



EARNSHAW STATE COLLEGE

Student Code of Conduct

2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

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|-----------------|----------------|
| Principal Name: | Karen Mckinnon |
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| Principal Signature: | |
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| Date: | |
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| P & C President Name: | Kaylene Donaldson |
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| P & C President Signature: | |
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| Date: | |
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Purpose

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

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

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

Principal's Foreword

Earnshaw State College is a P-12 Independent Public School located in Banyo amid a vibrant and growing community in Brisbane's Northeast.

We know and value all of our students as individuals, and take great pride in the strong and caring relationships we foster with our learners.

We actively foster a culture of high expectations, developing students to become motivated, enterprising young people who strive for personal success in their studies and who embody the college values of diligence, integrity, courage and empathy.

At Earnshaw State College, learners have three core expectations:

Respect *Show respect for self, others and our environment*

Responsible *Be accountable for actions and resolve differences in constructive ways*

Safe *Ensure that we act safely at all time*

These College expectations have been used in the development of the Earnshaw State College *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.

Earnshaw State College staff take an educative approach to discipline. We believe that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology, the 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 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.

P&C Statement of Support

As president of the Earnshaw State College P&C Committee, I am proud to support the new Student Code of Conduct. Parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Earnshaw State College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

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

problems of bullying, and the flowchart on page 29 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Earnshaw State College, we endorse the Student Code of Conduct for 2019. Throughout the year, we will continue to work with the school administration team and the Earnshaw State College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

College Captains:

Consultation

The consultation process used to inform the development of the Earnshaw State College Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between October and December, 2019. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous Responsible Behaviour Plan, and identified areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to members of the school community. The third phase of consultation was completed in June, 2020 and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in June, 2020 for endorsement.

A communication strategy has been developed to support the implementation of the Earnshaw State College Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and Facebook. Any families who require assistance to access a copy of the Earnshaw State College, *Student Code of Conduct*, including a language translation, are encouraged to contact the principal.

