



# Currimundi State School

# Student Code of Conduct 2026

## ***Equity and Excellence: realising the potential of every student***

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

*Queensland Department of Education*

## Contact Information

Postal address:	P.O Box 159 Caloundra QLD 4551
Phone:	07 5436 6888
Email:	admin@currimundiss.eq.edu.au
School website address:	<a href="https://currimundiss.eq.edu.au/">https://currimundiss.eq.edu.au/</a>
Contact Person:	Aaron Willis

## Endorsement

Principal Name:	Aaron Willis
Principal Signature:	
Date:	25/03/2026
P/C President Name:	Karleigh Wood
P/C President Signature:	
Date:	31/03/2026

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## Purpose

Currimundi State School is unique in many ways, not least for its idyllic location on the shores of the beautiful Dicky Beach on the Sunshine Coast. The school's unique coastal environment is used as a basis for building a shared vision for learning. Our school vision, "Riding the Waves to Success" sums up our belief that all students can achieve and enjoy personal success. We focus our efforts on empowering students through the promotion and development of 21st Century skills based around hope, resilience and well-being. Through this medium, linked to knowledge and skill development, we encourage our students to be creative and reflective thinkers, effective communicators, active social participants, keen investigators and problem solvers.

The Student Code of Conduct supports the provision of a safe, productive & positive learning environment for all through creating conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do, so that students can participate positively in the school community.

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 can experience success and staff enjoy working in a positive safe environment.

## Data Overview

Currimundi State School we currently serve some approximately 585 students (Prep–Yr 6), with average class sizes of ~23 in Prep–3 and ~24 in Years 4–6.

The school's Index of Community and Socio-Educational Advantage (ICSEA) sits around 1,030, placing it above many state schools but the profile is mixed: roughly one-fifth of our students are in the lowest socio-educational advantage quartile, around one-third in the next quartile, another one-third in the upper-middle quartile, and ~16 % in the top quartile, acknowledging the mix of family circumstance that students bring to our school community.

The school also supports over 140 students with disabilities, reflecting our inclusive, positive and flexible approach.

## Consultation

The consultation process used to inform the development of the Currimundi State School Student Code of Conduct occurs yearly and includes the leadership team, staff and community.

We hold a series of meetings involving the Behaviour team where the current process and practice was discussed and evaluated. Behaviour data was shared and discussed as well as areas for improvement. The findings of these meetings were disseminated to staff by the teaching colleagues who are a part of the committee. We also look at evidence-based practices that support learning and engagement for all students.

We review the school opinion survey data yearly to gather insights from staff, students and parents around areas that are working well and where there have been identified areas of improvement.

A draft Student Code of Conduct was prepared and distributed to the Behaviour committee and unpacked with staff during student free days. The school leadership team also hold parent and community, education and consultation session, to gauge feedback and make adjustments as needed.

A revised Student Code of Conduct was prepared for the start of Term 1 2026 to ensure that the current practice in the classroom and the school was embedded in policy. This has now been revised and amended to create the Student Code of Conduct.

A communication strategy has been developed to support the implementation of the Currimundi State school Student Code of Conduct, promotion through school website, and our 3 publications a term newsletter.

Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

### Review Statement

The Currimundi State School Student Code of Conduct will undergo annual updates to reflect changing circumstances, data and staff. This review can made amendments to the code of conduct and will involve additional consultation processes. Further information can be sought from the school office/Principal.

Currimundi State School 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 to make an appointment to meet with the Deputy Principals if they would like individual advice about accessing particular services.

Learning and well-being 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. Our school has fostered a positive school culture and is embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### **Curriculum and pedagogy**

At Currimundi we acknowledge the positive impact that a meaningful relationship between teacher and student can have on students' academic and social outcomes. As part of the whole school's curriculum, we provide age-appropriate education and training around physical and social developments and changes they encounter during their primary school life.

School build 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 of which we deliver the P-6 elements.

### **Policy and expectations**

Within a school community there are specific health and wellbeing issues that will need to be addressed by the whole school, specific students, or in certain circumstances. Specialised health needs Currimundi State School 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**

Currimundi State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medications 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. Currimundi State school maintains a minimum of two adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

## Learning and Behaviour Statement

At Currimundi State School, our aim is to create a learning environment where every member of the school community can function to the best of his/her ability and feel safe and secure to support each other in “Riding the Waves to Success”.

Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way. In line with our school vision, “Riding the Waves to Success”, we recognise and value all contributions and personal successes.

The use of a non-coercive, restorative and trauma informed approach that builds relationships, acceptance of others and encourages self-evaluation is evident in all we do. Through the provision of quality educational experiences, our students are prepared to shape and participate in new and complex social, cultural and economic futures.

Staff and students at Currimundi State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. In line with Education Queensland’s Code of School Behaviour, all members of school communities are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Our school rules have been agreed upon and endorsed by all staff and our school P & C Association. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

The school places a high emphasis on the well-being of our students, our staff and our community, we want all people in our school to be happy, healthy and content. We also actively teach and encourage our students to be “CURRA KIDS”:

We teach what it means to be a ‘Curra Kid’

C	=	Caring
U	=	You the Student
R	=	Respect
R	=	Responsible
A	=	Active Learner



## Whole School Approach to Discipline

At Currimundi State School we teach students to be 'a **Curra Kid**' and a positive behaviour for learning framework in combination with an evidence based multi-tier system of support for teaching acceptable behaviours with support, guidance and direction. The CURRA Expectations Matrix is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach through a restorative and trauma informed approach.

