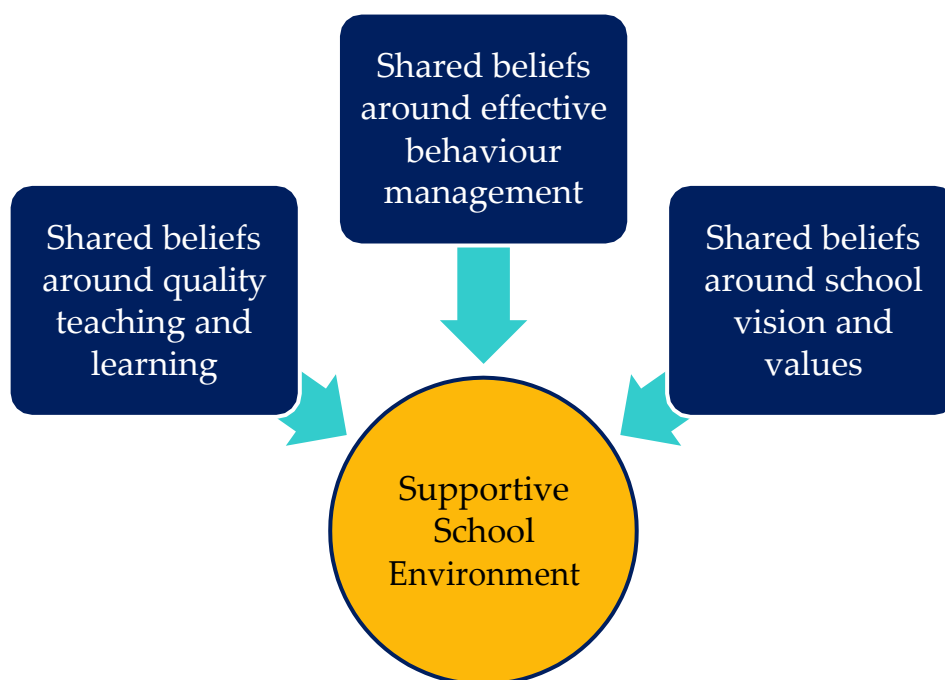
Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Learning environments for Capricornia School of Distance Education students are both in their home-based classroom and at school when attending field activities. It is considered that behaviour management in the home schoolroom context is the responsibility of the Home Tutor. It is the school's responsibility to support the Home Tutor with any necessary professional development which might contribute towards effective behaviour management in the home schoolroom context.

The school community identifies that primary role of teachers as engaging students in their learning and supporting them to reach their potential with the curriculum. The responsibility for appropriate behaviour belongs to the students and their parents, with the teacher and school reinforcing and developing appropriate skills in order to reduce the inappropriate behaviour of some students and the interference this causes in the online classroom.

The CSDE Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problematic behaviour and responding to unacceptable behaviours. Shared expectations for every student's behaviour are explained using everyday language for everyone, assisting the school in its goal to create and maintain a productive and positive learning environment where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.



Consideration of Individual Circumstances

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

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

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

Differentiated and Explicit Teaching

Capricornia School of Distance Education staff provide differentiated teaching to respond to the learning needs of all learners. This involves teaching expected behaviours and providing opportunities for learners to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

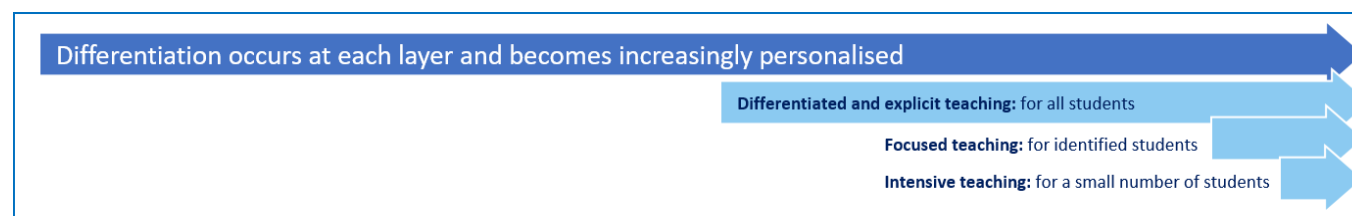
Teachers at Capricornia School of Distance Education vary what learners are taught, how they are taught and how learners can demonstrate what they know as part of this differentiated approach to teaching. These decisions about differentiation are made in response to data and day to day monitoring that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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. Each layer provided progressively more personalised supports for learners.

Tier 1 is differentiated and explicit teaching for all learners.

Tier 2 is focussed teaching for identified learners.

Tier 3 is intensive teaching for a small number of learners.



Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, the HOSES and HOD Inclusion work collaboratively with teachers at Capricornia School of Distance Education 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 focussed teaching
- require intensive teaching

Capricornia School of Distance Education has weekly Equity meetings in place to review support programs and collaboratively develop the best approach to support individual learners.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned a core teacher who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Student Wellbeing and Support Services

At Capricornia School of Distance Education the communication and implementation of our key behaviour expectation messages is done through many avenues. ***The proactive and early identification of students with specific needs who require additional support is important to prevent behaviours escalating.***

School-wide strategies may include:

- Classroom reward and incentive schemes which reinforce desirable behaviours
- Reinforcement of key messages for behaviour expectations during school assemblies
- Beginning Teacher Mentor program upskilling of teachers including reference to the Essential Skills for Classroom Management (ESCM)
- Peer and buddy programs to promote cross-school positive student relationships
- Transition programs from eKindy-Prep, Year 6-7, Year 10-11
- Pathway support for students from HODs, HOSES, GOs
- Engagement room supervision of students to complete required work in Secondary
- Positive behaviours recorded on OneSchool for students
- Mini-school student of the week awards
- Awards at Awards Ceremonies (Primary and Secondary) to recognise positive contributions of students to the school community
- Face to face and online group sessions on wellbeing topics for students and Home Tutors during Mini-schools
- Weekly Equity meetings

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

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

Student Wellbeing - Curriculum and pedagogy

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

Student Wellbeing - Policy and expectations

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

Specialised health needs

Capricornia School of Distance Education works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Capricornia School of Distance Education requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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

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

Mental health

When there is a reasonable belief that a student has a mental health difficulty, Capricornia School of Distance Education works with students, families and health care professionals to support the implementation of early intervention and treatment. Where appropriate, this includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Capricornia School of Distance Education school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

In the case of a suicide of a student Capricornia School of Distance Education enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

CSDE structure to support students' educational outcomes and wellbeing

Capricornia School of Distance Education is proud to have a comprehensive network of professionals in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at CSDE to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate person. It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Role	What they do
HOSES	<ul style="list-style-type: none"> • lead educational program for students with special needs and learning difficulties • co-ordinate weekly Equity meetings to discuss students of concern who have been referred by teachers • liaise with DPs, HODs, teachers and support staff across all areas of the school • embed socially just practices in daily school life
HOD Inclusion	<ul style="list-style-type: none"> • promote an inclusive, positive school culture • liaise with HOSES, DPs and HODs to ensure students across all areas of the school are getting the support they need
HOD Student Services - Transitions and Pathways	<ul style="list-style-type: none"> • monitors attendance, behaviour and academic data to identify areas of additional need to support specific students • provides support to children experiencing difficulties at home and assist their engagement with education and training • provides pathway opportunities for students • provide support to students to overcome barriers to education • coordinate transition to secondary for students moving from Year 6 to Year 7 • support transitions through the phases of learning e.g. 6 to 7, 9-10 and post-secondary transitions
HOD Senior Secondary	<ul style="list-style-type: none"> • monitors student pathways, QCE attainment and subject selections in senior
HODs Curriculum areas	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school
Guidance Officers	<ul style="list-style-type: none"> • advocate for students within the school environment • provide an initial counselling/support and referral service to assist students in decision making about critical educational, personal, social, emotional and career development issues, and provide ongoing support during the implementation phase of their decision • provide psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents concerning educational, behavioural, career development, mental health and family issues.
Youth Health Nurse	<ul style="list-style-type: none"> • provides individual and group sessions with support, health information and referral options
Registered Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs

Whole School Approach to Discipline

The Student Code of Conduct for Capricornia School of Distance Education is designed to facilitate high standards of behaviour so that learning and teaching in our school takes priority and students can engage positively and safely within our school community.