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

Data Overview

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

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

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| | Your school | | | | | | | References | | | | |
|--|-------------|-------------------|----------|-------------------|----------------|-------|----------------|------------|----------------|----------------------------|-----------------|-------------------|
| | n | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree | Agreement | Last year 2022 | Your school type P-10/P-12 | Your region MNR | Old state schools |
| Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school: | | | | | | | | | | | | |
| Fairness / Clarity of rules | | | | | | | | | | | | |
| The expectations and rules are clear at this school. | 112 | 1.8 | 2.7 | 2.7 | 17.9 | 44.6 | 30.4 | 92.9 | 3.9 | 3.0 | 0.2 | 0.7 |
| Teachers at this school treat students fairly. | 109 | 4.6 | 2.8 | 2.8 | 17.4 | 45.9 | 26.6 | 89.9 | 3.4 | 5.5 | 1.1 | 2.4 |
| Student behaviour is well managed at this school. | 109 | 6.4 | 3.7 | 7.3 | 23.9 | 44.0 | 14.7 | 82.6 | 8.2 | 7.9 | 1.8 | 2.9 |
| Safety | | | | | | | | | | | | |
| My child feels safe at this school. | 112 | 3.6 | 3.6 | 4.5 | 10.7 | 50.0 | 27.7 | 88.4 | 3.4 | 3.1 | -0.7 | 0.3 |
| Teachers at this school are interested in my child's wellbeing. | 111 | 5.4 | 1.8 | 0.9 | 15.3 | 38.7 | 37.8 | 91.9 | 3.7 | 3.5 | 0.7 | 1.3 |
| Partnerships | | | | | | | | | | | | |
| This school works with me to support my child's learning. | 111 | 3.6 | 2.7 | 0.9 | 19.8 | 41.4 | 31.5 | 92.8 | 7.1 | 6.1 | 4.4 | 4.1 |
| I can talk to my child's teachers about my concerns. | 111 | 1.8 | 4.5 | 0.0 | 12.6 | 36.0 | 45.0 | 93.7 | 5.4 | 2.6 | 1.1 | 1.1 |
| This school keeps me well informed. | 112 | 3.6 | 3.6 | 5.4 | 18.8 | 38.4 | 30.4 | 87.5 | 4.6 | 3.0 | 0.5 | 1.1 |
| Staff at this school are responsive to my enquiries. | 109 | 2.8 | 2.8 | 0.9 | 14.7 | 39.4 | 39.4 | 93.6 | 6.8 | 4.4 | 2.9 | 2.8 |
| Staff at this school are approachable. | 110 | 0.9 | 4.5 | 0.0 | 10.0 | 47.3 | 37.3 | 94.5 | 4.5 | 3.4 | 1.4 | 1.7 |
| This school asks for my input. | 107 | 7.5 | 6.5 | 4.7 | 24.3 | 43.9 | 13.1 | 81.3 | 7.8 | 8.1 | 2.0 | 3.1 |
| This school takes parents' opinions seriously. | 98 | 6.1 | 3.1 | 5.1 | 23.5 | 42.9 | 19.4 | 85.7 | 6.8 | 8.3 | 3.8 | 4.5 |
| School culture | | | | | | | | | | | | |
| My child likes being at this school. | 111 | 3.6 | 1.8 | 3.6 | 14.4 | 39.6 | 36.9 | 91.0 | 3.4 | 4.8 | 0.7 | 1.8 |
| This school celebrates student achievements. | 111 | 0.9 | 1.8 | 2.7 | 14.4 | 41.4 | 38.7 | 94.6 | 2.2 | 2.4 | 0.8 | 0.8 |
| This school fosters respectful relationships among all students. | 107 | 3.7 | 1.9 | 2.8 | 23.4 | 42.1 | 26.2 | 91.6 | 4.9 | 7.6 | 3.0 | 3.5 |
| Teachers at this school motivate my child to learn. | 110 | 1.8 | 7.3 | 3.6 | 19.1 | 44.5 | 23.6 | 87.3 | 0.6 | 2.2 | -1.8 | -1.8 |
| This school looks for ways to improve. | 100 | 3.0 | 7.0 | 7.0 | 22.0 | 42.0 | 19.0 | 83.0 | -0.2 | -2.0 | -5.6 | -5.0 |
| This school treats students equally, regardless of gender. | 101 | 4.0 | 3.0 | 2.0 | 12.9 | 53.5 | 24.8 | 91.1 | 1.9 | 2.8 | -0.4 | 0.7 |
| This school has a strong sense of community. | 106 | 3.8 | 3.8 | 6.6 | 17.0 | 45.3 | 23.6 | 85.8 | 0.0 | -0.5 | -3.6 | -3.1 |
| This is a good school. | 109 | 4.6 | 3.7 | 1.8 | 16.5 | 43.1 | 30.3 | 89.9 | 2.3 | 1.7 | -2.0 | -0.8 |
| Teaching and learning | | | | | | | | | | | | |
| Teachers at this school expect my child to do his or her best. | 107 | 1.9 | 2.8 | 1.9 | 8.4 | 51.4 | 33.6 | 93.5 | 0.2 | -1.1 | -2.6 | -2.5 |
| Teachers at this school provide my child with useful feedback about his or her school work. | 109 | 4.6 | 3.7 | 2.8 | 22.9 | 48.6 | 17.4 | 89.0 | 2.4 | 2.3 | 0.1 | -0.2 |
| My child is making good progress at this school. | 110 | 2.7 | 2.7 | 3.6 | 18.2 | 42.7 | 30.0 | 90.9 | 5.0 | 4.5 | 1.5 | 2.0 |
| I understand how my child is assessed at this school. | 107 | 1.9 | 6.5 | 8.4 | 22.4 | 43.9 | 16.8 | 83.2 | 1.4 | -2.8 | -3.9 | -4.6 |
| My child is interested in their school work. | 109 | 0.9 | 5.5 | 5.5 | 24.8 | 38.5 | 24.8 | 88.1 | 6.9 | 4.6 | 1.5 | 1.8 |
| My child's learning needs are being met at this school. | 107 | 2.8 | 4.7 | 6.5 | 16.8 | 46.7 | 22.4 | 86.0 | 3.3 | 3.5 | 0.8 | 0.5 |
| Other | | | | | | | | | | | | |
| This school is well maintained. | 105 | 1.0 | 2.9 | 1.9 | 15.2 | 44.8 | 34.3 | 94.3 | 3.5 | 3.4 | 1.1 | 1.5 |