Students are explicitly taught what it is to be 'a **Curra Kid**', understand the CURRA Expectations Matrix and use the '**Curra Kids Stand Tall**' approach to support resolving conflict or disputes with other students.

### TALK

- Friendly 'I' message
- Firm 'I' message
- Stop or I will report

### WALK

- Walk away

### SQUAWK

- Report to the teacher/staff



Positive behaviour is modelled, reinforced and celebrated across the school for displaying the attribute of a Curra Kid acknowledged through our 'green ticket' (classroom) and 'blue ticket' (playground) system, during weekly parades as well as Super Surfer awards from class teachers.

The development of the Currimundi State School Student Code of Conduct is an opportunity to explain '**Curra Kid**' with parents and students and gain their support to implement a consistent approach to teaching behaviour. The expectations of being a '**Curra Kid**' 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, carer and school staff member.

Any students or parents who have questions or would like to discuss being '**A Curra Kid**' or the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

## Individual Circumstances

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

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

## Multi-Tier Systems of Support

Currimundi State School implements a Multi-Tiered System of Support (MTSS) as an evidence-based framework designed to improve outcomes for all students by integrating academic, behavioural and wellbeing supports. MTSS is grounded in research that demonstrates the effectiveness of a proactive, data-driven approach to early intervention and continuous improvement in student learning and engagement.

MTSS operates as a tiered continuum of supports that provides increasing levels of intervention based on student need in consultation with teachers, families and support staff:

- **Tier 1** – Differentiated Support: High-quality, evidence-based teaching and learning practices are delivered to all students. These universal strategies focus on creating a positive, inclusive, and safe learning environment, establishing clear behavioural expectations, and teaching social-emotional and academic skills explicitly.
- **Tier 2** – Focused Support: Additional support is provided to students who require more focused instruction or intervention. Small group or individualised strategies are implemented to address specific skill gaps, behaviours, or wellbeing concerns identified through school-based data and collaborative team discussions which may include members of the school’s wellbeing or leadership team in conjunction with the classroom teacher. Student may be assigned a case manager as deemed appropriate.
- **Tier 3** – Intensive Support: Highly individualised interventions are developed for students with complex or persistent needs. These supports may involve specialist staff, external agencies, and the development of individual behaviour or support plans tailored to the student’s circumstances and are usually done under the case management of a member from the school leadership team.

MTSS is evidence-based in that it draws on decades of research into effective teaching, behaviour support, and student wellbeing systems. It emphasises prevention, early identification, and targeted intervention to reduce barriers to learning. Decisions within the MTSS framework are informed by data from academic performance, behaviour records, and wellbeing measures, ensuring responses are both timely and effective.

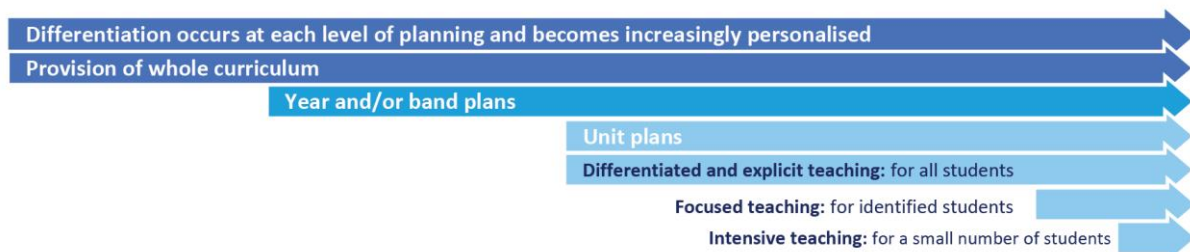
At Currimundi State School, MTSS ensures that every student is supported to achieve their full potential. The framework promotes collaboration among staff, students, and families and fosters a shared responsibility for student success. By aligning academic, behavioural, and wellbeing supports, MTSS helps create a cohesive, responsive system that promotes positive outcomes for all learners.

## Differentiated and Explicit Teaching

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

Teachers at Currimundi State School know their student well and 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.








Every classroom in our school uses the CURRA Expectations Matrix as a basis for developing their behaviour standards. Using the CURRA Expectations Matrix, all staff work with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and the school. The CURRA Expectations 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.



