



# **GYMPIE State High School**

*Gold from the school*

## **Student Code of Conduct 2023 - 2026**

**Positive Education Framework**

### **Our Vision**

**Excellence for all through culture and innovation**

***A progressive, high performing school realising  
the potential of every student***

### **‘Our purpose**

**We are giving all children a great start, engaging young people in learning,  
creating safe and inclusive workplaces and investing in communities for a  
stronger Queensland’**

*Department of Education Strategic Plan 2021–25*

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## Purpose

- The purpose of the Student Code of Conduct is to provide information about Gympie State High School's whole school approach to managing behaviour, consequences for breaching school policies, and the procedure for addressing bullying and guiding the appropriate use of technology. The Code replaces the Responsible Behaviour Plan for Students and focuses on promoting positive behaviours for all students.
- The Code outlines the Gympie SHS's process in response to behaviours that are not aligned to maintaining a safe, supportive and disciplined school environment.
- Gympie SHS embraces diversity and provides opportunities for all students to participate and strive to achieve their personal best. Our core values of resilience, diversity, success and tradition underpin our school's ethos and guide its everyday practice.
- The vision of Gympie SHS is that of a learning community that grows young people of integrity, compassion and wisdom, who honour the school's past and build its future. We have adopted a holistic approach to education, balancing a diverse curriculum, complimented by rich co- and extra-curricular activities, supported by our signature Positive Education for Learning Framework. As such, our whole school approach to teaching desired behaviours and managing undesirable behaviours is founded in positive psychology.

## Contact Information

• Postal address:	• 1 Everson Road GYMPIE QLD 4570
• Phone:	• 07 5489 8333
• Email:	• info@gympieshs.eq.edu.au
• School website address:	• <a href="https://www.gympieshs.eq.edu.au/">https://www.gympieshs.eq.edu.au/</a>
• Contact Persons:	<ul style="list-style-type: none"> <li>• Deputy Principal, Year 7 and Year 12</li> <li>• Deputy Principal, Year 8 and Year 10</li> <li>• Deputy Principal, Year 9 and Year 11</li> </ul>

## Endorsement

• Principal Name:	• Mr Anthony Lanskey
• Principal Signature:	• 
• Date:	• January 20 2023
• P/C President:	• Mr Malcom Dodt
• P&C President Signature:	• 
• Date:	• January 20 2023

## Learning and Behaviour Statement

At Gympie SHS, a key practise is to acknowledge and reward students demonstrating positive behaviour in the belief that this will encourage them to repeat the behaviours and influence others to do the same, resulting in enhanced learning. Positive behaviours demonstrated by students and acknowledged by the school community include:

- ✓ Attending school regularly
- ✓ Striving to complete school work to the best of his/her ability
- ✓ Being prepared for learning
- ✓ Demonstrating active participation in classroom learning
- ✓ Displaying positive and respectful relationships between individuals and groups within the school

At Gympie SHS, our Positive Education for Learning Framework provides a pro-active, supportive and differentiated approach to explicitly teaching desired behaviours to all our young people. The philosophy that underpins our Positive Education for Learning Framework features seven (7) principles that support establishing a successful school-wide system of positive behaviour. They are:

1. Administrator support, participation and leadership
2. A common purpose and approach to discipline
3. A clear set of positive expectations for all students and staff
4. Procedures for explicitly teaching expected behaviours
5. A continuum of procedures for encouraging expected behaviours
6. A continuum of procedures for discouraging inappropriate behaviours
7. Procedures for ongoing monitoring and evaluating effectiveness of the Positive Education for Learning Framework.

As such, Gympie SHS has four (4) expectations for all students and staff. They are:



Figure 1 SWBS - Positive Education logo

These expectations are explicitly taught as they apply to all school contexts (classroom, playground and toilets), and are referred to in all facets of school life, be that general classroom management, published in student planners, in dialogue between members of staff and students, and in determining disciplinary consequences.

## Our Vision

***Excellence for all through culture and innovation.  
A progressive, high performing school realising the potential of every student.***

Our moral purpose has a significant impact on the positivity and productivity of the day-to-day work of both staff and students – especially the terms ‘excellence’ and ‘all’: a progressive, high performing school realising the potential of every student.



Figure 2 and 3, Gympie SHS Vision, Focus and School Priorities



Positive Education brings together the science of positive psychology with best practice teaching to encourage and support individuals, schools and communities to flourish.

At Gympie State High School, we have positive education and wellbeing for our whole school as the focus and future direction for improving mental health and wellbeing. Neuroscience, science of the brain, has proven that our brains are always changing and growing through exposure to life experiences, challenges and learning new things. Positive emotions, relationships, accomplishment, engagement, meaning and a healthy lifestyle are all important elements in our lives. Finding the balance and developing these elements is the challenge to building wellbeing and happiness.

Gympie State High School focuses on positive education and is embedding it into our curriculum. Positive communication is relayed through our newsletters, student planners, Facebook and everyday school interactions.

Positive Education also encompasses our parents/care givers and the broader community. Positive wellbeing tips are provided in our newsletters, Facebook page, web page and our sign on Cootharaba Road. We encourage parents/care givers and the broader community to be a part of our Positive Education journey.



**Gympie State High School Positive Education Model**  
**Gold - Growth, Opportunity, Love, Diversity**



Figure 4

GSHS Positive Education Model: GOLD.

## Success Teams

To support our student-centred approach and attend to individual learner priorities, students and classroom teachers are supported by a student support services team – known locally as the *Gympie SHS Success Team*. The role of the Success Team at Gympie SHS is to bring together available academic, attendance, wellbeing and behaviour data to monitor and intervene to improve student performance.

Making informed decisions provides multi layered support, thus ensuring the optimal conditions are set to allow for student success. This is underpinned by the belief that every child is capable of individual success which is fostered by positive relationships between students, their teachers and our community. Junior and Senior Success teams meet on alternative weeks to discuss student wellbeing, attendance, behaviour and academic progress and to determine appropriate supports for at risk students.

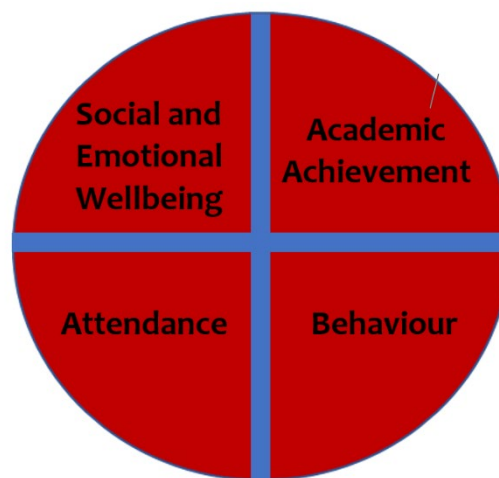


Figure 5 Overview of Success Team personnel and data sources for monitoring student success.

Success Team Leaders	Role
Heads of Year	Investigate referrals, monitor and support wellbeing and attendance of students.
Deputy Principal	Leadership of student support network to promote an inclusive, positive school culture. Monitor attendance, behaviour and academic data to identify areas of additional needs.
Head of Special Education	Nurtures positive relationships between student, teachers, the community and stakeholders to achieve quality learning outcomes for all students.
Guidance Officer/s	Advocacy, provision of counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents/care givers.