Agreement presents the aggregation of positive responses as a percentage, i.e.: "Somewhat agree", "Agree", and "Strongly agree".
 A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.
 NA means there is no data. DW means the data is withheld to protect the confidentiality of respondents.

Table 4: Student opinion survey

Student school report, 2023

(5180) Earnshaw State College

| | Your school | | | | | | | | References | | | | |
|--|-------------|-------------------|----------|-------------------|----------------|-------|----------------|-----------|----------------|----------------------------|-----------------|-------------------|-------|
| | n | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree | Agreement | Last year 2022 | Your school type P-10/P-12 | Your region MNR | Old state schools | |
| Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements: | | | | | | | | | | | | | |
| Fairness / Clarity of rules | | | | | | | | | | | | | |
| The expectations and rules are clear at my school. | 103 | 3.9 | 1.9 | 7.8 | 22.3 | 39.8 | 24.3 | | 86.4 | -5.0 | -3.7 | -5.6 | -5.7 |
| Teachers at my school treat students fairly. | 107 | 10.3 | 8.4 | 17.8 | 21.5 | 25.2 | 16.8 | | 63.6 | -12.9 | -9.0 | -11.2 | -11.4 |
| Student behaviour is well managed at my school. | 106 | 10.4 | 23.6 | 17.9 | 29.2 | 14.2 | 4.7 | | 48.1 | 5.3 | -10.1 | -14.7 | -16.0 |
| Safety | | | | | | | | | | | | | |
| I feel safe at my school. | 104 | 7.7 | 10.6 | 12.5 | 19.2 | 30.8 | 19.2 | | 69.2 | -1.4 | -9.1 | -11.4 | -11.9 |
| I feel safe undertaking online activities using my school's internet. | 105 | 2.9 | 5.7 | 2.9 | 21.0 | 35.2 | 32.4 | | 88.6 | 1.1 | -0.6 | -1.7 | -1.3 |
| My teachers are interested in my wellbeing. | 102 | 4.9 | 8.8 | 16.7 | 19.6 | 32.4 | 17.6 | | 69.6 | -10.4 | -10.5 | -11.8 | -12.5 |
| Partnerships | | | | | | | | | | | | | |
| My school encourages me to participate in school activities. | 107 | 3.7 | 3.7 | 11.2 | 21.5 | 32.7 | 27.1 | | 81.3 | -3.5 | -6.8 | -7.6 | -7.8 |
| My school takes students' opinions seriously. | 105 | 17.1 | 17.1 | 20.0 | 14.3 | 19.0 | 12.4 | | 45.7 | -17.9 | -20.4 | -22.0 | -23.6 |
| I can get help with my school work at home. | 105 | 6.7 | 3.8 | 6.7 | 17.1 | 29.5 | 36.2 | | 82.9 | 4.1 | 1.9 | 0.5 | 1.1 |
| School culture | | | | | | | | | | | | | |
| My school encourages students to respect one another. | 104 | 3.8 | 4.8 | 5.8 | 30.8 | 29.8 | 25.0 | | 85.6 | 9.8 | -2.6 | -3.7 | -4.1 |