Riding the Waves to Success

## CURRA Kid Expectation Matrix

### Care - Respect - Responsibility - Active Learning

Area	We Are Caring	We Show Respect	We Are Responsible	We Are Active Learners
<b>All Settings</b>	<ul style="list-style-type: none"> <li>➤ Keep hands, feet and objects to yourself.</li> <li>➤ Solve problems with polite words.</li> <li>➤ Stay / Play in safe designated areas.</li> <li>➤ Use hygienic practices.</li> <li>➤ Care for the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follow staff directions.</li> <li>➤ Show Currimundi Courtesy.</li> <li>➤ Keep noise to an appropriate level.</li> <li>➤ Let others have their space.</li> <li>➤ Treat all property with care.</li> <li>➤ Wear full school uniform.</li> <li>➤ Use Talk, Walk, and Squawk.</li> <li>➤ TALK - Give friendly 'I' message.</li> <li>➤ Give a firm 'I' message.</li> <li>➤ Stop or I'll report.</li> <li>➤ WALK - walk away.</li> <li>➤ SQUAWK - report to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am on time.</li> <li>➤ Leave valuable items at home.</li> <li>➤ Use equipment and materials correctly.</li> <li>➤ Keep the school clean by putting litter in bins.</li> <li>➤ Follow school Internet Agreement and social network codes of conduct.</li> <li>➤ Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am prepared and ready.</li> <li>➤ Seek help when needed.</li> </ul>
<b>Learning Environments</b>	<ul style="list-style-type: none"> <li>➤ Sit on chairs safely.</li> <li>➤ Walk inside.</li> <li>➤ Ask permission to leave the classroom.</li> <li>➤ Only enter a classroom when a teacher is present.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Raise hand to speak.</li> <li>➤ Listen to others speak.</li> </ul> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>➤ Take home and / or return notes.</li> <li>➤ Keep your classroom tidy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ride The Waves To Success - Strive For Excellence</li> </ul>
<b>Play Area</b>	<ul style="list-style-type: none"> <li>➤ Play school approved game rules.</li> <li>➤ Play in the correct area.</li> <li>➤ Use play equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Show good sportsmanship.</li> <li>➤ Share school equipment and play areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Borrow and return equipment using the correct system.</li> </ul>	
<b>Eating Area</b>	<ul style="list-style-type: none"> <li>➤ Sit while eating your own food.</li> <li>➤ Use your own drink bottle.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talk quietly with your friends</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eat in the designated area.</li> <li>➤ Pack lunch boxes and bags away.</li> <li>➤ Put your hand up and wait to be dismissed by staff.</li> <li>➤ Place your rubbish in the bin.</li> </ul>	
<b>Toilets</b>	<ul style="list-style-type: none"> <li>➤ Wash hands.</li> <li>➤ 1 person per cubicle.</li> <li>➤ Use year/age-appropriate toilets.</li> <li>➤ Take a partner with you when you visit the toilets during class time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Let others have their privacy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the facilities correctly.</li> <li>➤ Use toilets before class and during recess times.</li> </ul> <div style="text-align: center;">  </div>	
<b>Transit</b>	<ul style="list-style-type: none"> <li>➤ Sit quietly in lines.</li> <li>➤ Keep walkways clear.</li> <li>➤ Walk safely on concrete.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wait quietly outside buildings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stop play on first bell, visit toilet, wash hands, have a drink and line up.</li> <li>➤ Use covered walkways in wet weather.</li> </ul>	
<b>Transit</b>	<ul style="list-style-type: none"> <li>➤ Walk bike / scooter while in school grounds.</li> <li>➤ Follow road rules.</li> <li>➤ Use supervised crossings and obey crossing supervisors.</li> <li>➤ Follow the Bus Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wait in a safe manner when waiting for your parents to collect you after school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Store bags in bag racks.</li> <li>➤ Store bikes and scooters in bike racks.</li> <li>➤ Once at school, stay at school.</li> <li>➤ Late starters or early leavers sign out through the office.</li> <li>➤ Go straight home from school or to an agreed location.</li> <li>➤ Sit quietly before school</li> </ul>	
<b>Tuckshop</b>	<ul style="list-style-type: none"> <li>➤ Line up sensibly in single file.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follow directions of Tuckshop staff</li> <li>➤ Respect others position in the line.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Place lunch orders in classroom tuckshop box.</li> <li>➤ Line up at 2nd bell for iceblocks.</li> <li>➤ Only line up at tuckshop if purchasing or collecting orders.</li> </ul>	
<b>Off campus</b>	<ul style="list-style-type: none"> <li>➤ Always stay safe with your group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follow directions from instructors / volunteers / group leaders.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Participate fully in individual / or group activities.</li> </ul>

## 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.

Currimundi State School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. These staff include a Guidance Officer, STLAN/Inclusion Support Teacher and Wellbeing Officer.

Focused teaching is aligned to CURRA Expectations Matrix and student progress is monitored by the classroom teacher/s to identify those who:

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

For more information about these programs, please speak with the principal.

## 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 developing positive 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 several complex personal issues.

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

## Disciplinary Consequences

Disciplinary consequences at our school are designed to support positive behaviour, maintain a safe and respectful learning environment, and help students learn from their actions. Consequences are applied in a fair, consistent and age-appropriate manner, and are always considered alongside the individual circumstances of the student and the nature of the behaviour. Our approach focuses on teaching expected behaviours, restoring relationships where harm has occurred, and supporting students to make positive choices that align with our school values and behavioural expectations.

For incidents occurring before school, after school, at breaks or during transitions, teachers and the principal may apply an appropriate consequence reflecting the context of the behaviour exhibited by the student.

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% (tier 2) 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 minor 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 remove them from the learning environment to a CURRA class or refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5% (tier 3), 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, differentiated, focused and intensive, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

### **Behaviours Outside of School**

Principals can apply disciplinary strategies for behaviour that occurs off-campus when it adversely affects the safety, wellbeing or good order of the school or other students.

Currimundi State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing positive choices and expected behaviours on an ongoing basis.

Teachers will use a flexible repertoire of strategies in the classroom with a differentiated approach. When unacceptable behaviour occurs, students experience predictable and consistent consequences, in a timely manner, whilst also considering their individual circumstance. Our school seeks to ensure that responses to unacceptable behaviour are proportionate to the nature of the behaviour. Teachers interpret each individual student's behaviour in terms of context and expectations.