Success Team Support Staff	Role
HOD Student Engagement	Years 7 – 9. Manage students’ individual performance, attendance and behaviour.
HOD Senior Schooling	Years 10 – 12. Manage students’ individual performance, attendance and behaviour.
HOD Student Support	Manage wellbeing and engagement programs run by the support personnel, including the SB Nurse, CEC, SWW, ILO, YSC.
School Based Health Nurse	Provision of health consultations and support wellbeing of students.
Community Education Counsellor	Case management and support of indigenous students.
Student Welfare Worker	Supports student wellbeing through the provision of targeted programs.
Industry Liaison Officer	Organisation and management of work placements, traineeships and/or school-based apprenticeships for interested students.
Youth Support Coordinator	Supports retention and attainment of disengaged students in years

## Whole School Approach to Discipline

The term discipline refers to the teaching of behaviours that uphold a set of standards, and whilst correlated and proportionate consequences are appropriate to support modifying behaviours, **it should not be confused with punishment.**

To support a consistent approach to managing behaviour, including a common understanding of language, responsibilities and consequences for each level of behaviour, a *Behaviour Expectation Matrix* has been collaboratively developed through a considerable consultation process with school staff, student representatives and parents/care givers/community. This matrix continues to be the point of reference for all stakeholders, and is reviewed and published annually to ensure the most current and best practices support the ongoing targeted teaching of positive behaviours. Refer to Appendix 1.

## Consideration of Individual Circumstances

At Gympie SHS, the Positive Education for Learning Framework and Teaching and Learning Philosophy acknowledges that each one of the school’s young learners is uniquely individual, and as such it is not believed that a ‘one size fits all’ model is appropriate. Fostering the notion of teaching the ‘whole child’, Gympie SHS staff evaluate student’s individual circumstances, and consider issues such as disability, mental health and wellbeing, religion and cultural background, behaviour history and the home environment when planning for the delivery of lessons and responding to behaviour that does not support the school’s expectations. This approach supports all students to develop discipline, resilience, self-efficacy, and drive to achieve their personal best, in a safe, inclusive, and equitable way.

When communicating with parents/care givers, Gympie SHS staff will only provide information/feedback directly related to the child of that parent/care giver. No communication regarding any other student will be provided, in accordance with legislation. This extends to matters including alleged bullying, in which case timely investigation and appropriate management action will occur.

## Differentiated and Explicit Teaching

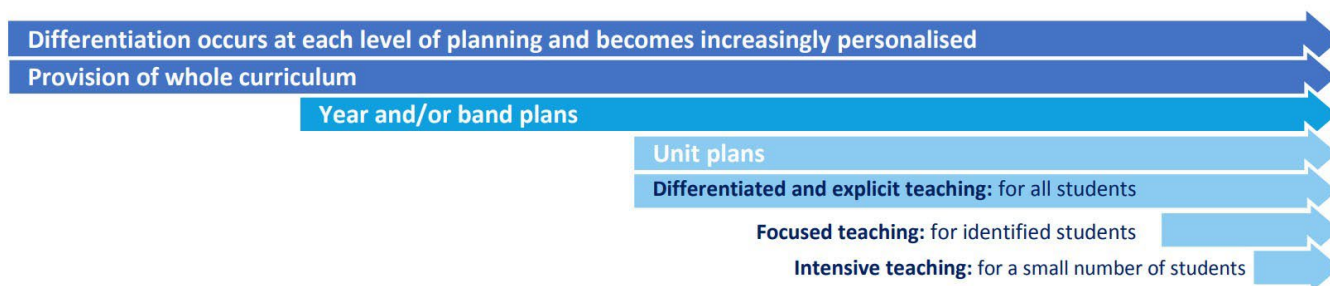


Figure 6 differentiated teaching and learning occurs at all three levels of planning.

The diverse learning needs of a school community, cohorts, classes, groups and individuals are identified through the school data profile and assessment and reporting data (refer to Appendix 2, *Gympie SHS Data Plan*). Analysis of the data informs the provision of the Australian Curriculum articulated in the Gympie SHS's whole school Curriculum, Assessment and Reporting Plan through the three levels of planning, incorporating Provision of Whole Curriculum, Year/Band Plans and Unit Plans.

At Gympie SHS, focussed teaching for these students may include (but not limited to):

- Modified learning goals, success criteria and lesson structure
- Individual Teacher Aide support in-class
- Small group or individual instruction by specialist teachers
- Individual case management
- Referral to support services staff via members of the *Positive Education Team*
- Gold Time intervention and support

## Disciplinary Consequences – Managing Student Behaviour

The success of managing student behaviour at Gympie SHS relies on proactive and preventative whole school approaches. The school's response to student behaviour is based on the level and frequency with which the behaviour occurs, who is responsible for managing the behaviours, and possible consequences for the behaviour. Managing student behaviour processes have been developed in consultation with our, staff and students, and reflects our community's expectations and standards of behaviour for students enrolled at our school.

At Gympie SHS, the *Managing Student Behaviour* guidance chart (Refer to Appendix 3) details the processes and possible consequences followed when a student's behaviour reflects those described in the *Education (General Provisions) Act 2006* for:

- disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff.



## Disciplinary Consequences – Managing Student Behaviour, cont.

### Education Queensland Behaviour Descriptions and Definitions

Student Behaviour	Definition
<b>Abusive language</b>	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
<b>Academic misconduct</b>	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.
<b>Bomb Threat/False Alarm</b>	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
<b>Bullying</b>	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
<b>Defiance</b>	Student refuses to follow directions given by school staff.
<b>Disrespect</b>	Student intentionally delivers socially rude or dismissive messages to adults or students.
<b>Disruption</b>	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
<b>Dress code</b>	Student wears clothing that is not within the dress code guidelines defined by the school.
<b>Falsifying documents</b>	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.
<b>Fighting</b>	Student is involved in mutual participation in an incident involving physical violence.
<b>Harassment</b>	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
<b>Physical aggression</b>	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.
<b>Property damage</b>	Student participates in an activity that results in destruction, damage or disfigurement of property.
<b>Property misuse causing risk to others</b>	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
<b>Refusal to participate in the educational program of the school</b>	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.
<b>Substance misconduct involving illegal substances</b>	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.
<b>Substance misconduct involving tobacco and other legal substances</b>	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.
<b>Technology violation</b>	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.