| My school celebrates student achievements. | 104 | 7.7 | 7.7 | 10.6 | 19.2 | 39.4 | 15.4 | | 74.0 | -4.1 | -13.9 | -14.6 | -15.1 |
| I like being at my school. | 102 | 17.6 | 9.8 | 13.7 | 23.5 | 17.6 | 17.6 | | 58.8 | -13.1 | -11.4 | -15.5 | -14.9 |
| I can talk to my teachers about my concerns. | 101 | 15.8 | 11.9 | 13.9 | 19.8 | 27.7 | 10.9 | | 58.4 | -16.6 | -10.3 | -12.3 | -13.6 |
| My school gives me opportunities to do interesting things. | 103 | 5.8 | 5.8 | 13.6 | 22.3 | 33.0 | 19.4 | | 74.8 | 2.9 | -9.5 | -10.2 | -11.2 |
| My school looks for ways to improve. | 101 | 10.9 | 6.9 | 15.8 | 23.8 | 20.8 | 21.8 | | 66.3 | -4.6 | -15.8 | -17.6 | -18.7 |
| I feel accepted by other students at my school. | 102 | 10.8 | 6.9 | 13.7 | 26.5 | 31.4 | 10.8 | | 68.6 | 9.3 | -1.5 | -3.8 | -3.6 |
| My school treats students equally, regardless of gender. | 101 | 15.8 | 9.9 | 14.9 | 21.8 | 15.8 | 21.8 | | 59.4 | -11.6 | -11.1 | -13.8 | -13.3 |
| My teachers motivate me to learn. | 102 | 8.8 | 6.9 | 9.8 | 18.6 | 22.5 | 33.3 | | 74.5 | -4.3 | -9.6 | -11.1 | -11.6 |
| This is a good school. | 99 | 15.2 | 10.1 | 10.1 | 23.2 | 24.2 | 17.2 | | 64.6 | -5.4 | -11.8 | -15.5 | -15.4 |
| Teaching and learning | | | | | | | | | | | | | |
| My teachers expect me to do my best. | 104 | 3.8 | 4.8 | 1.9 | 16.3 | 36.5 | 36.5 | | 89.4 | -7.5 | -5.4 | -5.9 | -6.0 |
| My teachers help me with my school work when I need it. | 104 | 3.8 | 4.8 | 16.3 | 21.2 | 34.6 | 19.2 | | 75.0 | -15.6 | -12.8 | -14.0 | -14.4 |
| My teachers provide me with useful feedback about my school work. | 103 | 5.8 | 5.8 | 14.6 | 16.5 | 30.1 | 27.2 | | 73.8 | -10.1 | -11.6 | -12.6 | -13.1 |
| I understand how I am assessed at my school. | 99 | 8.1 | 6.1 | 12.1 | 19.2 | 34.3 | 20.2 | | 73.7 | -12.0 | -9.5 | -10.6 | -11.1 |
| My school work challenges me to think. | 104 | 6.7 | 2.9 | 9.6 | 24.0 | 27.9 | 28.8 | | 80.8 | -3.1 | -6.5 | -6.9 | -7.1 |
| I am interested in my school work. | 105 | 19.0 | 7.6 | 14.3 | 20.0 | 20.0 | 19.0 | | 59.0 | -16.0 | -7.2 | -8.9 | -9.4 |
| Other | | | | | | | | | | | | | |
| I can access computers and other technologies at my school for learning. | 99 | 4.0 | 4.0 | 2.0 | 12.1 | 35.4 | 42.4 | | 89.9 | 8.6 | -1.9 | -2.3 | -2.2 |
| My school is well maintained. | 102 | 10.8 | 10.8 | 20.6 | 24.5 | 20.6 | 12.7 | | 57.8 | -3.4 | -15.9 | -18.5 | -19.9 |