Expected behaviours are outlined for the following two different contexts that students are engaged in learning at CSDE:

- online learning
- face to face interaction at field activities

Consistent and fair consequences

Capricornia School of Distance Education follows the evidence based discipline model which places **emphasis on prevention** by:

- setting clear expectations
- teaching appropriate behaviours
- practicing appropriate behaviours
- shaping and reinforcing appropriate behaviours
- providing a differentiated engaging curriculum
- providing other positive behaviour support strategies

These strategies are foundational to effective classroom management. It is important that teachers respond consistently to problem behaviours using fair, logical, and predictable consequences.

The purpose of a consequence is to correct and teach, therefore the provision of a consequence should always contain an opportunity to reteach the expected behaviour. Consequences should be selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

Strategies to address behaviours and prevent behaviours escalating

Corrective feedback
Logical consequences
Prompting
Parallel cueing and planned ignoring
Redirection
Reteach
Giving choices

Shared school values

Our school community has identified and reaffirmed our shared school values to teach and promote our high standards and expectations for responsible behaviour. These are:

Accountability

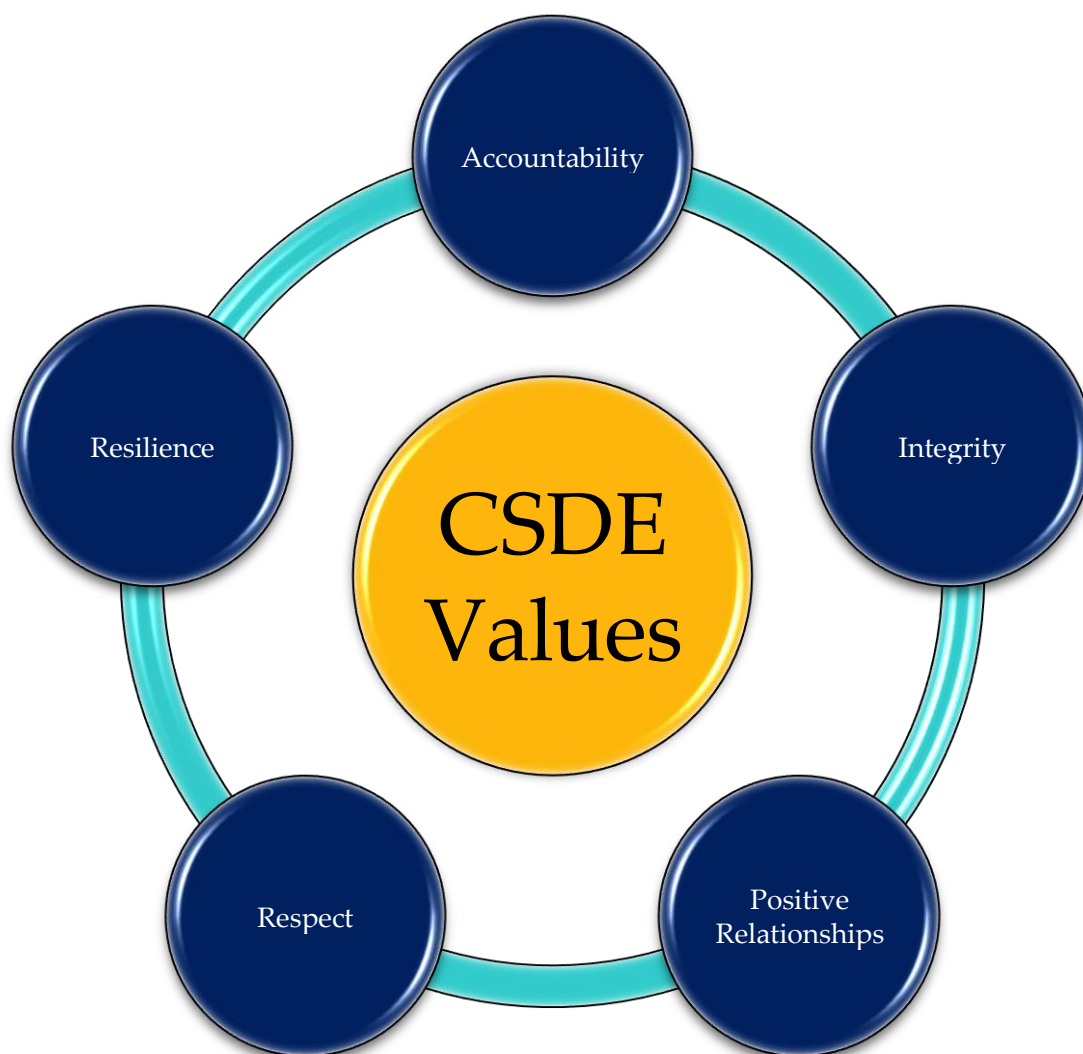
Integrity

Respect

Resilience

Positive Relationships.

Behaviours can be linked to these values and all members of the school community have a responsibility to uphold and reflect them through their everyday actions.



Parents, students and staff – behaviours we expect to see

The table below explains expectations (based on our school values) for parents and students, and the standards we commit to as staff.

Respect

<i>What we expect to see from parents</i>	<i>What we expect to see from students</i>	<i>What you can expect from us</i>
You maintain regular communication with class teachers and administration to discuss any matters relating to your child.	Students respond to their teachers and engage in their lessons productively.	We will respond as soon as practicable to your communication and discuss any matters of concern.
You are respectful in your conversations at home about school staff.	Students speak respectfully about their teachers.	We will ensure positive behaviours are role modelled for all students.
Your communication with staff is of a respectful tone and not an abusive nature.	Students use respectful language at all times with teachers and peers.	We will reciprocate a respectful and professional line of communication with parents and students.
School resources lent to families will be looked after and returned when required.	Students take good care of school resources.	We will maintain a high standard of quality resources and mail out in a timely manner.
You leave and collect your child from the designated area at school.	Students comply with school rules when on campus.	We will give clear guidance about a designated area for parents to leave and collect students.