## Education Queensland Behaviour Descriptions and Definitions, cont.

Student Behaviour	Definition
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.
Other – charge-related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> <li>charged with a serious offence; or</li> <li>charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</li> </ul>

Possible Disciplinary Consequences	
<p>(in alphabetical order)</p> <ul style="list-style-type: none"> <li>Apology</li> <li>Assessment-Due Date Not Met notification</li> <li>AARA</li> <li>Cancellation of enrolment</li> <li>Cancellation of Enrolment Letter</li> <li>Check point not met</li> <li>Community service (reflects behaviour/expectation, fix, repair, financial etc.)</li> <li>Confiscate electronic device</li> <li>Cross class assigned</li> <li>HOD/HOY/DP assigned detention</li> <li>IBSP/behaviour contract or external</li> <li>behaviour support: HOD, HOY</li> <li>Incident Report completed</li> <li>Internal supervision</li> <li>Loss of privileges e.g. Leadership role or activity involvement (e.g., Formal invitation)</li> <li>Mediation</li> <li>Natural consequence</li> </ul>	<ul style="list-style-type: none"> <li>Non-compliance notification</li> <li>Not Rated notification</li> <li>Parent/care giver contact/conference</li> <li>Parent/care giver contact</li> <li>Parent/care giver notification</li> <li>Refer to Administration</li> <li>Refer to GO/HOY/HOD/HOSES/GOSEW</li> <li>Refer to outside agency</li> <li>Restorative conference with restitution plan</li> <li>Restorative justice</li> <li>Rules reinforced</li> <li>Show Cause Letter</li> <li>Support</li> <li>Suspension, 1-10 days, 15-20 days</li> <li>Teacher assigned detention</li> <li>Time in office (internal Admin supervision)</li> <li>Warning</li> <li>Withdrawal from class</li> <li>Withdrawal from playground</li> </ul>

## Adjustments for Behaviour

Ongoing defiance and misbehaviour may be subject to further disciplinary action when there has been a distinct lack of improvement or a deterioration in the behaviour of concern, despite adjustments being put in place. Intervention to support these ongoing behaviours may result in:

- Use of supplementary adjustments: internal supervisions, teacher/HOD/HOY/DP-assigned detentions (which are typically set during breaks but may be assigned to after school), 'cross-classing' (time out with a designated buddy class), Student Behaviour Monitoring card, Truancy Monitoring card

### Detentions

- Detentions occur each school day during Break 1 (10:10-10:40 AM)
- Students may choose to complete 1 x 15 min or 2 x 30 min detention during this time
- students at GSHS have 3 allocated breaks each day ensuring that if completing a detention on a given day, food and toilet breaks still accessible
- classroom teachers, HODs, HOYs, DPs are all authorised by the Principal to issue detentions to students who breach the SCOC.

### After-School Detentions

In some instances, the Principal may issue a 60 minute after-school detention on behalf of teaching staff. In these instances, the requirement to complete an after-school detention will be communicated to the student and parents and care givers with at least 24 hours' notice. It is the responsibility of parents and care givers to arrange travel/supervision from the detention, where appropriate. If safe travel arrangements are unable to be arranged at the conclusion of the detention, alternative arrangements to complete the detention may be negotiated.

- Use of substantial adjustments where there is continued non-compliance: withdrawal from multiple classes, continued misconduct or behaviour prejudicial to the good order and management of the school, may result in a **suspension of 1 – 10 days**, with re-entry based on agreed goals, student Behaviour Monitoring card, Truancy Monitoring card, enrolment reviews conducted.
- Use of substantial adjustments, where a student's behaviour is considered to be seriously infringing on others' rights and involves parents/care givers in the resolution of the problem: **long term suspension of 11-20 days** is a temporary withdrawal of the right to attend school. It provides reflection time for the student and sends a clear and serious message that the demonstrated behaviours require change. During periods of suspension, students are not to attend school. The care of the student becomes the responsibility of the parent/care giver.

If the re-entry to schooling following suspension is unsuccessful and the student demonstrates continued disobedience, misconduct or behaviour prejudicial to the good order and management of the school, additional support and intervention strategies may be utilised. This may include but is not limited to:

- timetable restructure
- engagement in external programs
- 'learning or earning' options initiated
- behaviour improvement conditions
- suspension with recommendation for exclusion and cancellation of enrolments for seniors may occur [extensive adjustments].

The Principal has the authority to make a '**proposal to exclude**' and '**recommendation to exclude**' for any instances of:

- repeated failure to respond, even to previous suspensions and/or behaviour improvement conditions
- possession, distribution and/or under the influence of illicit or illegal drugs

- threatening use of weapons (including knives)
- immediate and serious threat to the safety of staff or students
- posting on the internet of grossly inappropriate material concerning a staff member. for example, threats, abuse, gross denigration, insinuations or privacy breaches
- or any other very serious misbehaviour and misconduct which threatens the good order and management of the school.

### **Cancellation of Enrolment**

Post-compulsory students can have their enrolment cancelled for failing to actively engage in the program of study. Students in the senior school can have credit for subject achievement withdrawn if they do not complete the substantive requirements of their course. Such withdrawal of credit can have implications for their ATAR or Qld Certificate of Education (QCE) eligibility.

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

## **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 Gympie State High School, the use of any SDA is considered a very serious decision. It is only used by the Principal when all 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/care givers 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 Gympie SHS are required to attend a re-entry meeting on the day of their scheduled return to school. The purpose of this meeting is to re-engage the student with the school, assess (based on individual circumstances) the need for additional support provisions or reasonable adjustments for a successful re-entry, reinforce the school's expectations and develop some achievable goals to provide an opportunity for short and long-term success. Students and their parents/care givers are welcome to request an additional member of staff to attend for support, such as the Head of Year or Community Education Counsellor.

## Legislative Delegations

### Legislation

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

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

### Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals. However; in the absence or unavailability of the Principal, persons who are from time to time the holders of the position of Deputy Principal or Head of Special Education Services at Gympie SHS are authorised to tell a student on the Principal's behalf of the decision to suspend the student under section 293 of the Education (General Provisions) Act 2006 ('EGPA'). Refer to Appendix 5, *Gympie SHS Instrument of Authorisation*.

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](#)

### School Policies

Gympie SHS has collaboratively developed school behaviour management strategies and discipline policies designed to ensure that all students, staff and visitors work cooperatively to create and maintain a safe and supportive learning community. The policies that support achieving these are:

- Academic engagement and assessment policy, Years 11 to 12
- Academic engagement and assessment policy, Years 7 to 10
- Banned items
- Behaviour policy: Classroom Non-Negotiables and Cross-Class Procedures
- Bullying: prevention and response
- Computers and internet access: acceptable use policy
- Good Standing Policy, Senior



- Out-of-bounds areas policy
- Personal technology devices: acceptable use policy
- Pool use policy
- Preventing and responding to bullying
- Public transport policy
- Signing in and out policy
- Social media: appropriate use
- Student Code of Conduct
- Temporary removal of student property
- Uniform policy

## Academic engagement and assessment policy – Years 7-to 10

### ACADEMIC ENGAGEMENT AND ASSESSMENT IN YEARS 7 TO 10

A full version of the GSHS Senior Assessment Policy is available on the school's website: [www.gympieshs.eq.edu.au](http://www.gympieshs.eq.edu.au)

Gympie State High School requires students to be active learners and expects both students and staff to operate within the school's policies and procedures. Students are required to complete all course and assessment tasks **on or before the due date** for their results to contribute towards summative assessment and end of term reports.

#### Student responsibility

- engage in the required learning for each subject
- produce evidence of learning on or before the due date for each required assessment
- participate in authenticity procedures to ensure submission of original responses

#### School responsibility

- teachers will deliver a program of instruction and assessment using the signature practices pedagogical framework designed to interest and engage learners
- teachers will engage in improvement conversations with students at regular intervals to monitor and encourage goal setting and celebrate achievement – record in student planner
- teachers will give feedback on drafts during preparation for assessment which focusses on student improvement against assessment criteria and encourages engagement in reaching personal goals.

### Access Arrangements and Reasonable Adjustments (AARA)

Gympie SHS recognises that some students have a disability, impairment and/or medical condition, or experience other circumstances that may be a barrier to their performance in assessment. AARA are designed to assist these students through minimising barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. An adjustment to an assessment due date may be granted under the following circumstances: extended illness on the due date, bereavement, external extenuating circumstances, school-based special circumstances.