Table 5: Staff opinion survey

Staff school report (all staff items), 2023

(5180) Earnshaw State College

| | Your school | | | | | | | | References | | | | |
|--|-------------|-------------------|----------|-------------------|----------------|-------|----------------|-----------|----------------|----------------------------|-----------------|-------------------|------|
| | n | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree | Agreement | Last year 2022 | Your school type P-10/P-12 | Your region MNR | Old state schools | |
| Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace: | | | | | | | | | | | | | |
| Fairness / Clarity of rules | | | | | | | | | | | | | |
| The expectations and rules are clear at this school. | 65 | 4.6 | 4.6 | 7.7 | 12.3 | 35.4 | 35.4 | | 83.1 | -0.9 | -1.1 | -2.0 | -3.6 |
| Students are treated fairly at this school. | 65 | 3.1 | 6.2 | 6.2 | 13.8 | 30.8 | 40.0 | | 84.6 | -0.8 | -1.6 | -3.8 | -3.7 |
| Student behaviour is well managed at this school. | 65 | 6.2 | 4.6 | 7.7 | 30.8 | 27.7 | 23.1 | | 81.5 | 13.0 | 12.9 | 10.4 | 8.6 |
| Students with a disability are well supported at this school. | 63 | 4.8 | 0.0 | 0.0 | 19.0 | 31.7 | 44.4 | | 95.2 | 9.5 | 8.2 | 5.1 | 5.1 |
| Safety | | | | | | | | | | | | | |
| I am aware of health, safety and wellbeing procedures at this school. | 65 | 3.1 | 0.0 | 3.1 | 10.8 | 38.5 | 44.6 | | 93.8 | 1.1 | 0.3 | -0.4 | -0.8 |
| There is adequate focus on workplace safety at my workplace. | 64 | 3.1 | 0.0 | 0.0 | 17.2 | 46.9 | 32.8 | | 96.9 | 11.4 | 9.2 | 7.6 | 7.1 |
| I feel this school is a safe place in which to work. | 65 | 0.0 | 0.0 | 1.5 | 15.4 | 40.0 | 43.1 | | 98.5 | 11.2 | 10.6 | 10.6 | 10.1 |
| Partnerships | | | | | | | | | | | | | |
| This school takes staff opinions seriously. | 63 | 6.3 | 7.9 | 4.8 | 19.0 | 38.1 | 23.8 | | 81.0 | 10.6 | 6.6 | 4.8 | 3.5 |
| This school encourages parents/carers to be active partners in educating their child. | 60 | 1.7 | 1.7 | 1.7 | 16.7 | 41.7 | 36.7 | | 95.0 | 2.5 | 6.0 | 2.0 | 2.9 |
| School culture | | | | | | | | | | | | | |
| This school fosters respectful relationships among all students. | 65 | 3.1 | 1.5 | 7.7 | 20.0 | 32.3 | 35.4 | | 87.7 | 0.4 | -0.6 | -3.1 | -2.9 |
| This school looks for ways to improve. | 65 | 4.6 | 0.0 | 3.1 | 12.3 | 44.6 | 35.4 | | 92.3 | 5.0 | 2.4 | -0.2 | 0.5 |
| I enjoy working at this school. | 65 | 1.5 | 1.5 | 6.2 | 12.3 | 32.3 | 46.2 | | 90.8 | 7.1 | 0.7 | -0.4 | -0.2 |
| This school promotes gender equality. | 64 | 4.7 | 1.6 | 1.6 | 6.3 | 32.8 | 53.1 | | 92.2 | 3.5 | -1.4 | -3.0 | -2.7 |
| If I raised a concern, I feel confident that it would be taken seriously. | 65 | 4.6 | 4.6 | 7.7 | 18.5 | 30.8 | 33.8 | | 83.1 | 6.7 | 5.1 | 3.0 | 2.8 |
| This is a good school. | 65 | 3.1 | 4.6 | 3.1 | 10.8 | 40.0 | 38.5 | | 89.2 | 5.6 | -0.5 | -2.2 | -1.7 |
| Teaching and learning | | | | | | | | | | | | | |
| Students are encouraged to do their best at this school. | 65 | 1.5 | 3.1 | 1.5 | 6.2 | 41.5 | 46.2 | | 93.8 | 1.3 | -0.2 | -2.8 | -2.3 |