The need for a safe and supportive environment, where all students can optimise learning, is the primary focus when assessing inappropriate actions.

### **Routine, Minor and Major Behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is routine, minor or major, with the following agreed understanding:

- Routine problem behaviour is handled by staff member at the time it happens. It is a behaviour where the student is reminded about the choices they are making, and the student responds accordingly and appropriately. No further action is required.
- Minor problem behaviour is handled by staff members at the time it happens, depending on the individual circumstance or patterns of behaviour the teacher may record the incident on OneSchool, issue a consequence and may contact home as needed. Students displaying ongoing minor behaviours will be supported through the MTSS process in consultation with the classroom teacher.
- Major problem behaviour is likely to be referred to a Deputy Principal/HOSES or Principal for action as deemed necessary.

Routine behaviours are those that:

- Are a very minor breach of the classroom or school rules that a student chooses to rectify immediately. Staff would issue a verbal warning, and this results in changed behaviour immediately.

### **Minor behaviours are those that:**

- Are minor breaches of the school rules as defined in the CURRA Expectations Matrix
- Behaviours that do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Do not require involvement of specialist support staff or administration

Minor behaviours are generally managed by the classroom teacher as tier 1 behaviours, student continually displaying minor behaviours are supported through the MTSS framework in consultation with the classroom teacher and deputy principal/HOSES.

Currimundi SS supports teachers to be know their student and when tier 2 supports are required, in consultation with families, support and leadership staff.

## Major behaviours are those that:

- Significantly violate the rights of others (e.g. on-going bullying as defined in the student code of conduct)
- Put others / self / the school at risk of harm
- Cause major disruption to the school environment

When major behaviours occur, staff members should calmly state the major problem behaviour and remind the student of the expected school behaviour and seek support from the school leadership team.

Major behaviour and student requiring intensive supports are generally managed by the school's leadership team due to their complex nature. The consequence or actions applied for major behaviour rests with the leadership team member and take into account the context and individual circumstances of the student.

Currimundi State School – Behaviour Matrix

School Expectation	Routine Behaviour	Minor Behaviour	Major Behaviour
<b>We are CARING</b>	<ul style="list-style-type: none"> <li>• Walking safely on concrete and bitumen</li> <li>• Wearing full school uniform</li> <li>• Safe use of bikes, scooters, and skateboards</li> <li>• Using equipment appropriately</li> <li>• Playing approved games safely</li> <li>• Staying in designated areas</li> <li>• Caring for others and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Running on concrete or bitumen</li> <li>• Out of school uniform</li> <li>• Riding bikes, scooters or skateboards on school grounds</li> <li>• Swinging on building structures</li> <li>• Incorrect use or care of equipment</li> <li>• Playing non-approved games</li> <li>• Minor physical contact</li> <li>• Out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>• Physical assault (including fighting)</li> <li>• Threatening behaviours (physical, verbal, psychological)</li> <li>• Dangerous safety breaches</li> <li>• Sexual assault</li> <li>• Possession/use/sale of illegal substances or items</li> <li>• Possession or distribution of pornographic material</li> </ul>
<b>We show RESPECT</b>	<ul style="list-style-type: none"> <li>• Demonstrating good sportsmanship</li> <li>• Using appropriate language</li> <li>• Following staff instructions</li> <li>• Caring for property</li> <li>• Listening respectfully</li> <li>• Speaking politely to others</li> <li>• Treating others with kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Bad sportsmanship</li> <li>• Minor swearing</li> <li>• Littering</li> <li>• Spitting or chewing gum</li> <li>• Not following instructions</li> <li>• Insolence</li> <li>• Minor bullying or harassment</li> <li>• Property misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal or written obscene abuse of staff</li> <li>• Repeated bullying, harassment or defamation</li> <li>• Wilful damage, misuse of property, or theft</li> </ul>
<b>We are RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>• Being prepared for learning</li> <li>• Caring for the natural environment</li> <li>• Using technology appropriately</li> <li>• Staying on school grounds</li> <li>• Using toilets appropriately</li> <li>• Being truthful and responsible</li> <li>• Using water responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• Forgetting equipment</li> <li>• Lack of care for the natural environment</li> <li>• Mobile phone not handed in to the office</li> <li>• Inappropriate use of technology (e.g. internet, computers)</li> <li>• Not being water wise</li> </ul>	<ul style="list-style-type: none"> <li>• IT misconduct or misuse of online platforms</li> <li>• Leaving school grounds without permission</li> <li>• Misconduct involving an object</li> <li>• Inappropriate or unauthorised use of mobile phone (voicemail, filming, messaging)</li> </ul>
<b>We are ACTIVE LEARNERS</b>	<ul style="list-style-type: none"> <li>• Completing class and homework tasks</li> <li>• Following routines and instructions</li> <li>• Engaging in learning activities</li> <li>• Being punctual and organised</li> </ul>	<ul style="list-style-type: none"> <li>• Incomplete class work</li> <li>• Non-compliance with routine</li> <li>• Off-task or distracted behaviour</li> <li>• Disorganised or late or task refusal</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated disruption to the teaching and learning of others despite support.</li> </ul>

Student behaviour is managed in line with a tier approach which includes differentiated, focused and intensive supports and strategies to improve student behaviour, safety and engagement.