Integrity

<i>What we expect to see from parents</i>	<i>What we expect to see from students</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	Students respect the privacy of others.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	Students attend all lessons and are on time.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	Students respect the opinions of others and their right to express them.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
As a home tutor you ensure the integrity of student work by not doing it for them.	Students produce and submit work that is their own.	We will use student data to identify any support or scaffolding needed.
You ensure students have access to school uniform for school based activities.	Students wear their school uniform with pride.	We will provide uniforms at a reasonable price and access for families with financial difficulties.

Accountability

<i>What we expect to see from parents</i>	<i>What we expect to see from students</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	Students following the school rules in online lessons and at field activities. Students complete all required work by due dates.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. We follow school policy when addressing truancy and non-submission of required work.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	Students take responsibility for also keeping informed of school events and news.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	Students report any concerns to a staff member they trust.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
All school accounts are paid in a timely manner.		We will work to keep costs for families at a minimum and provide payment plans for families in need.
All required documentation for enrolment are provided in a timely manner.		We are clear about what documents are required and when.
You ensure your children are dressed appropriately for their school day and have an appropriate home school space to work from.	Students are prepared and ready for learning every day (with appropriate clothing, distraction free learning area and any resources needed for lessons).	We will also dress appropriately and monitor the home school environment for students.

Positive Relationships

<i>What we expect to see from parents</i>	<i>What we expect to see from students</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with staff.		We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.		We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	Students respect the privacy of others in their online communications.	We will act quickly to address social media issues that affect staff, students or families.
You will not interrupt the online lesson by talking to the teacher or sending chat messages, but will rather send the teacher an email.	Students stay focussed in their online lessons.	We will respond to parent emails when not teaching.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class or student.	Students show appreciation to their teachers.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	Students are interacting with peers and teachers in a positive and respectful way.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You provide regular communication with teachers and ask for help at any time.	Students asking for help and communicating openly with teachers.	We will check in with you about your child's needs or any support your family may require.

Resilience

<i>What we expect to see from parents</i>	<i>What we expect to see from students</i>	<i>What you can expect from us</i>
You model to your children the value of perseverance in everyday challenges.	Students persevere to complete all set tasks to the best of their ability.	We will support you with challenges that we can assist with and model appropriate responses when things go wrong in class.
You encourage your children to be strong, brave and have a go.	Students embrace challenges and learn from mistakes.	We will provide opportunities for students to step out of their comfort zone.
You model optimism and enthusiasm for learning and doing one's best.	Students striving to improve and reach their potential.	We will provide engaging lessons that grow student enthusiasm and encourage excellence from all students.
You seek help when you need it.	Students seek help when needed.	We will provide avenues to support you in the role of being a Home Tutor.

Student rights and responsibilities

At Capricornia School of Distance Education, we believe that ***students have both rights and responsibilities in regards to their learning and that of others.*** This applies to both online learning environments and at school field activities.

Student rights and responsibilities: ONLINE LESSONS	
Rights	Responsibilities
<ul style="list-style-type: none"> All students have a right to be heard, and to hear what others have to say. 	<ul style="list-style-type: none"> Students will raise their hands to respond. Students will respond when prompted by their teacher. Students will mute when not talking.
<ul style="list-style-type: none"> All students have a right to equal opportunities to contribute during online lessons. 	<ul style="list-style-type: none"> Students will accept that the teacher attempts to spread interaction fairly among students. Students should reflect on each other's input before contributing.
<ul style="list-style-type: none"> All students have a right to quality and engaging online lessons 	<ul style="list-style-type: none"> Students will be punctual and prepared for lessons, as modelled by the teacher. Students will listen carefully to the teacher and classmates to avoid need for repeats by the teacher at the expense of other student's time. Students will actively participate in lessons by contributing to discussions, using the talk function, chat box and completing all set work.
<ul style="list-style-type: none"> All students have a right to a safe and supportive online learning environment 	<ul style="list-style-type: none"> Students will use appropriate language during lessons, speaking courteously and clearly. Students will follow the instructions of their teachers. Students will show respect to their peers and teachers. Students will demonstrate tolerance of other points of view.
<ul style="list-style-type: none"> All students have a right to a quality education 	<ul style="list-style-type: none"> Students will be on time with the submission of all assigned work. Students will access the learning materials provided to them and seek support from their teachers if required. Students and/or Home Tutors will advise their teachers if exceptional circumstances have affected their ability to submit required work on times.
<ul style="list-style-type: none"> All students have a right to timely and informative feedback 	<ul style="list-style-type: none"> Students will take on board feedback provided and make efforts to improve and develop from this.

Student rights and responsibilities: FIELD ACTIVITIES, ONSITE, ALS	
Rights	Responsibilities
<ul style="list-style-type: none"> All students have a right to learn and play in a safe and supportive environment. 	<ul style="list-style-type: none"> Students will not bully or endanger others by word or action. Students will accept the authority of the person in charge and follow all instructions. Students will listen, contribute and clearly accept the rules established with the person in charge at the commencement of field activities. Students will strive to be a positive role model to their peers. Students will be accepting of and inclusive of others. Students will accept responsibility for their own behaviour. Students will be encouraging of their peers.
<ul style="list-style-type: none"> All students have a right to a range of field activities. 	<ul style="list-style-type: none"> Students will make an effort to participate in activities made available.
<ul style="list-style-type: none"> All students have a right to expect cooperative effort and an opportunity to develop teamwork and leadership skills. 	<ul style="list-style-type: none"> Students will share in preparing for activities and tidying upon completion. Students will demonstrate a willingness to work and collaborate as a member of a group. Students will embrace leadership opportunities presented at field activities.

Disciplinary Consequences

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

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

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

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

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

Differentiated Consequences

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders
- Explicit behavioural instructions
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language

- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

Focused Consequences

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

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

Intensive Consequences

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

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

CSDE Policies and Guidelines for students and parents

Capricornia School of Distance Education has tailored school discipline policies and student guidelines designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies/guidelines:

[CSDE School Rules – General](#)

[Online lesson expectations and protocols for students](#)

[Attendance and assigned work policy](#)

[Use of mobile phones and other devices by students](#)

[Appropriate use of social media](#)

[Preventing and responding to bullying](#)

[School disciplinary absences](#)

[Temporary removal of student property](#)

[Restrictive Practices](#)

[Critical Incidents](#)

[Student dress code](#)

[Effort and behaviour reporting guidelines](#)

[Engagement room procedures](#)

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Appendix and Resources

Appendix A: Capricornia School of Distance Education School Rules - General

	We are Learners	We are Respectful	We are Responsible	We strive for Excellence
In online lessons	<ul style="list-style-type: none"> Be an active participant Be a good listener Complete all your work by the due date 	<ul style="list-style-type: none"> Take pride in your work Respect others' right to learn Resolve conflict peacefully Look after ICT equipment Use appropriate language at all times 	<ul style="list-style-type: none"> Be on time Be prepared with necessary equipment Ask permission to leave lessons Use online tools sensibly Keep work space tidy Use technology and internet for school related purposes only Keep passwords and personal details private 	<ul style="list-style-type: none"> Complete set tasks on time and to the best of your ability Co-operate with other students, staff and home tutors at all times Engage fully in every lesson
On campus and at field activities	<ul style="list-style-type: none"> Be an active participant Be a good listener Embrace all learning opportunities Try new things 	<ul style="list-style-type: none"> Look after school equipment Respect your school grounds by putting all rubbish in bins Play fairly and take turns Include others Stay out of out-of-bounds areas Be respectful of the location Follow set rules Behave sensibly in toilets, bathrooms and other facilities Leave facilities clean and tidy Keep hands and feet to yourself 	<ul style="list-style-type: none"> Help to pack away resources and tidy up Eat in designated eating areas Represent your school with pride when in public Demonstrate responsible behaviour at all times Leave valuable property at home Take care of your own belongings Be sun safe Follow school dress code including appropriate footwear Keep mobile phone switched off and out of site. No mobile phones at camps and clusters. 	<ul style="list-style-type: none"> Complete set tasks with effort and to the best of your ability at all times Co-operate with other students, staff and home tutors at all times Encourage others to do their best Be positive, persistent and honest