Documentation may be requested by HODs and Administration to support an application for extension. Types may include: parental contact via letter, email or phone or Medical certificate (where applicable).

#### EXTENSIONS: Years 7 to 10

If unable to meet a due date, students will:

- inform classroom teacher and Curriculum HOD as soon as possible
- apply for an adjustment to the assessment due date under the Illness and Misadventure provision of AARA; application may include the Confidential Medical Report completed by a health professional, where applicable. An extension to an assessment due date may be granted under the following circumstances: extended illness on the due date, bereavement, external extenuating circumstances, school-based special circumstances. A student seeking an extension must collect and complete an *Access Arrangements and Reasonable Adjustments Form* from the relevant HOD (or from Admin if HOD is absent). Documentation may be requested by HODs and Administration to support an application for extension. Types may include: Medical certificate (where applicable), parental/care giver contact via letter, email or phone
- adhere to the alternative arrangements for submission of assessment as decided by the relevant curriculum Head of Department.

#### **Late Assessment item without an extension**

Late assessment items will be awarded a result based on the evidence available on or before the due date.

#### **Lost Assessment Items**

Lost assessment items will be awarded a result based on the evidence available on or before the due date. An extension may be granted at the discretion of the HOD.

#### **Non-submission of assessment**

Students who fail to submit an assessment item will be awarded a result based on the evidence available on or before the due date. Teachers will notify HODs of any non-submission of assessment items.

#### **Absence due to an excursion – students are expected to:**

- submit assessment to their teacher BEFORE departure on the excursion.
- OR hand in to Student Services

#### **Absence due to work placement or off-campus traineeship - students are expected to:**

- submit assessment to their teacher BEFORE the due date
- negotiate a new due date with HOD with an *Access Arrangements and Reasonable Adjustments Form* before the due date.

#### **GROUP WORK absence**

BEFORE gam the absent student is expected to contact the HOD – work will still be presented and assessed, regardless of any student absence. For a legitimate absence:

- an AARA request will be granted if relevant documentation is provided immediately the student returns to school (refer to Extensions)
- a new performance time is to be scheduled within one week of the student's return to school
- group members required to perform twice will be awarded their "best" result
- failure to perform within one week will result in a "NR" (Not Rated) – refer to Non-Submission of Assessment Items.

#### **ACADEMIC INTEGRITY AND MISCONDUCT**

Gympie State High School fosters a learning environment that gives students opportunities to develop an understanding of academic integrity through:

- regularly reviewing principles of academic integrity in classes using the student planner
- explicitly teaching appropriate processes in academic work, including an understanding of ownership of information, ideas and images

- ensuring teachers, students and parents/care givers have clear shared understanding of expectations
- communication of the consequences of academic misconduct clearly throughout the school community.

### **Authenticating Student Responses**

Accurate judgements of student achievement can only be made on assessment responses that are authenticated as their own work. Gympie State High School uses strategies contained in syllabuses and these will be made specific on all assessment instruments. Further, Curriculum HODs may consider the use of authentication software such as *Safe Assign*.

### **Academic Misconduct**

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and/or falsely produce evidence of learning. Gympie State High School is committed to supporting students to submit assessment that is their own and to conduct themselves with integrity at all times.

### **Procedures for managing academic misconduct**

For all instances of academic misconduct	<input type="checkbox"/> Results will be awarded using any evidence available from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.  <input type="checkbox"/> Gympie State High School requires teachers to make a One School Behaviour Record and to notify the parent/care giver.
Authorship issues	<input type="checkbox"/> When student work has not been authenticated during the preparation period, the student will be provided with the opportunity to demonstrate the submitted work is their own.  <input type="checkbox"/> If the response cannot be authenticated, results will be awarded using evidence that can be identified as the student's own work.
Academic misconduct during examinations	<input type="checkbox"/> Students will be awarded a Not-Rated (NR).

### **Students on Suspension**

Students on internal suspension are to complete the assessment item whilst on suspension. Externally suspended students must deliver the assessment item as a hard copy or digitally to the office on or before the due date.

Externally suspended students who are absent for examinations/performances will negotiate a new date with Administration before the scheduled assessment date.

### **Appeals**

If students have a concern about the requirements or results of any assessment task or the operation of an assessment process, they are to discuss their concerns with their teacher, HOD, Administration, respectively.

## Academic engagement and assessment policy – Years 11 and 12

A full version of the GSHS Senior Assessment Policy is available on the school's website:

[www.gympieshs.eq.edu.au](http://www.gympieshs.eq.edu.au)

Gympie SHS requires students to be active learners and expects both students and staff to operate within the school and QCAA policies and procedures. Students are required to complete all course and assessment tasks *on or before the due date* for their results to contribute credit to QCE and associated qualifications.

### Student responsibility

- engage in the required learning for each subject or qualification
- produce evidence of learning on or before the due date for each required assessment
- participate in authenticity procedures to ensure submission of original responses

### School responsibility:

- teachers will deliver a program of instruction and assessment using the signature practices pedagogical framework designed to interest and engage learners
- teachers will engage in improvement conversations with students at regular intervals to monitor and encourage goal setting and celebrate achievement – record in student planner
- teachers will give feedback on drafts during preparation for assessment which focusses on student improvement against assessment criteria and encourages engagement in reaching personal goals
- the Head of Department for Senior Schooling, along with Curriculum HODs, will conduct regular reviews of student achievement and progress and will case manage students at risk.

### Each assessment task will provide information about:

- due dates for checkpoints, drafts and final submission
- conditions of assessment
- length of responses
- file types or modes of submission
- authentication strategies, including use of *Safe Assign* where appropriate.

## Access Arrangements and Reasonable Adjustments (AARA)

Under the new senior assessment system, *Special Provisions* are now called *Access Arrangements and Reasonable Adjustments (AARA)*. The QCAA recognises that some students have a disability, impairment and/or medical condition, or experience other circumstances that may be a barrier to their performance in assessment. AARA are designed to assist these students through minimising barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

### EXTENSIONS: Years 11 And 12

The only circumstance where an extension will be granted is if student qualifies under the Illness and Misadventure section of AARA.

If unable to meet a due date, students will:

- inform classroom teacher and Curriculum HOD as soon as possible
- apply for an extension under the Illness and Misadventure provision of AARA. The application must include documentary evidence, such as a Confidential Medical Report completed by a health professional where possible, to satisfy the need for an AARA

- adhere to the alternative arrangements for submission of assessment as decided by the Head of Department Senior Schooling, Principal or Principal's delegate.

AARA forms are available from the Head of Department for Senior Schooling only. A register will be maintained with details of all AARA applications. Each individual student's circumstances will be considered on a case by case basis.

### **AARA Application Process**

Student/parent/care giver contacts Head of Department Senior Schooling to discuss eligibility and collects an application form, following the steps below. Students with a verified disability are to contact the HOSES.

1. Prepare documentary evidence to satisfy the need for an AARA which may include a confidential medical report, completed by a medical professional.
2. Student submits Application Form, Confidential Student Statement and Confidential Medical Report to Head of Department Senior Schooling.
3. Unit 1 and 2 - Head of Department Senior Schooling makes final decision.

Unit 3 and 4 - Head of Department Senior Schooling submits AARA application to QCAA for approval.