## Differentiated Disciplinary Responses

Classroom teachers provide in-class or in-school disciplinary responses to routine or minor problem behaviour. This may include, but is not limited to, the below strategies and can be deployed at the discretion of the classroom teacher:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Please put your hand up when you want to ask a question”)
- Rule reminders
- Explicit behavioural instructions (e.g. “Please pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- 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
- Parent contact
- Logical Consequence (e.g. cleaning up a mess they made)
- Natural Consequence
- Break down tasks into smaller chunks
- Provide positive choice of task order
- 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 or reteaching of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand Reflection, including time out of play at lunch
- Warning of more serious consequences (e.g. CURRA class)
- Time out of play at lunch
- Reminder about behaviour process (Warning, CURRA class, contact home)
- ‘CURRA Class’ - short amount of time in another classroom to support emotional regulation
- Community restoration project in consultation with parents
- Contact with parents/carers regarding behaviour
- Engage in restorative practices
- Restore & rebuild the relationship with the student

## Focussed

Classroom teachers are supported by other school-based staff to address in-class problem behaviour. Should students be **continually engaging in minor behaviour** impacting on the learning and safety of others and may result in a teacher or leadership team employing the below strategies and may include a referral to the MTSS team for Tier 2 support. This support may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group with classroom teacher or support staff
- 'CURRA Class - short amount of time in another classroom to support emotional regulation
- Reflection, including time out of play at lunch
- Engaging them in restorative practices
- Community restoration project in consultation with parents
- Behavioural contract
- Play plans
- Counselling and guidance support
- Check in Check Out strategies
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Reflection: Student is supported by leadership team to reflect on their actions and identify positive behaviour choices for future situations. Parents are notified by the classroom teacher, and it is documented in OneSchool.

## Intensive

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

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

## School Disciplinary Absences

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 Currimundi State School the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted, or the 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 Currimundi State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

### **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.

### **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 the well-being team, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

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

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

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. 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 Currimundi State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- 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)

\* No knives of any type are allowed at school.

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

## Responsibilities

### State school staff at Currimundi State School:

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

### Parents of students at Currimundi State School

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

### Students at Currimundi State School

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

## Use of ICT 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.

Currimundi State School requires students, who bring a mobile on site, to give their mobile phone to the office for safe keeping on arrival at school and collect from the office on departure.

## Use of mobile phones and other devices by students

### Use of Mobile Phones and Other Personal Devices

Currimundi State School is committed to maintaining a focused, safe and supportive learning environment for all students. In line with the Queensland Government's "Away for the Day" policy, mobile phones and other personal digital devices must not be used by students during the school day.

#### Mobile Phones

- Mobile phones brought to school must be switched off (not on silent) and stored securely in the student's bag from the time the student arrives at school until the end of the school day.
- Mobile phones must not be accessed during class time, break times, or while students are participating in any school activity, including excursions and school events, unless explicitly authorised by the Principal for a specific educational purpose.
- The school accepts no responsibility for the loss, theft or damage of personal devices brought to school.

Students who access or use a mobile phone during the school day without permission will be required to hand the phone to a staff member. The device will be stored securely at the office and returned at the end of the school day. Repeated breaches may result in further disciplinary consequences in line with this Code of Conduct.

### Use of Smart Watches and Wearable Devices

In line with the Queensland Government's Away for the Day requirements, smart watches and other wearable digital devices that have communication, recording or internet capabilities are considered personal digital devices. While students may bring these devices to school, they must be switched off or set to "school mode" and remain away for the entire school day, including during breaks and transitions, unless explicit permission is given by a staff member for a specific educational or health-related purpose as approved by the Principal.

Students can hand their Smart Watches into the office or classroom teacher as deemed appropriate as they would with a mobile phone.

Smart watches can distract from learning and social interactions, and their messaging, recording or tracking features can contribute to misunderstandings, privacy concerns and conflict between students. To maintain a safe, focused and respectful learning environment, students are not permitted to use smart watches to make or receive calls or messages, access social media, take photos or recordings or communicate with others during school hours.

Parents and carers are asked to support this expectation by ensuring smart watches are appropriately configured before school and by communicating with students through the school office during the day when necessary. Consistent support from families helps minimise disruption, reduce conflict, and ensures students remain engaged in learning and face-to-face social interactions.

If students breach or fail to comply with these expectations, they will be asked to hand their device into the office or with their classroom teacher. Continued breaches of this expectation will be managed in line with the Student Code of Conduct

### **Other Personal Digital Devices**

Other personal digital devices (including tablets, headphones, gaming devices or similar technology) must not be used during the school day unless approved by a staff member for an educational purpose.

Our approach supports student wellbeing, reduces distractions, minimises cyberbullying risks, and ensures that teaching and learning time is protected. Families who need to contact their child during the school day are asked to do so through the school office.

For students with specific individual circumstance, for health purposes, can have reasonable adjustments put in place as per approval by the Deputy Principal or Principal.

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 Currimundi State School Student Code of Conduct and the Department of Education's [Online Safety in Queensland State Schools](#) policy.

In addition, students and their parents should:

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

## Preventing and responding to bullying

Currimundi State School uses elements of the Australian Student Wellbeing Framework, Grow Your Mind and positive behaviour for learning strategies 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.

### Student Wellbeing

#### 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

- Targeted, 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 are 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.
- Age-appropriate conflicts that occur sporadically (e.g. 1-3 times a term).