| Your school | | | | | | | | | | | References | | | |
|--|----|-------------------|----------|-------------------|----------------|-------|----------------|-----------|----------------|----------------------------|-----------------|-------------------|-------|--|
| | n | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree | Agreement | Last year 2022 | Your school type P-10/P-12 | Your region MNR | Old state schools | | |
| Staff wellbeing | | | | | | | | | | | | | | |
| Staff are well supported at this school. | 64 | 4.7 | 4.7 | 23.4 | 28.1 | 34.4 | | 85.9 | 13.2 | 10.8 | 8.4 | 7.6 | | |
| I feel that staff morale is positive at this school. | 64 | 6.3 | 9.4 | 9.4 | 15.6 | 34.4 | 25.0 | | 75.0 | 20.5 | 7.1 | 5.3 | 3.8 | |
| Staff are treated fairly and consistently at this school. | 62 | 6.5 | 6.5 | 4.8 | 17.7 | 33.9 | 30.6 | | 82.3 | 16.8 | 9.4 | 7.2 | 7.2 | |
| The wellbeing of employees is a priority for this school. | 64 | 7.8 | 3.1 | 12.5 | 20.3 | 34.4 | 21.9 | | 76.6 | 13.6 | 2.0 | 0.3 | -1.3 | |
| I am supported to manage the pressures of my workload. | 64 | 9.4 | 4.7 | 4.7 | 25.0 | 31.3 | 25.0 | | 81.3 | 18.3 | 7.5 | 7.0 | 4.4 | |
| Staff development | | | | | | | | | | | | | | |
| I have access to relevant professional development. | 65 | 6.2 | 7.7 | 7.7 | 18.5 | 33.8 | 26.2 | | 78.5 | 9.2 | -4.2 | -6.8 | -7.1 | |
| I receive useful feedback about my work at this school. | 64 | 3.1 | 3.1 | 10.9 | 20.3 | 35.9 | 26.6 | | 82.8 | 10.1 | 5.3 | 3.2 | 2.1 | |
| This school encourages coaching and mentoring activities. | 58 | 3.4 | 5.2 | 5.2 | 27.6 | 32.8 | 25.9 | | 86.2 | 0.2 | 4.0 | 0.9 | 0.6 | |
| This school gives me opportunities to do interesting things. | 65 | 6.2 | 1.5 | 4.6 | 21.5 | 33.8 | 32.3 | | 87.7 | 16.0 | 5.4 | 3.2 | 3.0 | |
| Workplace culture | | | | | | | | | | | | | | |
| This school keeps me well informed about things that are important to my work. | 65 | 6.2 | 9.2 | 0.0 | 24.6 | 33.8 | 26.2 | | 84.6 | 17.3 | 4.8 | 2.1 | 1.7 | |
| This school has an inclusive culture where diversity is valued and respected. | 63 | 4.8 | 1.6 | 3.2 | 15.9 | 39.7 | 34.9 | | 90.5 | 3.2 | 0.1 | -1.9 | -1.6 | |
| This school's culture supports people to achieve a good work-life balance. | 64 | 9.4 | 3.1 | 10.9 | 14.1 | 35.9 | 26.6 | | 76.6 | 11.1 | 0.0 | -0.7 | -3.7 | |
| This school offers flexible work arrangements. | 58 | 12.1 | 12.1 | 8.6 | 15.5 | 25.9 | 25.9 | | 67.2 | 2.0 | -10.4 | -11.1 | -13.8 | |
| I am confident that poor performance will be appropriately addressed in this school. | 58 | 8.6 | 5.2 | 19.0 | 22.4 | 22.4 | 22.4 | | 67.2 | 2.5 | 1.9 | -2.1 | -3.2 | |
| Recruitment and promotion decisions in this school are fair. | 54 | 11.1 | 7.4 | 5.6 | 18.5 | 31.5 | 25.9 | | 75.9 | 12.3 | 1.4 | -0.5 | -1.4 | |
| This school appropriately supports staff following an occupational violence/aggressive incident. | 52 | 5.8 | 0.0 | 13.5 | 26.9 | 21.2 | 32.7 | | 80.8 | 20.2 | 5.8 | 5.7 | 3.2 | |
| Other | | | | | | | | | | | | | | |
| Information and communication technology issues at this school are resolved promptly. | 64 | 9.4 | 3.1 | 14.1 | 23.4 | 32.8 | 17.2 | | 73.4 | 7.4 | -10.7 | -14.2 | -14.3 | |
| This school is well maintained. | 65 | 3.1 | 0.0 | 6.2 | 27.7 | 35.4 | 27.7 | | 90.8 | 10.8 | 4.9 | 1.3 | 1.8 | |
| This school is well managed. | 65 | 4.6 | 3.1 | 4.6 | 15.4 | 44.6 | 27.7 | | 87.7 | 11.3 | 7.5 | 4.5 | 4.5 | |
| The school leadership team model the behaviours expected of all employees. | 65 | 3.1 | 3.1 | 4.6 | 9.2 | 47.7 | 32.3 | | 89.2 | 18.3 | 8.9 | 6.1 | 6.2 | |