4. Head of Department Senior Schooling informs student/parent/care giver, GO and curriculum HODs of outcome of application.
5. Paper copy stored in student file; digital copy uploaded to OneSchool and QCAA Portal.

*Due Date for known impairments: end of Term Three, Year 11*

*Applications to cover Illness and Misadventure will be accepted as circumstances arise.*

### **ACADEMIC INTEGRITY AND MISCONDUCT**

Gympie State High School fosters a learning environment that gives students opportunities to develop an understanding of academic integrity through:

- regularly reviewing principles of academic integrity in classes using the student planner
- explicitly teaching appropriate processes in academic work, including an understanding of ownership of information, ideas and images
- ensuring teachers, students and parents/care givers have clear shared understanding of expectations
- communication of the consequences of academic misconduct clearly throughout the school community.

### **Authenticating Student Responses**

Accurate judgements of student achievement can only be made on assessment responses that are authenticated as their own work. Gympie State High School uses strategies contained in syllabuses and these will be made specific on all assessment instruments. Further, Curriculum HODs may consider the use of authentication software such as *Turn-it-in*.

### **Academic Misconduct**

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and/or falsely produce evidence of learning. Gympie State High School is committed to supporting students to submit assessment that is their own and to conduct themselves with integrity at all times.



### Procedures for managing academic misconduct

For all instances of academic misconduct	<ul style="list-style-type: none"><li><input type="checkbox"/> Results will be awarded using any evidence available from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</li><li><input type="checkbox"/> Gympie State High School requires teachers to make a One School Behaviour Record and to notify the parent/care giver.</li></ul>
Authorship issues	<ul style="list-style-type: none"><li><input type="checkbox"/> When student work has not been authenticated during the preparation period, the student will be provided with the opportunity to demonstrate the submitted work is their own.</li><li><input type="checkbox"/> If the response cannot be authenticated, results will be awarded using evidence that can be identified as the student's own work.</li></ul>
Academic misconduct during examinations	<ul style="list-style-type: none"><li><input type="checkbox"/> Students will be awarded a Not-Rated (NR).</li></ul>

## Banned Items

### Responsibilities of Staff, Parents/Care Givers and Students

#### Staff at Gympie State High 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/ care giver or calling the police
- consent from the student or parent/care giver 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 (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent/care giver 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/care givers should be called to make such a determination.

#### Parents/Care Givers of students at Gympie State High 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 Gympie SHS Student Code of Conduct or 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.

Parents/care givers are to collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### Students of Gympie State High 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 Gympie State High School Code of Conduct or is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment or does not maintain and foster mutual respect.

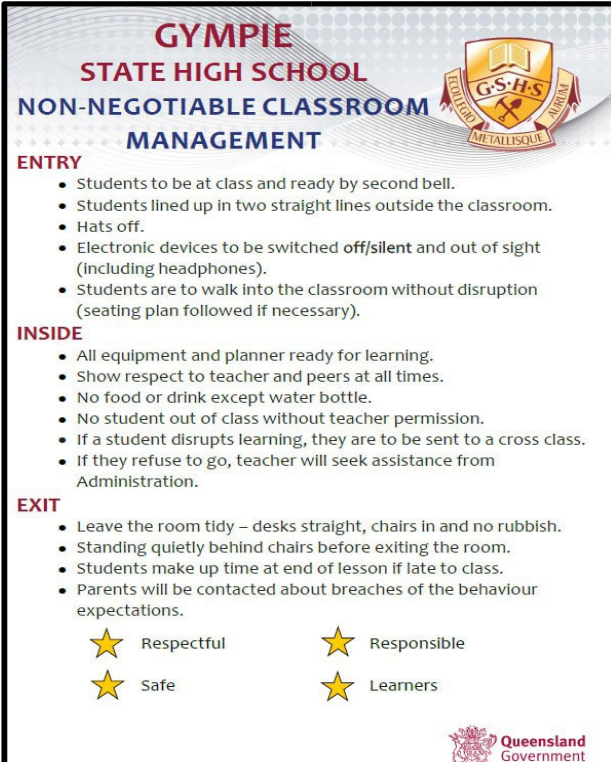
Collect their property as soon as possible when advised by the Principal or state school staff that it is available for collection.

## Behaviour Policy - Classroom Non-Negotiables and Cross-Class Procedures

### Classroom Non-Negotiables

The Gympie SHS classroom “Non-Negotiables” is a set of simple instructional routines and expectations that support quality teaching and learning occurring in every single lesson, every single day. As the name suggests, these routines and expectations are not negotiable - they are expected - and teachers will not waste teaching time to engage in conversations or negotiations with students choosing not to adhere to them. “Non-negotiables” are explicitly taught through our school’s transition program and Positive Education lessons, displayed in every classroom and published in our student diaries, and referenced by teachers to pre-correct and correct behaviours that do not support or interrupt teaching and learning.

### NON-NEGOTIABLE CLASSROOM MANAGEMENT



**GYMPIE STATE HIGH SCHOOL**  
**NON-NEGOTIABLE CLASSROOM MANAGEMENT**

**ENTRY**

- Students to be at class and ready by second bell.
- Students lined up in two straight lines outside the classroom.
- Hats off.
- Electronic devices to be switched off/silent and out of sight (including headphones).
- Students are to walk into the classroom without disruption (seating plan followed if necessary).

**INSIDE**

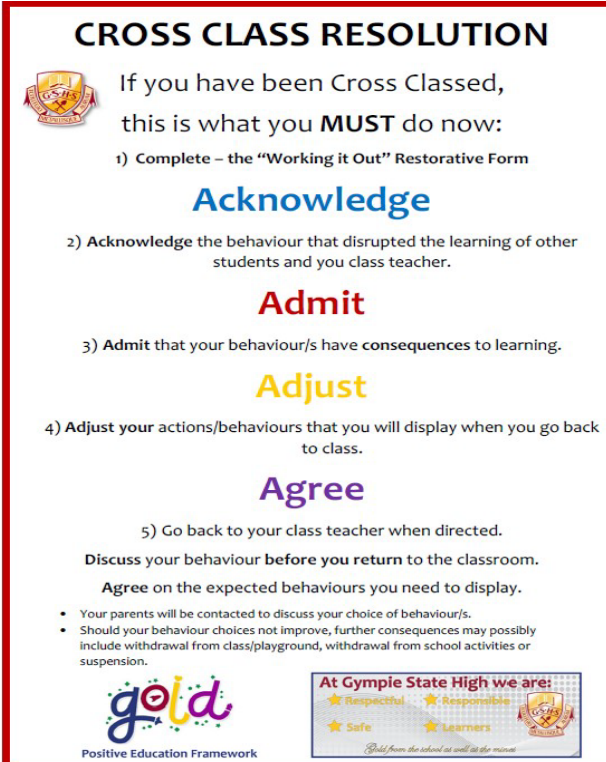
- All equipment and planner ready for learning.
- Show respect to teacher and peers at all times.
- No food or drink except water bottle.
- No student out of class without teacher permission.
- If a student disrupts learning, they are to be sent to a cross class.
- If they refuse to go, teacher will seek assistance from Administration.

**EXIT**

- Leave the room tidy – desks straight, chairs in and no rubbish.
- Standing quietly behind chairs before exiting the room.
- Students make up time at end of lesson if late to class.
- Parents will be contacted about breaches of the behaviour expectations.