However, these conflicts are still considered serious and need to be addressed and resolved. At Currimundi State School our staff will work to quickly respond to any matters raised of this nature and work with students and families to re-teach these interactions in a restorative manner, line with the CURRA expectations.

## **What parents can do if their child reports a concern**

If your child comes home and reports a concern about their interactions with others, parents are encouraged to:

- Listen calmly and reassure your child that they have done the right thing by speaking up
- Gather key information by asking open questions (who, what, where, when, how often), without leading or escalating emotions
- Help your child understand whether the behaviour meets the definition of bullying as outlined above, including whether the behaviour was targeted, involved a power imbalance, and occurred repeatedly over time, or whether it was a one-off or age-appropriate conflict
- Educate your child about appropriate responses, including help-seeking, respectful communication, and strategies for managing conflict when behaviour does not meet the definition of bullying
- Report the concern to the classroom teacher or member of the leadership team.
- Avoid encouraging retaliation, confrontation with other families, or responding through social media
- Work in partnership with the school, understanding that staff will manage the matter respectfully, confidentially and in line with school processes
- The school is committed to working collaboratively with families to ensure concerns are addressed promptly and appropriately, with a strong focus on student wellbeing, safety and positive relationships.

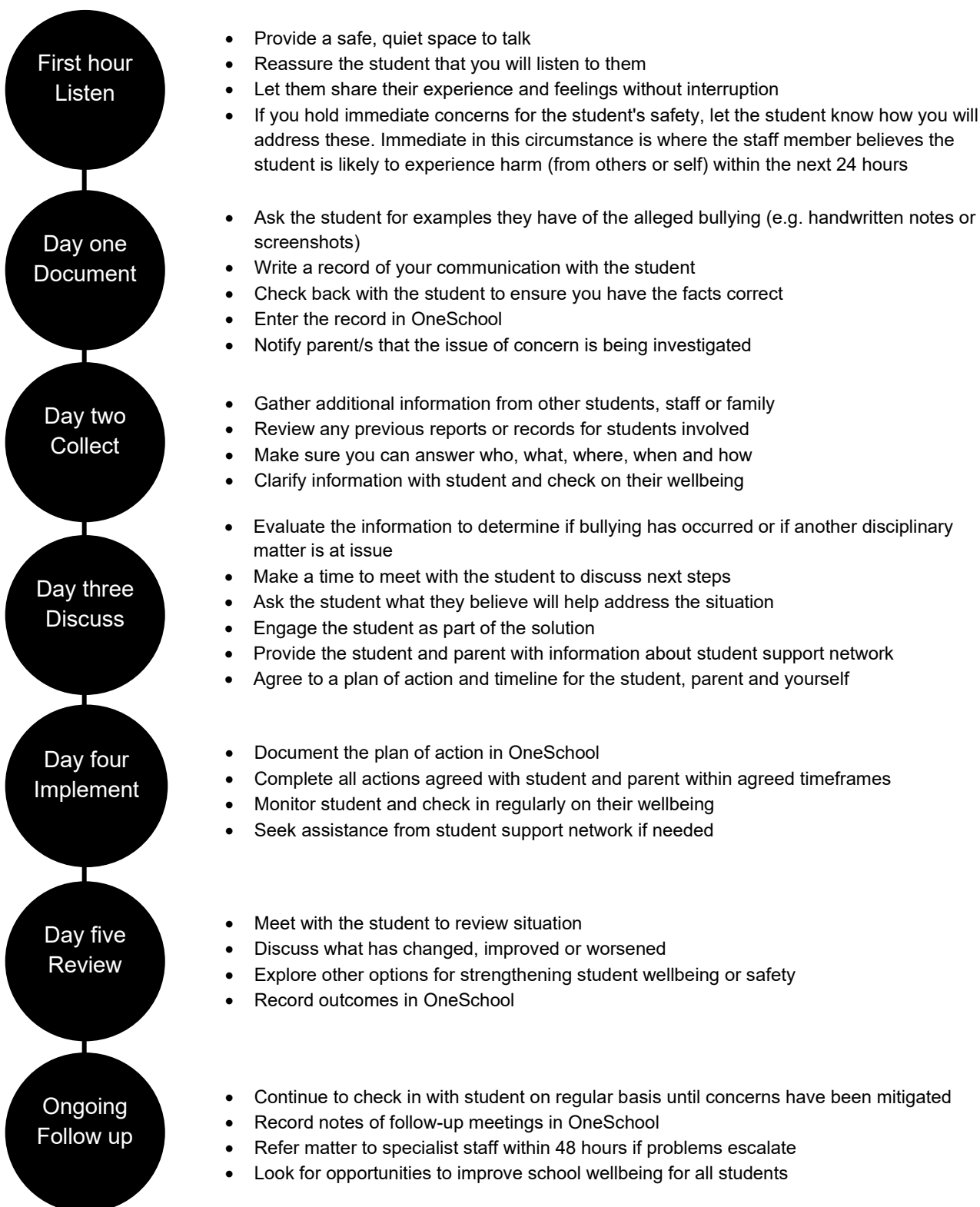
Parents are also able to seek advice and support via Parent Navigator see link below

Link: <https://education.qld.gov.au/students/bullying-prevention-and-support/for-parents-and-the-community#parent-navigator>