Appendix B: Online lesson expectations and protocols for students



Topic	Expectation
Logging in to lessons	Students are expected to log in to online lessons 5 minutes before the scheduled lesson start time.
Profile pictures	<p>Students are expected to have a profile picture for online lessons.</p> <p>This is important in allowing teachers to 'add a face to the name'.</p> <p>RULES FOR PROFILE PICTURES: This may be an appropriate photo (head and shoulders) or avatar image.</p> <p><i>Any images used must be non-offensive and suitable for online classroom use. Students are not permitted to use any images that promote or represent any organisation or company.</i></p>
Online talking protocol	<p>Students are expected to talk during online lessons. This is essential to ensure that students are engaging fully in their learning.</p> <p>To talk, students need to put their hand up, wait for the teacher to say their name, then speak.</p> <p>If teachers ask the student a question, then the student is to click on the talk button and speak.</p> <p>When not talking, it is important that students mute their microphone.</p>
Online tools	<p>Students are expected to use the online tools (such as chat box, text box, pointers and drawing tool) appropriately.</p> <p>All communication in the chat box is monitored by the teacher.</p> <p>Any student found using the chat box or other tools inappropriately will have access to this tool removed.</p> <p>All lessons are recorded so any inappropriate behaviour will be recorded.</p>
Resources required for lesson	Students are expected to be prepared for their lessons by having all required resources ready.
Participation	Students are expected to participate and engage in all activities in their online lessons. Logging in to a lesson but not responding/communicating/engaging will be considered as an absence. Teachers will also record this non-cooperation as a behaviour incident on OneSchool.
Appropriate language	<p>Students are expected to use good manners and appropriate language at all times.</p> <p>Parents and Home Tutors also need to be aware that household background noises and voices can be picked up and heard when the student has their talk button on.</p>

Capricornia School of Distance Education

Attendance and Assigned Work Policy (Prep – Year 12)

Rationale

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs. Capricornia School of Distance Education (CSDE) expects every student to attend school, every school day.

According to section 177 of the Education (General Provisions) Act 2016, a child enrolled in a program of distance education is taken to attend the school of distance education by completing and returning assigned work for the program. At CSDE, assigned work includes:

- All summative assessment tasks.
- All formative assessment tasks, including drafts.
- All learning activities set by the teacher, including participation in all scheduled online lessons.

The Capricornia School of Distance Education provides an online program, meaning that lessons and resources are provided online. All students are expected to participate in online learning, unless the Principal or delegate has approved for all or part the student's learning to be completed offline. Where offline learning has been approved, assigned work will be outlined in an Offline Learning Agreement, including a return of work schedule and expectations for regular contact with teachers.

The CSDE Attendance and Work Return Policy aims to outline the responsibilities of students, parents and the staff at this school in setting students up for successful learning.

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school.

At Capricornia School of Distance Education we believe:

- All children and young people should be enrolled at school and attend school all day, every school day
- Unexplained absences can place a student in unsafe situations and impact on their future employability and life choices
- Attendance at school is the responsibility of everyone in our school community

At Capricornia School of Distance Education, we are committed to achieving the following targets in improving attendance:

- 100% of students attending >95% of the time
- 100% of students completing and submitting learning and assessment tasks on or prior to the due date.

- 100% of student absences are notified (by the parent/guardian) on or prior to the day of absence.

At Capricornia School of Distance Education we promote 100% attendance by:

- Developing a positive school culture that promotes learning through effective home-school partnerships.
- Working with the school community to communicate high expectations for student attendance and engagement.
- Recording and following up all student absences, monitoring non-attendance and completion/submission of assigned work, and actively supporting every student's engagement in learning.
- Providing high quality, evidence-based intervention and support to students, parents and guardians to increase student attendance and engagement and improve educational outcomes.

Responsibilities

Student Responsibilities:

- Ensure all learning materials and resources are ready prior to each online lesson.
- Reduce or remove distractions, e.g. other devices turned off or out of reach.
- Log in to each scheduled online lesson on time and actively participate in all learning activities.
- Complete and submit all assigned learning and assessment tasks, by the due date. This includes both online and offline (e.g. eTeach, WWF, Spelling Mastery, etc) tasks.
- Maintain regular contact and discuss any issues or concerns with each teacher.

Parent/Guardian/Home Tutor Responsibilities:

- Notify the school of any absences, on or prior to the day of absence, and make arrangements with teachers for each child to catch up any work missed. Refer to the Student Absence Notification Procedure.
- Ensure their child has the resources and materials ready and available for each lesson.
- Ensure the home learning environment is free from distractions and promotes learning, e.g. other devices turned off or out of reach, desk in an area that promotes focus and participation in learning.
- Ensure each child is logged in to each scheduled online lesson on time, or notify school if unable to do so (including IT issues).
- Ensure each child actively participates in all scheduled online lessons, and completes and submits all assigned work prior to the due date.
- Encourage and support each child's learning in partnership with the teacher.
- Discuss concerns or problems with their child's attendance or participation, and work in partnership with the school to identify and implement strategies to improve their child's engagement in learning.
- Help each student establish a good home study routine so that he/she can complete assigned work on time.
- Reinforce the importance and expectations of distance education and that the 'school day' is a time for learning.
- Where a child is unable to regularly participate in online learning, contact the school to discuss offline options for all or part of the program.

Teachers (and Teacher Aides):

- Promote attendance and engagement by –

- Working in partnership with home tutors, to provide quality teaching that is based on principles of effective learning and teaching.
- Providing learning experiences and expectations that match each student's needs and prioritise resources in the most effective way to advance each student's achievement.
- Discussing attendance and engagement concerns with parents/guardians/home tutors.
- Referring the student to the relevant Head of Department as per the CSDE Absence and Failure to Submit Assigned Work Procedure.
- Promote the completion and submission of assigned work by –
 - Explicitly teaching students and home tutors how to complete and submit assigned work.
 - Provide a work return schedule so students and home tutors know when tasks are due and how to access the resources required to complete them and providing reminders for upcoming due dates.
 - Work with families to identify and implement access arrangements and reasonable adjustments to assist students with disabilities, medical conditions and other circumstances to participate, complete and submit assigned work, including assessments.
 - Notifying parents when assigned work is not completed and submitted.
 - Referring the student to the relevant Head of Department to identify and provide any additional strategies and support.