★ Respectful      ★ Responsible  
★ Safe              ★ Learners

Queensland Government



**CROSS CLASS RESOLUTION**

If you have been Cross Classed, this is what you **MUST** do now:

- 1) Complete – the “Working it Out” Restorative Form

**Acknowledge**

- 2) Acknowledge the behaviour that disrupted the learning of other students and you class teacher.

**Admit**

- 3) Admit that your behaviour/s have consequences to learning.

**Adjust**

- 4) Adjust your actions/behaviours that you will display when you go back to class.

**Agree**

- 5) Go back to your class teacher when directed.

Discuss your behaviour **before** you return to the classroom.

**Agree** on the expected behaviours you need to display.

- Your parents will be contacted to discuss your choice of behaviour/s.
- Should your behaviour choices not improve, further consequences may possibly include withdrawal from class/playground, withdrawal from school activities or suspension.

At Gympie State High we are:  
★ Respectful      ★ Responsible  
★ Safe              ★ Learners

gold Positive Education Framework

Figure 7 Classroom Non-Negotiable behaviour expectations and Cross-Class Resolution Guide

## Cross (Buddy) Class Procedures

A student may be sent to a cross class, if their behaviour persistently disrupts the teaching and/or learning taking place. Teachers give students a “Working it out Restorative Form” following which students go to a supervised cross (buddy) class where they complete the *Working it out Restorative Form* and complete any other set tasks.

In the LAST few minutes of cross class supervision, the student is to return to their class to resolve the issue with their teacher. Once the lesson is finished, the student and teacher will use the *Working It out Restorative Form* and *Cross Class Resolution* guide for this purpose. Teachers will record the cross-classing incident in One School and contact parent/care giver. A consequence may be issued. Teachers will notify the curriculum HOD if the issue cannot be resolved. The incident may need to be referred to the Head of Student Engagement or Year Level Deputy Principal for additional intervention.

## Bullying-- prevention and response

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

An explicit, targeted, anti-bullying program exists at Gympie SHS as part of the health and wellbeing education program, *Positive Education for Learning*, to encourage respectful relationships.

Gympie SHS utilises *Stymie* as an anonymous harm reporting tool that schools are proactively using to support their students to say something without fear. *Stymie* works with school communities both nationally and internationally, to connect students with their empathy and conscience so that they can, in an empowered and courageous way, enhance or change the culture of care in their school. *Stymie* supports Gympie SHS’s existing student well-being frameworks and takes into consideration the Australian Student Wellbeing Framework.

*Stymie* promotes safety & wellbeing: working with Gympie SHS to enable the community to make anonymous notifications about anyone who may be experiencing bullying or harm. Once the notification is made, a designated recipient within Gympie SHS receives the information via email, and responds according to the school’s wellbeing framework.

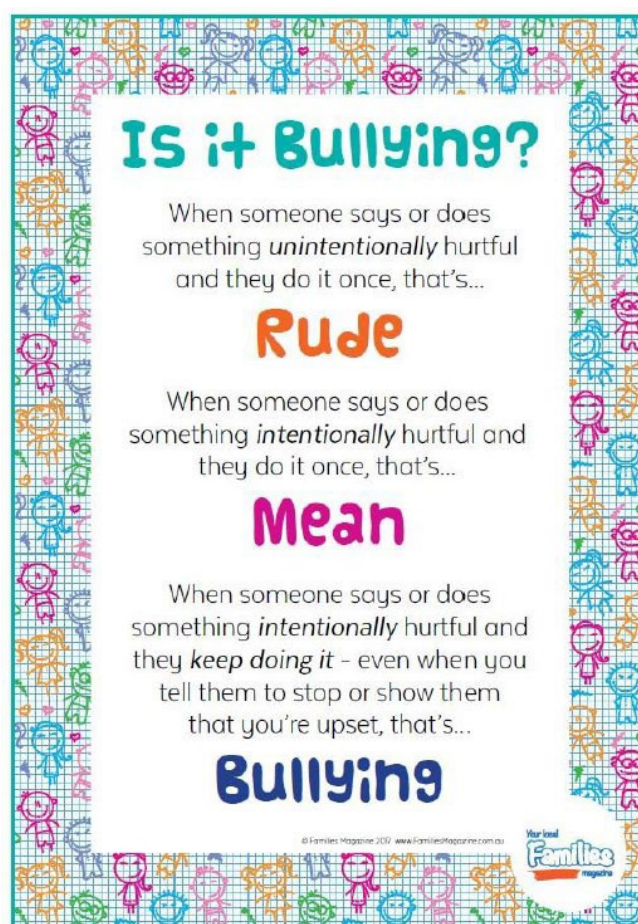


Figure 8: defining bullying poster used at Gympie SHS.

### Key contacts for students and parents/care givers to report bullying:

**Year 7 to Year 12 – Form teacher or Heads of Year Head of Department, Student Engagement, Head of Senior Schooling**

## Bullying-- prevention and response flowchart

### 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.





# GYMPIE State High School

*Excellence in Public Education:  
Proud of Place and Purpose*



## Acceptable Use Policy for Computers and Internet Access

**Student**

I agree to comply with the conditions of the **Acceptable Use Policy for Computers and Internet Access** at Gympie State High School as published in the Student Planner. The following points summarise the conditions.

While I am connected to Gympie State High School's fixed and/or wireless network and/or the Internet:

- I will NOT play games, unless it is directly related to my school work.
- I will NOT copy/load anything onto the school's computers or network except if required to do so as part of my school work.
- I will NOT search for anything that could be considered illegal, dangerous, offensive or objectionable. If I accidentally come across something of this nature I WILL:
  - Remove the offensive pictures/information/data from my screen, network drive, USB and any other storage locations, and
  - Immediately and quietly inform a teacher.
- I will NOT reveal anyone's home addresses, phone number, image or any other private information in an email or via any online communication, service and/or website.
- I will NOT reveal my password to anyone.
- I will NOT allow anyone else to use my computer account or email account.
- I will NOT use the internet or email to annoy, offend, bully or threaten anyone.
- I will NOT interfere with or damage any computers, printers or other network equipment and only use them for educational purposes related to my studies at school.

By signing this form I agree that I have read and understood the policy as published in the Student Planner and acknowledge that if I break any of these rules, appropriate action will be taken. This may include loss of my school network access and/or internet access.

*This form MUST be signed by both the student and their parent/carer and then returned to the HOD of ICT before the student will be granted access to the school network and related resources.*

**Student Name:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_ **Yr:** \_\_\_\_ **Date:** \_\_\_\_\_


**Parent/Carer**

I understand that computers and the school network provide access to the internet which is a useful public resource that can enhance student learning experiences. I also understand that the internet provides access to information from millions of websites that are outside the control of the school. While filtering is in place to block the vast majority of harmful content, a very small part of the information accessible to students may be illegal, dangerous or offensive. I accept that, while teachers, the school and the department will always exercise a duty of care, protection against exposure to harmful information should ultimately depend upon responsible access and use of this public resource by students.

I acknowledge, agree and give permission for my child to access carefully selected 3<sup>rd</sup> party websites that require an account to be created, such as Clickview.com.au, a site containing educational videos. Some of these sites require an account to be created that uses my child's name, year level, school email address and/or network user name. These systems may also store a portion of my child's school work. I give school staff permission to create accounts on behalf of my child, if required, and for my child to access these sites for school-related activities.