## Currimundi State School - Bullying response flowchart for teachers

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



## Cyberbullying

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

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

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

# 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](#).

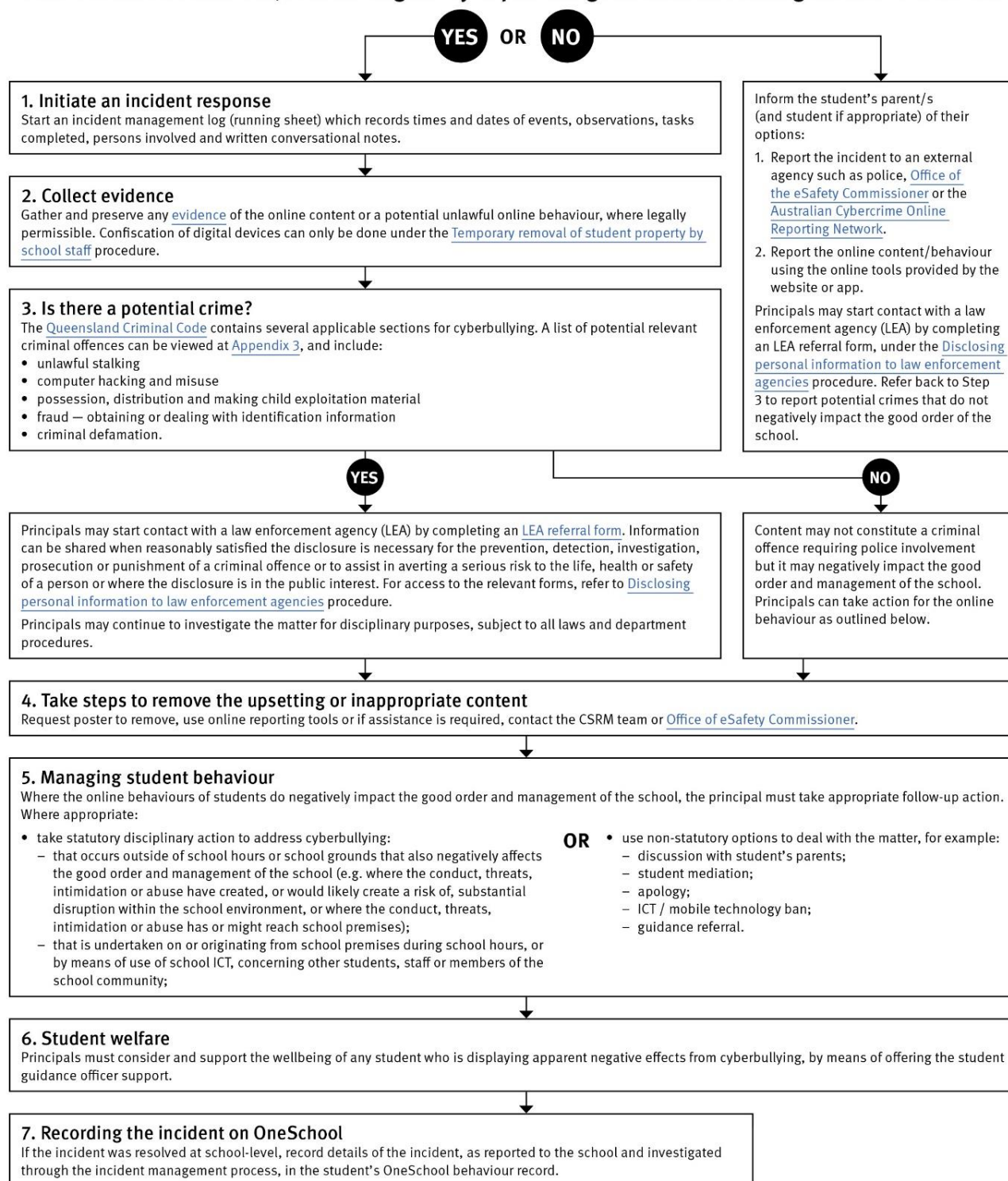
### Explicit images

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](mailto: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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network 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 Currimundi State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Appropriate use of social media

It is 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 (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## **Student Use of Social Media**

In line with the Australian Government's ban on social media access for children under 16 years of age, and to support the safety, wellbeing and learning of all students, the use of social media platforms by students is not permitted.

Social media use can quickly lead to conflict, misunderstanding and harm between students, particularly when content is shared impulsively or outside adult supervision. Online behaviour often carries real-world consequences that can impact student wellbeing, peer relationships and the learning environment.

Families play a critical role in supporting this expectation. We ask parents and carers to reinforce clear boundaries around social media use at home, monitor online activity, and work in partnership with the school to address concerns early.

Student behaviour online, that impacts the health and wellbeing of other students may result in school-based consequences and follow-up with families, in line with the Student Code of Conduct.

## Restrictive Practices

School staff at Currimundi State School may at times need to respond to student behaviour that presents a safety risk to the student themselves or others.

The department's [Restrictive practices procedure](#) is followed as it is written with consideration for the protection of everyone's human rights, health, safety and welfare.

Restrictive practices will be recorded and reported in line with departmental procedures.