Learning and Behaviour Statement

Everyone brings their own set 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 set of beliefs. This contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Consideration of Individual Circumstances

Staff at Earnshaw State College 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student’s family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing and Support Network

Earnshaw State College 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.

Earnshaw State College is proud to have a comprehensive Student Services Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, this team of professionals have dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Earnshaw State College to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Services Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Heads of School on the school phone number.

| Roles | |
|--|--|
| College Principal | House Coordinators |
| Principal Primary | Chaplain |
| Principal Secondary | Social Worker |
| Deputy Principals – Primary and Secondary | Engagement Teacher |
| Head of Department - Inclusion | First Nation Coordinator |
| Guidance Officer | Regional Community Education Counsellor |

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. For more information about these services and their roles, please speak with the Heads of School.

Whole School Approach to Discipline

Earnshaw State College uses a multi-tiered system of support for discipline. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

At Earnshaw State College our approach aims to:

- analyse and improve student behaviour and learning outcomes
- ensure that evidence-based practices are used by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Earnshaw State College we believe discipline is about more than consequences. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for providing supportive instruction about how to meet expectations and use behavioural incidents as opportunities to re-teach.

The development of the Earnshaw State College Student Code of Conduct is an opportunity to explain the framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our Code of Conduct can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the Heads of School, Deputy or Principal.

Multi-tiered Systems of Support

Earnshaw State College uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model, grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS, school staff match increasingly intensive interventions to the identified needs of individual students.

Tier 1 - All students

All students (100%) in the college receive support for their academic and behavioural development. Focus is on the whole-college implementation of both the Australian Curriculum and our college's behaviour expectations.

This involves:

- staff understanding and using the *Essential Skills in Classroom Management* daily in classrooms
- teaching behaviours in the setting they will be used
- reinforcing the college expectations and values by using positive, consistent language eg: '*thankyou for showing courage*'; '*I saw that responsible behaviour, thank you*'
- being consistent and unemotional when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

At Earnshaw State College, all students in Years P – 6 are explicitly taught the five '*You Can Do It*' capabilities of *Resilience, Confidence, Persistence, Organisation and Getting Along*.

Students in Years 7 – 12 participate in the DICE program of expectations and values

Tier 2 - Targeted Instruction and Support

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 supports, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the behaviour expectations. The types of interventions offered at this level will vary according to the needs of the student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (i.e. they are “evidence-based” interventions that are matched to the student’s need).