I believe \_\_\_\_\_ (student name) understands their responsibility under this policy and I hereby give my permission for him/her to access the internet accordingly. I understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of internet access and or school network access for a given time of time.

**Parent/Carer Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



Queensland Government

Figure 9 Acceptable use of computers and internet access. Student agreement form.



## Good Standing Policy, Senior

Students in Years 11 and 12 at Gympie State High School are part of a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future. Students are required to actively participate in their course of study to the best of their ability. This encompasses the core expectations of our school where all students are Respectful, Responsible, Safe and Learners. The senior years focus on all students achieving their potential and having access to a range of choices when they leave that will lead them to make meaningful contributions to their communities.

Gympie State High School will support senior student success through:

- Delivering a program of instruction and assessment within the requirements of Queensland Curriculum and Assessment Authority that is designed to interest and engage our learners
- Undertaking all reasonable actions to ensure school leavers hold pathway-relevant qualifications, e.g. ATAR, QCE, Cert II or above
- Monitoring and mentoring all students through their desired educational and career pathways
- Administering a program of student welfare and self-development to foster 21st century skills
- Fairly addressing individual needs with regard to academic and emotional growth

Students in Year 11 and 12 are expected to:

- Maintain minimum attendance of 90%, including Form classes
- Genuinely participate in all class work; complete work for missed classes due to illness or off-campus days
- Complete all assessments to the best of their ability, on or before the due date
- Complete all competencies in certificate courses, on or before the due date
- Adhere to requirements for behaviour, effort and uniform

If a student is temporarily unable to keep to the terms of this agreement for any reason (e.g. – illness or other unforeseen circumstance), the student or parent/care giver is to contact the Head of Department for Senior Schooling to make alternative arrangements.

A student who is unable or unwilling to keep to the terms of this agreement over an extended period of time may lose extra-curricular privileges such as eligibility to purchase a Senior Jersey or attend the Formal. More serious breaches may result in the student being recommended for alternative education and training programs.

# GYMPIE State High School



## 2022 Senior Good Standing Policy (Years 10, 11 & 12)

Students in Years 10, 11 and 12 at Gympie State High School are part of a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future. Students are required to actively participate in their course of study to the best of their ability. This encompasses the core expectations of our school where all students are Respectful, Responsible, Safe and Learners. The senior years focus on all students achieving their potential and having access to a range of choices when they leave that will lead them to make meaningful contributions to their communities.

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- monitoring and mentoring all students through their desired educational and career pathways
- administering a program of student welfare and self-development to foster 21<sup>st</sup> century skills
- fairly addressing individual needs with regard to academic and emotional growth

Students in Year 10, 11 and 12 are expected to:

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- genuinely participate in all class work; complete work for missed classes due to illness or off-campus days
- complete all assessments to the best of their ability, on or before the due date
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Mr Anthony Lahskey  
Principal

Mrs Sally Bekker  
Deputy Principal – Student Success

Figure 101 Senior Good Standing Policy

## Out-of-Bounds Areas Policy

### Expectation

- Students are to remain on school grounds

The following are out of bounds areas:

- Main entrance to Administration Building
- Area below Willows Oval
- Areas between Hamilton Hall and the Special School

- Front lawn and gardens of Hamilton Hall, inside or under the hall and all steps leading into the hall
- Area around the Grounds person's shed
- Teacher's car park
- All verandas, stairwells before and after school and during breaks
- Within five (5) metres of boundary fences
- Students going to and from the Ag Farm must use the traffic lights crossing.

## Personal technology devices: acceptable use policy

### Purpose

Gympie State High School acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. The school also recognises that these devices, predominantly mobile phones, may cause harm if used inappropriately and that students require support to use them in safe, responsible and respectful ways. This policy reflects the importance Gympie SHS places on students displaying respect for others whenever they are using personal technology devices and social media. Students bring valuable personal technology devices at their own risk. The school accepts no responsibility for personal technology devices that are brought to school and undertakes no responsibility to investigate their misplacement, loss or theft unless it can be established that the misplacement, loss or theft resulted from the school's negligence.

### Personal Technology Device Etiquette

Students are to observe etiquette protocols if bringing a mobile phone to school. Our school has made the decision to create a phone-free learning environment during school hours in order to improve student engagement with teaching and learning. Mobile phones are not permitted to be used during the school day, unless under the direction and supervision of their classroom teacher. Students who use a laptop or tablet under the Laptop Program, are expected to uphold the school's expectations of use in accordance with the charter.

### Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of Administration staff.

### Assumption of cheating

Personal technology devices may not be taken into or used by students during exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### Recording Private Conversations, Voice and Images

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy and subject to disciplinary action. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

At Gympie SHS, we uphold the value of trust and the right to privacy. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.), for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g., in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to Queensland Police Service. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents/care givers will be advised to contact Queensland Police Service (QPS) directly.

### **Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (e.g., to assist with a medical condition or other disability or for a special project) may negotiate a special circumstances arrangement with the Deputy Principal or Principal.

### **Yondr Pouch Process**

Students who bring a phone to school maintain possession of their phone inside a locked Yondr Pouch for the duration of the school day.

#### **Form Class Procedure for Pouches**

*HOLA – Hello, Off, Locked and Away*

At the commencement of Form Period, students have turned off their phones and locked them away in Yondr pouches. Students without a pouch are directed to Administration/Student Services to hand in their phone for the day.

#### **Year Level Parade Procedure for Pouches**

At the commencement of Parade, students have turned off their phones and locked them away in Yondr pouches.

#### **Student signing in late**

Students arriving late to school (at any point) present to Student Services with phone and pouch in hand. Students turn off their phone and lock it away in their Yondr pouch. This process is overseen by Student Services staff. Students are then provided with a late pass.

## Violations

Violations of the school's mobile phone policy may include:

- Physical damage to the pouch in an attempt to circumvent its intended purpose. (e.g., discolouration, pen marks, bent pin or stripped lock inside the pouch)
- Arriving at school without a pouch, when a phone is brought to school
- Using a phone during school hours without permission
- Use of other devices, such as laptops, tablets, head phones and smartwatches, pose similar challenges and opportunities. These devices can be linked to mobile phones and therefore the same policy applies to these actions.

## Disciplinary consequences for mobile phone policy violations may include:

- Confiscation of the phone and pouch and parent/care giver contact made
- Parent/care required to pick up their student's phone
- Warning for damage to school property
- Fee paid to replace damaged school property.

## Confiscation Process

1. The confiscated item will be taken to the Main Office by the staff member.
2. Office Staff will RECORD on REGISTER the confiscated digital item.
3. Student to collect from front office at 3.00pm.
4. Confiscated item taken to the office a second time or third time are to be collected by the parent/care giver.
5. 4<sup>th</sup> and Continuing Offences – Parent/Care Giver to collect phone and have contact with Administration regarding repeated infringements.

## Mobile phones seen in the playground:

1. Teacher directs student to student services to hand in phone.

2. Follows up with phone call or email to student services checking compliance.

3. If non-compliant OS entry with referral to HOY.

## Mobile phones seen out in the classroom:

1. Teacher directs student to student services to hand in phone.

2. Upon student returning teacher signs slip confirming phone has been handed in.

3. If student is non compliant OS entry and referral to curriculum HOD.

## Pool Use Policy

### Expectation

- Students are not allowed in the pool enclosure without a teacher
- No rough play, pushing, ducking or jumping on or near students
- No entry to the pool for anyone with injuries or open sores
- Hairpins, Band-aids, etc, are not to be worn in the pool.