## Critical Incidents

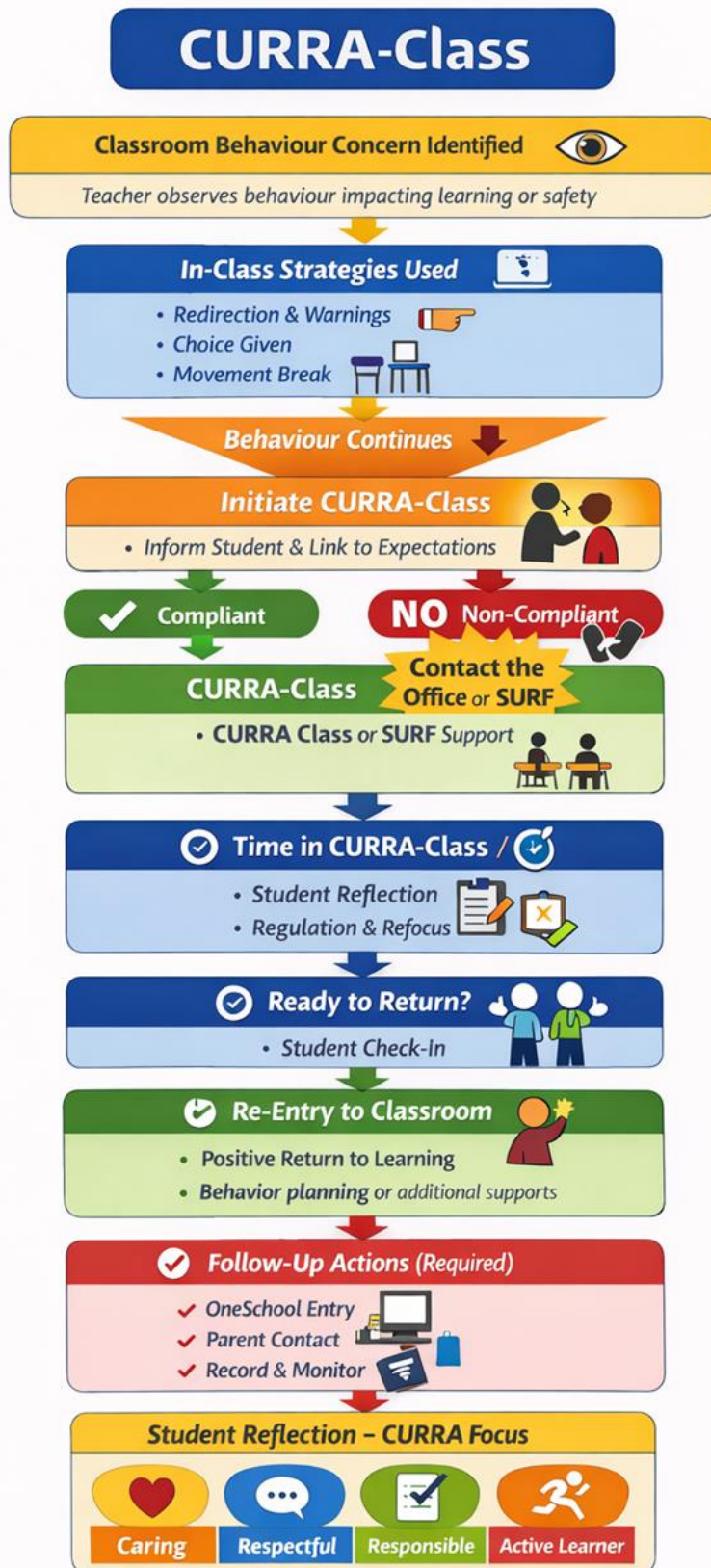
It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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 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



Riding The Waves

### Parent/Carer Communication Flowchart

#### Start Point

Does your concern relate to the professional conduct of a staff member?

▶ YES:

- Non-urgent: Email [principal@currimundiss.eq.edu.au](mailto:principal@currimundiss.eq.edu.au)
- Urgent: Visit or contact the school office to make an appointment

▶ NO:

Continue to the next steps below.

#### Step 1: Early Resolution – Contact the Classroom Teacher

- Phone or email the teacher respectfully
- Share the concern confidentially
- Teacher enters notes in the school database
- Follow up with student if appropriate
- Meeting offered if necessary (notes recorded)
- Other staff may be present or the classroom teacher may refer the matter to the relevant Deputy, HOSES or Wellbeing team member for further follow up.

#### Issues Appropriate for Teacher Contact

- Academic progress
- Physical/social development
- Learning environment
- Participation
- Friendship matters
- Wellbeing concerns
- Behaviour
- Specialised programs
- Playground incidents

#### Step 2: Does the matter require further attention?

▶ No:

✔ No further action required

▶ Yes:

☎ Make an appointment with the Deputy Principal or Head of Special Education whomever is more appropriate.

☎ If warranted, make an appointment with the Principal

#### Step 3: Are You Satisfied with the Outcome?

▶ YES:

✔ No further action required

▶ NO:

📍 Contact the North Coast Regional Office

• Email: [northcoastregion@qed.qld.gov.au](mailto:northcoastregion@qed.qld.gov.au)

• Phone: (07) 5352 9900 (Option 4)

Or via the website <https://www.qld.gov.au/education/schools/information/contact/complaint>

#### Reminder: Your Responsibilities When Raising a Concern

- Be respectful; unreasonable conduct will not be tolerated
- Clearly state your concern and the outcome you are seeking
- Provide all relevant information
- Be patient and remain solutions focused – complex complaints take time to resolve