Heads of Department:

- Promote attendance and engagement by –
 - Working with teachers, to provide quality teaching that is based on principles of effective learning and teaching, in partnership with home tutors.
 - Discussing ongoing attendance and engagement concerns with parents/guardians/home tutors.
 - Referring the student to equity committee to identify and provide any additional strategies and support.
 - Referring students with concerning patterns of attendance to the Principal or delegate for action.
- Promote the completion and submission of assigned work by –
 - Working with teachers to identify and implement access arrangements and reasonable adjustments to assist students with disabilities, medical conditions and other circumstances to participate, complete and submit assigned work, including assessments.
 - Following up with home tutors when assigned work is not completed and submitted to determine if a reasonable excuse exists and what work needs to be completed and by when.
 - Referring the student to Equity Committee to identify and provide any additional strategies and support.
 - Referring students who do not have a reasonable excuse for why assigned work has not been completed and submitted to the Principal or delegate for action.

Principal or Delegate:

- Inform parents of their legal obligations about enrolment and attendance.
- Communicate attendance and work return expectations with students, families and the school community.
- Ensure parents/guardians are notified their child's unexplained absence as soon as practicable on the day of the student's absence (allowing time for parents to respond prior to the end of that school day).
- Monitor student enrolment and absences.
- Implement strategies to manage student enrolment and absences.
- Follow up unexplained absences and concerning patterns of attendance with parents/guardians.

- Refer to and 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 processes for enforcing parental obligation in regard to attendance and compulsory participation.

Reporting and monitoring attendance

At Capricornia School of Distance Education reports of absence and failure to complete and submit assigned work are taken seriously. Parents and Home Tutors may report an absence in the following ways:

Phone the respective campus before 9.00 am on the day of absence.

- Emerald: (07) 4987 9100
- Rockhampton: (07) 4931 4800

Email admin@capricorniasde.eq.edu.au

- It is important to use the following protocols:
 - State the year level and full name of the student in the **subject line**
 - State clearly the date(s) of the absence, and the reason in the **body**. If the absence is only for part of a day, state which period you will be absent.

Responses to absences and failures to complete and submit assigned work

Tier 1: Differentiated Support:

- Student is usually engaged in learning and are completing and submitting at least 85% of assigned work (learning tasks and formative assessments) or have failed to submit a summative task, including drafts.
- Family is contactable and home tutor support available
- Students may be experiencing difficulties resulting in regular absences or failure to submit some assigned work (learning activities and formative assessments)
- Teachers, with the support of the year level Head of Department, will work with families provide differentiated learning and support.

Tier 2: Supplementary Support for specific barriers to engagement:

- Student is generally engaged in learning and are completing and submitting less than 85% assigned work.
- Family is not contactable (for less than 15 days) and home tutor support is limited
- Student may have specific barriers preventing engagement or Tier 1 support may have been unsuccessful
- Heads of Department will work with teachers and families to provide supplementary support, including referrals to internal and external supports, and consideration of adjustments to the student's educational program.

Tier 3: Substantial Support for significant barriers to engagement:

- Student has disengaged from learning and has failed to submit assigned work across learning areas.
- Family is not contactable (for more than 15 days) and home tutor support is unavailable
- Student may have significant barriers preventing engagement or Tier 2 support may have been unsuccessful.
- The relevant Deputy Principal will work with heads of department, teachers and families to provide

substantial support, including referrals to internal and external supports, and consideration of significant adjustments to the student's educational program.

- Student referred to the relevant Regional team for support and collaborative case management.

Tier 4: Extensive support for students detached from education

- Student is of compulsory age without an active enrolment.
- Student is in compulsory participation phase not attending education, training or employment.
- Regional team will lead collaborative case management processes with interagency stakeholders
- Regional team will consider prosecution of the parent/carer for failure to comply with the Education (General Provisions) Act 2006.

Supporting resources

Procedures:

- CSDE Roll Marking Procedure
- CSDE Absence and Failure to Submit Assigned Work Procedure for Primary
- CSDE Absence and Failure to Submit Assigned Work Procedure for Secondary
- Engagement Room Procedure for Senior Secondary Students

Documents:

- Absence letter to parents
- Failure to submit work letter to parents
- Offline Learning Agreement
- Student Re-engagement Agreement

Related resources

Every Day Counts

<http://education.qld.gov.au/everydaycounts/index.html>

Departmental Policies and Procedures

Managing Student Absences and Enforcing Enrolment and Attendance at State Schools

- [Processes for enforcing the parental obligation that a child of compulsory school age attends on every school day, for the educational program in which the child is enrolled](#)
- [Processes for enforcing the parental obligation that a young person in the compulsory participation phase participates full-time in an eligible option](#)
- [Roll Marking in State Schools](#)

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Appendix D: Use of mobile phones and other devices by students

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

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

School camps

Students of Capricornia School of Distance Education **are not permitted** to bring mobile phones to camps.

On school campus and at Alternative Learning Sites

The use of mobile phones can be disruptive to the learning environment of all students. Capricornia School of Distance Education has therefore put into place this policy to ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment.

Primary students cannot have a mobile phone in their possession. If your child is in Prep to Year 6 and they bring a mobile phone to school, it will be stored until the end of school.

Students in Years 7 to 12 are allowed to have their phone in their possession, but must turn it off and keep it out of sight until the end of school day.

In the event a mobile phone is being used in any manner or place that is disruptive to the normal routine of the school, the school reserves the right to confiscate the mobile phone and store until the end of the school day. Parents will be informed and will be asked to come in to collect the phone.

Exceptions are allowed for students who have approval from the principal to use a phone to monitor health conditions, or where teachers give students permission to use mobile phones for a specific purpose.

If students need to contact their parents/carers, they can do so through the school's administration. Likewise, if parents/carers need to get a message to their children, they should call the school.

- If mobile phones are brought to school they are the responsibility of the student.
- Those students unable to follow this policy will be required to hand in their phone on each occasion they are at school.
- Students are not to use mobile phones to contact parents in a way, which would circumvent normal school procedures.

It is **unacceptable** for students at Capricornia School of Distance Education to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet sites
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate
- photograph or film others without their consent
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff

Appropriate disciplinary action will be taken against any student who breaches any of these rules.

Also note that if personal mobile phones or other devices are brought onto school campus, no liability will be accepted by the school in the event of loss, theft or damage, unless it can be established that the loss, theft or damage resulted from the department's negligence.

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

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

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Appendix E: Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