Tier 3 - Individualised Service and Intensive Support

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
 - REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

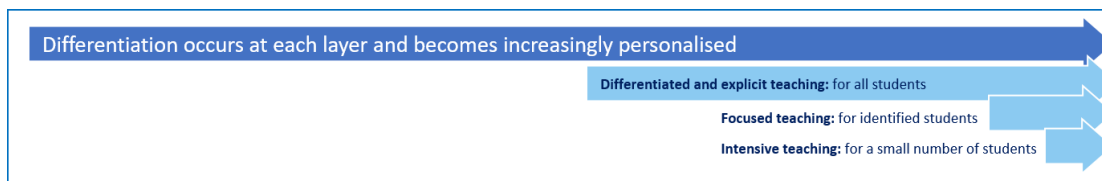
A small percentage of students may need an intensive FBA and wraparound support that includes personnel from outside agencies and rigorous problem-solving procedures.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. In the Code of Conduct, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Behaviour Expectations Matrix, illustrated on the following page, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Behaviour Expectations Matrix

| Setting | Respectful | Responsible | Safe |
|-----------------|---|---|---|
| All areas | <ul style="list-style-type: none"> Use appropriate language, volume and tone Display empathy to others Follow directions from all staff members Respect all property, buildings and spaces | <ul style="list-style-type: none"> Wear uniform correctly Come to College every day Keep the College tidy Be in the right place at the right time Be prepared to learn | <ul style="list-style-type: none"> Move safely around the College Promptly follow emergency procedures Immediately report bullying and other unsafe behaviour to a member of staff Keep hands, feet and objects to yourself |
| All classrooms | <ul style="list-style-type: none"> Allow others to contribute to classroom activities Return College resources on time and in original condition Demonstrate a positive attitude to learning Leave classrooms and learning spaces neat and tidy | <ul style="list-style-type: none"> Ask for help when needed Raise hands to speak and wait for your turn patiently Arrive at class on time and with all required equipment Attempt all learning activities Use IT resources only with permission and only for the purpose of learning | <ul style="list-style-type: none"> Use equipment safely and for its intended purpose Remain in the classroom or leave only with permission from the teacher Follow safety directions given by teachers or other staff immediately Move safely around learning areas Wear appropriate Personal Protective Equipment |
| College Grounds | <ul style="list-style-type: none"> Share space and equipment with all College members Respect College Grounds | <ul style="list-style-type: none"> Use facilities responsibly Remain in College Grounds during College hours | <ul style="list-style-type: none"> Act and play safely Report hazards and dangers to the nearest staff member immediately |

| | | | |
|-------------|--|--|--|
| | <ul style="list-style-type: none"> • Maintain College Integrity • Uphold College values in all activities and events | <ul style="list-style-type: none"> • Report any suspicious activities/people | <ul style="list-style-type: none"> • Be safe in the sun |
| Transitions | <ul style="list-style-type: none"> • Line up and wait patiently for the teacher • Move quietly around the College so that others can continue to learn • Show respect to the public | <ul style="list-style-type: none"> • Use break times and Refresh to minimise disruptions to learning • Use the shortest appropriate route to move to your classes • Use pathways to move between buildings or learning spaces • Have all equipment ready at the beginning of classes | <ul style="list-style-type: none"> • Stay outside learning spaces until the teacher arrives • Enter and leave the College via the designated entrances and exits • Follow road rules and public transport rules |

Banned Items

The following items are explicitly prohibited at Earnshaw State College 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)
- alcohol and drugs** (including tobacco)
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

Legislative Delegations

In this section of the Earnshaw 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 \(Cwth\)](#)

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Earnshaw State College 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 the three tiers on page 14 - 16, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

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 Earnshaw State College, 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 schools 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 Earnshaw State College 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.

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.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Add Bullying page here

Restrictive Practices

School staff at Earnshaw State College 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 as a disciplinary measure.

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Earnshaw State College 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](#).