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

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

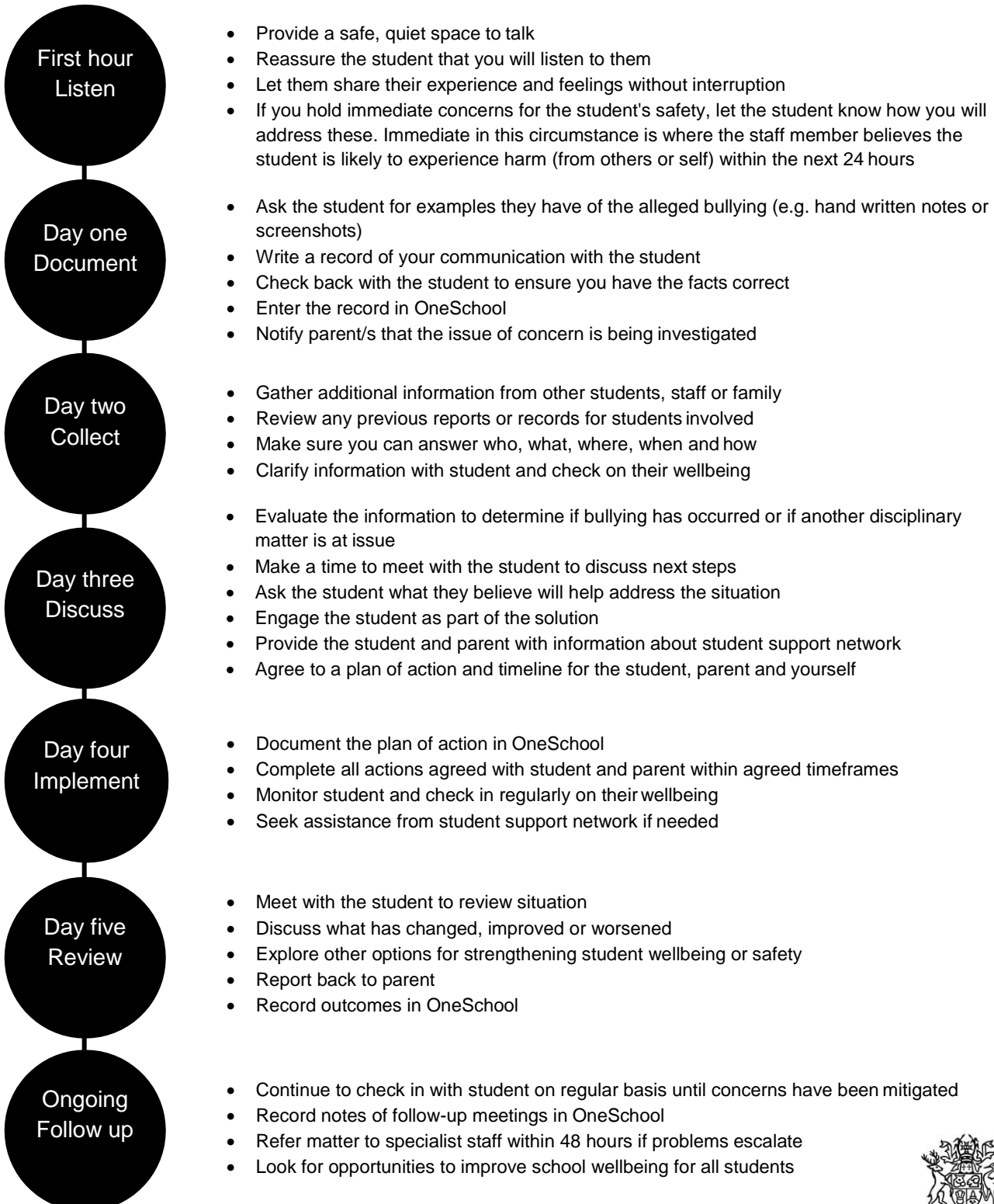
The following flowchart explains the actions Capricornia School of Distance Education staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on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

CSDE Bullying response flowchart for staff

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

Key contacts for students and parents to report bullying:

Class teachers, Heads of Departments, HOSES, Guidance Officers, Deputy Principals, Principal



HELPING YOURSELF, HELPING YOUR FRIENDS

There are no simple, quick fix answers to bullying, harassment, discrimination and violence. But here are some ideas that have helped others and may help you.

Find someone to talk to

Tell a trusted friend, teacher or carer. They may be able to support you in your decisions or even mediate between you and the person who is doing the bullying. Best of all, they will listen to how you feel.

Who to talk to

If bullying, harassment, discrimination or violence is happening at school, it is very important that students report the behaviour to someone who can help.

Here is a list of people who can be approached to discuss bullying and harassment issues.

- THE PRINCIPAL, DEPUTY PRINCIPAL, HEAD OF DEPARTMENT, GUIDANCE OFFICER
- YOUR CLASSROOM TEACHER OR A TEACHER YOU KNOW
- YOUR PARENTS

Talk to yourself.

No, you're not going mad! Your mind is your own private space to think through and talk about what has happened and how you feel. Writing down your thoughts and feelings can help too.

Stay positive.

Bullying usually makes us feel small and powerless so it can be difficult to feel positive. Focus upon all the things that you do well.

Be confident.

Use strong, assertive 'I' statements. When you think people are misusing power, tell them 'I don't like that,' in a strong confident voice. Practise this with your friends.

Use conflict resolution skills.

Talk with the person who is harassing or bullying you. Ask them if there is a problem that you might be able to sort out together.

Where possible, ignore people who bully or harass.

You don't have to respond. You can walk away from people who are harassing you. This does not always work, particularly if it is persistent bullying or violence that needs to be reported. You may need to continue ignoring the behaviour for a while.

Hang around with your friends.

Be with people who help you feel good about yourself. Good friends respect, encourage and support you. They care for your wellbeing and are fun to be around. And you'll make new friends by respecting, encouraging and supporting others.

Stick up for your friends.

If you have a friend who is being bullied, stick up for them, listen to them talk about how it feels, let them know you care... and give them this information. Also try standing up for others you don't know so well.

Remember if we do nothing we are part of the problem.

Bullying. No way!

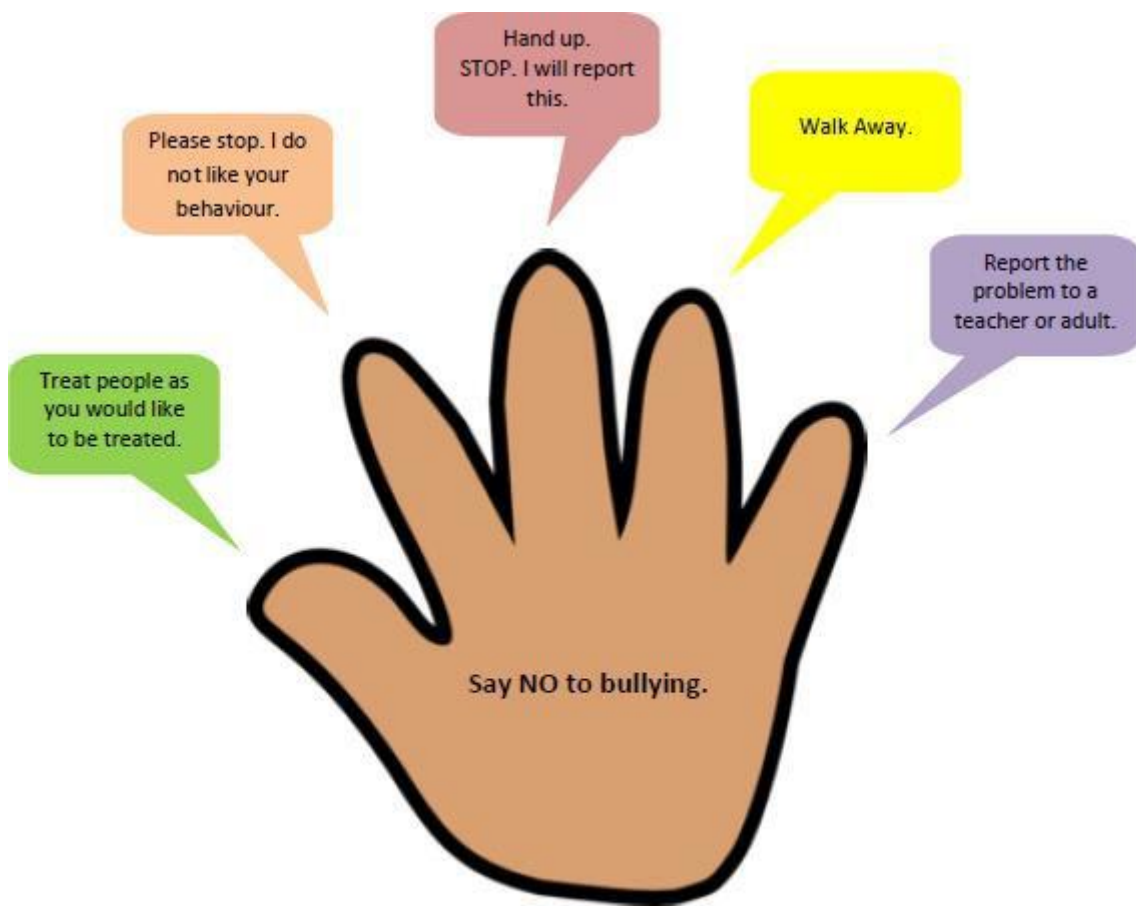
Bullying. No way! <http://www.bullyingnoway.gov.au/index.html>

Safe Schools Hub: <http://www.safeschoolshub.edu.au/home>

National Safe Schools Framework:

<http://www.safeschoolshub.edu.au/documents/nationalsafeschoolsframework.pdf>

Students are encouraged to use the Five Finger Strategy when dealing with bullying.



We are learners. We are respectful. We are responsible. We Strive for Excellence.

Appendix G: Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

CSDE Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

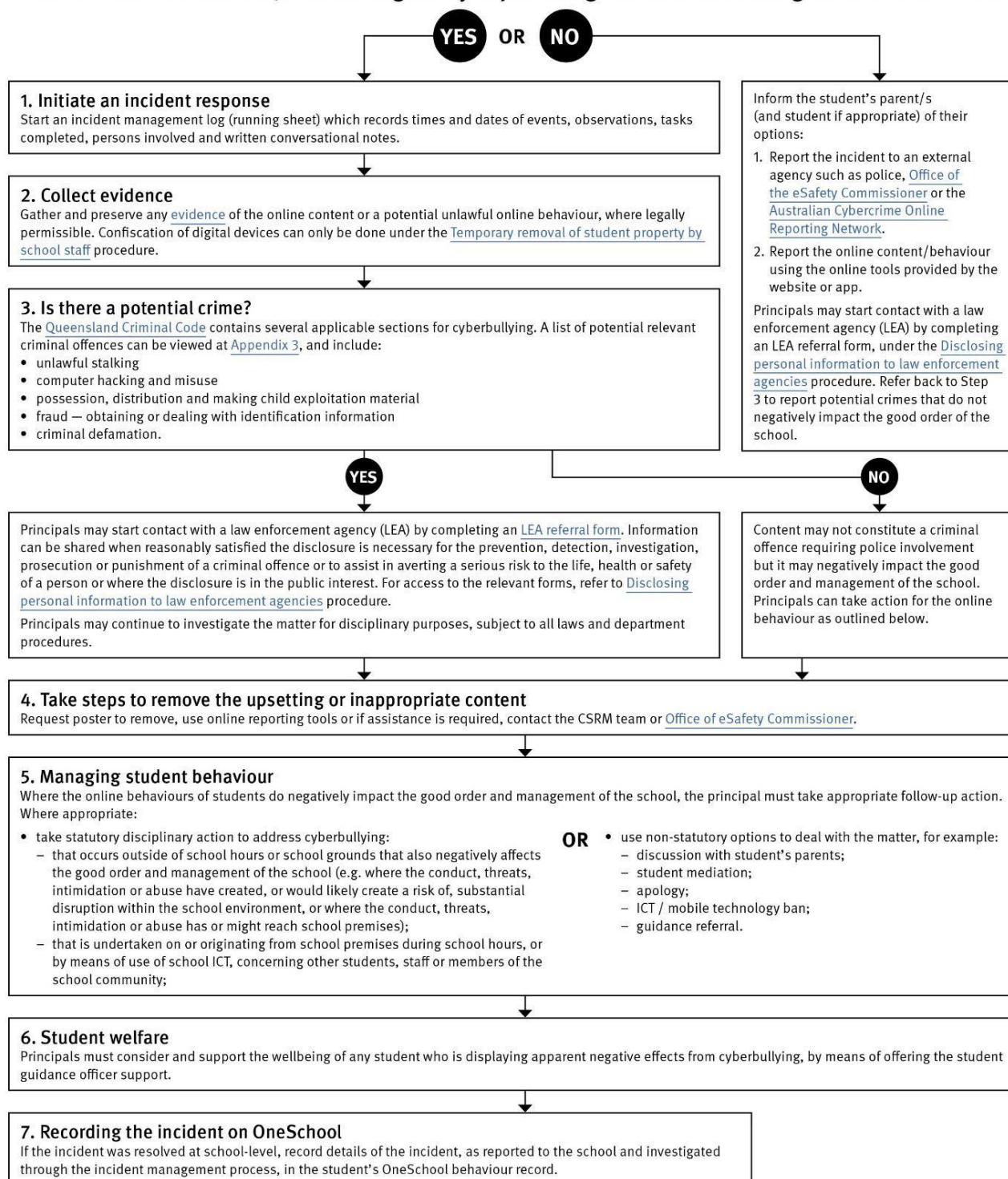
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Appendix H: School Disciplinary Absences

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

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

At Capricornia School of Distance Education, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Capricornia School of Distance Education may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a 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 to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

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

Reasonable adjustments

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

Appendix I: Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Capricornia School of Distance Education and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

Capricornia School of Distance Education Staff:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Capricornia School of Distance Education Parents and Carers:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Exemplar State College Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection

Capricornia School of Distance Education Students:

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

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

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

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

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

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

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

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

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

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

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

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

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

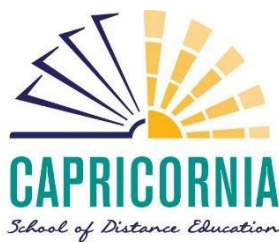
For unexpected critical incidents, staff should use basic defusing techniques:

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

Appendix L: Effort and Behaviour reporting guidelines

End of Semester Reporting Criteria – Effort and Behaviour				
	A (Excellent)	B (Very Good)	C (Satisfactory)	D (Needs Attention)
Effort	<p>The student:</p> <ul style="list-style-type: none"> Arrives at class every lesson ready to learn Is an enthusiastic learner who tackles new challenges eagerly and with a positive attitude Works very well independently and with others in group situations Always completes daily class tasks in a timely manner to the best of their ability Shows perseverance in completing classwork Uses class time very constructively Consistently follows teacher's directions Is able to transition easily from one activity to the next without teacher guidance 	<p>The student:</p> <ul style="list-style-type: none"> Arrives at class each lesson ready to learn Is an enthusiastic learner who tackles new challenges with a positive attitude Works well independently and with others in group situations Completes daily class tasks in a timely manner to the best of their ability Shows perseverance in completing classwork in nearly all situations Uses class time constructively Follows teacher's directions Is able to transition from one activity to the next with minimal teacher guidance 	<p>The student:</p> <ul style="list-style-type: none"> Arrives at class ready to learn for the majority of lessons Is a steady learner who tackles most new challenges with a positive attitude Works independently and in groups with some teacher supervision Usually completes daily class tasks to a satisfactory standard that matches their ability Shows some perseverance in completing classwork Uses class time effectively Usually follow teacher's directions but with some correction Is able to transition from one activity to the next with teacher guidance 	<p>The student:</p> <ul style="list-style-type: none"> Arrives at some lessons ready to learn Is a reluctant learner who finds it difficult to tackle any new challenges Finds it difficult to work independently and in groups Completes daily class tasks to a satisfactory standard on occasion Shows little perseverance in completing classwork Rarely uses class time effectively Sometimes follows teacher's directions Finds it difficult to transition from one activity to the next
Behaviour	<p>The student:</p> <ul style="list-style-type: none"> Consistently makes excellent behaviour choices in all lessons Demonstrates behaviour that sets the standard for the class Serves as a role model for other students with their good behaviour Is consistently able to separate work and social times in class Is always polite to adults and peers in and out of the classroom Manages their feelings and emotions very well in the classroom Reacts appropriately in all classroom situations Is consistently respectful of others by taking the thoughts and feelings of others into account before speaking or acting Always stays focused on the task at hand 	<p>The student:</p> <ul style="list-style-type: none"> Consistently makes good behaviour choices in all lessons Demonstrates behaviour that sets the standard for the class Is able to separate work and social times in class Is polite to adults and peers in and out of the classroom Manages their feelings and emotions in the classroom Reacts appropriately in all classroom situations Is respectful of others by taking the thoughts and feelings of others into account before speaking or acting Stays focused on the task at hand 	<p>The student:</p> <ul style="list-style-type: none"> Consistently makes good behaviour choices in most lessons Demonstrates behaviour that is respected by their peers Is usually able to separate work and social times in class Is polite to adults and peers in and out of the classroom Manages their feelings and emotions in the classroom with minimal teacher direction Reacts appropriately in most classroom situations Is usually respectful of others by listening to their views and ideas Stays focused on the task at hand with the occasional teacher redirection 	<p>The student:</p> <ul style="list-style-type: none"> Is inconsistent in behaviour choices in most lessons Demonstrates behaviour that is rarely respected by their peers Finds it difficult to separate work and social times in class Is, at times, impolite to adults and peers in and out of the classroom Has difficulty managing their feelings and emotions in the classroom Reacts inappropriately in some classroom situations Is disrespectful of others at times Inconsistently stays focused on the task at hand despite teacher redirection
				E (Unacceptable)
				<p>The student:</p> <ul style="list-style-type: none"> Arrives at most lessons unprepared Is a reluctant learner who finds it very difficult to tackle any new challenges Finds it extremely difficult to work independently and in groups even with teacher supervision Rarely completes daily class tasks to a satisfactory standard Shows no perseverance in completing classwork Rarely uses class time effectively Requires frequent correction by the teacher to follow directions Is unable to transition from one activity to the next even with teacher guidance
				<p>The student:</p> <ul style="list-style-type: none"> Consistently makes poor behaviour choices in the majority of lessons Demonstrates behaviour that is not respected by their peers Is consistently unable to separate work and social times in class Is frequently impolite to adults and peers in and out of the classroom Manages their feelings and emotions poorly in the classroom even with constant teacher direction Reacts inappropriately in many classroom situations Is disrespectful of others, rarely listening to their views or ideas Rarely stays focused on the task at hand despite frequent teacher redirection





	Dress expectations for students	What we don't want to see
Online lessons	<ul style="list-style-type: none"> ▪ Appropriate shirt and shorts ▪ CSDE uniform may be worn 	<ul style="list-style-type: none"> ▪ Mid-riff tops ▪ Pyjamas ▪ Bare chests (boys) ▪ Offensive or inappropriate logos
On campus or at field activities	<ul style="list-style-type: none"> ▪ CSDE uniform (school polo shirt and plain navy shorts or skirt) ▪ CSDE hat or plain navy bucket hat, sun-safe hat ▪ Closed in sports shoes ▪ In Winter, school jumper or plain navy jumper ▪ For athletics and swimming carnivals students may wear a plain yellow or red shirt with navy shorts. 	<ul style="list-style-type: none"> ▪ Sleeveless tops ▪ Mid-riff tops ▪ Offensive or inappropriate logos ▪ Caps ▪ Thongs, sandals, boots

CSDE is a sun-safe school. CSDE is a no hat, no play school.



The engagement room is used at CSDE as an opportunity for staff to assist students who are behind in their work and to help them get back on track. It is considered as a learning and development opportunity for students not a punishment.

Submitting a draft for feedback is an important part of the learning, assessment and feedback process. It is an opportunity for teachers to provide detailed and meaningful feedback on a student's progress and to guide them in areas for further improvement. A checkpoint is an important stage of the assessment process requiring students to produce evidence towards the completion of an assessment task. This includes vocational education and training assessment.

Students will be referred to the Engagement Room (*General Classroom*) at first lunch when they fail to meet the required checkpoints or submit a completed rough draft. This will provide a consequence for their failure to follow the Assessment Policy and give the student the opportunity to produce work that can be included in their folio.

The following procedures will take place:

Assigning the Engagement Session	<ul style="list-style-type: none"> When a student fails to meet a checkpoint or submit a rough draft and upload the document by the due date, the teacher will assign a lunchtime engagement session in ID Attend by providing student Engagement Room Slip. Open ID Attend - go to "Teacher" – "Assign student to lunch time detention" – Enter student name (or multiple) – select "Engagement" as the type of detention – in "Reason Assigned" enter class code (e.g. ENG111A), assessment task (e.g. Texts and culture) and original due date. Tell the student to attend the engagement room at the start of the next 'first break' in the General Classroom. Student sent Engagement Room slip Parent notified (<i>CC Email Engagement room slip</i>)
During the engagement session	<ul style="list-style-type: none"> The student is marked as present in the <i>Detention Log</i> in ID Attend. The student works on the assessment for 20 minutes. The student submits the draft to the teacher and the teacher provides feedback on the draft at a negotiated time. The draft is included in the student's folio if they fail to submit the final copy on time. In this event, the draft result will contribute to their term level of achievement.
Failure to attend the engagement session on the first instance.	<ul style="list-style-type: none"> The teacher checks the Detention Log and if the student did not complete the detention, they instruct the student to attend next 'first break'. If a lesson prior to lunch, send them directly to the Engagement Room. If the student produces a draft prior to the second detention, they are still required to attend the detention.
Failure to attend on subsequent days	<ul style="list-style-type: none"> HOD – Senior Schooling and HODs Curriculum to identify persistent non-attenders using the Detention Log. HOD – Senior Schooling and HODs Curriculum to organise a SMS message to parents and record the contact in One School. <ul style="list-style-type: none"> <i>Your child has not attended an engagement session for failing to submit a checkpoint or full rough draft of an assessment item by the due date. Please have them explain their non-attendance to their class teacher asap. This is school policy, and DET requires that students engage in their educational program.</i> HODs to refer persistent non-attendees to Deputy Principal for further consequences in alignment of Assessment Policy.

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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