## Public Transport Policy

### Expectation

- Students will behave responsibly when travelling to and from school.
- Bicycles, scooters and skateboards must not be ridden in the school grounds or on surrounding footpaths because of the danger to pedestrians.
- Bicycles are to be placed in racks during the school day.
- Students crossing Cootharaba Road must ALWAYS use the crossing at the traffic lights.

### Travelling by Bus

- When travelling to and from school on buses, student CONDUCT is expected to be responsible and respectful.
- On the way to school, students must not leave the bus before it arrives at school, remain seated.

## Signing In and Out Policy

### Expectation

- Students arriving late to school are expected to Sign in at Student Services Centre with a parent/care giver note or contact with explanation for their lateness.
- Students leaving school early are expected to present a parent/care giver note or contact made with Student Services before school so they can be issued with a leave slip.
- Returning students must sign back in at the Student Services Centre.

## Social Media - Appropriate Use

### Overview

Social Networking Sites (SNS – Facebook, Instagram, Snapchat, Tik Tok, etc.), Blogs (Web Logs), World Wide Web (WWW) and Personal Web Sites (PWS) must be considered as documents that are *published within the public domain*. Such sites allow the free sharing of information and opinions. While they have their place in private life, they may cause problems within a school community on several levels.

Information placed on these sites may be useful or entertaining. The sites provide a medium for friends to share experiences, photographs, messages and generally to stay in touch. On the other hand, entries may breach privacy conventions or regulations, may be considered to be ‘cyber bullying’; they may be obscene, libellous, inappropriate or defamatory. Information published on the WWW, including that in SNS and blogs should be considered to be permanently published. It is almost impossible to remove information once it has appeared - even when it seems to have been taken down.

### Students

- Student use of SNS whilst on school devices is forbidden. The school's ICT resources are provided for teaching and learning and the use of frivolous sites is discouraged. Students are reminded that using mobile phones during school time has strict guidelines which are outlined in our Personal Technology Devices at School and Acceptable Use for Computers and Internet Access Policies.
- Student use of SNS outside school must be considerate of the ramifications of SNS postings within the extended school community.

- Information and opinions that refer directly or indirectly to the school, its administration, its students as students or its members of staff as members of staff, must not be posted unless officially sanctioned by the Principal or Deputy Principal and the individual(s) concerned.

### **Preventing and Responding to Cyber Bullying, Peer Pressure, Spam**

Students must not engage in bullying, spamming, illegal behaviour, malicious blogging or similar antisocial behaviours. Students who engage in antisocial behaviours in a social networking or blogging site that have ramifications within the school community (such as bullying a fellow student) will be subject to School regulations regarding such behaviour *even though the infringements occurred outside the school*.

### **Advice to Students**

- Students are advised never to offer any personal information including last name, contact information, home address, phone numbers, school's name, e-mail address, last names of friends or relatives, instant messaging names, age, or birth date.
- Students are advised never to post provocative pictures of themselves or anyone else, and be sure any images they provide do not reveal any of the previously mentioned information. Students should also remember to check the background of a picture.
- Students are advised to use blogging provider sites with clearly stated terms of use, and make sure they can protect the actual blogs, not just the user accounts, with password protection. However, it is prudent to presume that anyone can see it. For further information on cyber safety please follow the link below: <https://www.qld.gov.au/education/schools/health/cybersafety/pages/cybersafety-qss.html>

## **Temporary Removal of Student Property**

The removal of any property in a student's possession may be necessary to maintain a safe and supportive learning environment of the school, and protect the rights of others. In determining what reasonably constitutes removal of student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances surrounding the decision to remove the property
- 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 Gympie State High School and will be removed if found in a student's possession:

- Aerosol deodorants or cans (including spray paint)
- Alcohol
- Chewing gum
- Cigarettes, cigarette lighters and associated items, Vapes
- Drugs\*\* (including tobacco)
- Energy drinks (e.g., Mother, Red Bull etc.)
- Explosives (e.g., fireworks, flares, sparklers)
- Flammable solids or liquids (e.g., Fire starters, mothballs, lighters)
- Illegal items or weapons (e.g., Guns, knives\*, throwing stars, brass knuckles, chains)

- Imitation guns or weapons
- Inappropriate or offensive material (e.g., racist literature, pornography, extremist propaganda)
- Liquid whiteout.

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

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

## Uniform Policy

The development of the school's dress code is addressed in Part 9, Dress Code, section 360, of the Education (General Provisions) Act 2006. The Act states that "a State school's principal may develop a dress code for the school's students that is to apply when the students are attending, or representing, the school". The dress code extends to what is acceptable in relation to the clothing worn by the students, including headwear and footwear.

### Formal Uniform

- Tops: Blouse with Tie; or Formal Shirt with tie
- Bottoms: Formal Skirt – Knee length maroon and grey plaid, knife pleated skirt, elastic back, with side zip pocket; or Long Grey Trousers; or Grey Formal shorts

### Winter Uniform

- Gympie High V Neck Woollen Pullover – Grey or Maroon
- Gympie High Fleece Lined Pullover Maroon, or Plain Grey or Maroon Pullover (no hooded jumpers)
- Gympie High Track Suit Pants, Grey Stockings white or black ankle socks (no brands or marking)
- Gympie High Spray Jacket

### SENIOR DAY UNIFORM

- Senior Gympie High Polo Shirt with gold collar
- Gympie High Shorts
- White or black ankle socks (no brands or marking)

### JUNIOR DAY UNIFORM

- Junior Gympie High Polo Shirt with navy blue collar
- Gympie High Shorts
- White or black ankle socks (no brands or marking)

No attire other than the standard uniform is accepted. No T-shirts or undergarments that are visible are to be worn under the shirt or the blouse.

### **Footwear**

The accepted shoe at Gympie SHS is fully enclosed and ALL black (no ballet shoes, sandals, thongs, boots including ankle boots, or excessive heel). LEATHER/VINYL impervious uppers are required in practical areas for e.g., Home Economics, Agriculture & Manual Arts and in Science labs. In some specialist subjects, specific footwear is acceptable. White or black sports or ankle socks or grey stockings.

### **Swimwear**

Modest sun-safe swimwear – bikini & G-strings are not appropriate.

### **Jewellery/Makeup**

- Due to Workplace Health and Safety requirements, students can wear one plain ring, plain ear studs or sleepers, one watch and school badges (eye, nose and lip rings are not permitted in learning areas where Workplace Health and Safety issues exist), however small clear studs will be tolerated). No visible anklets are to be worn or chunky or excessive jewellery

### **Hair**

- Hair will be naturally coloured. No bright colours such as pink, green or blue.
- Hair should be neat and tidy in a modest style – no outlandish fashions (block colours, mohawks).
- Students' hair must be neat and tidy and of natural hair colouring only. Only conservative hair styles (as defined by the Principal) are acceptable.

### **Headwear**

- Students are encouraged to wear a hat for sun safety.
- A Gympie State High bucket hat is available from Struddys.
- Beanies are not permitted
- Headscarves may be permitted for cultural or religious reasons, provided that the colours are in keeping with the school colours.

### **Uniform-Free Dress Requirements**

Appropriate Dress for 'Uniform-Free Dress Days' is clothing or apparel worn by students that:

- doesn't have offensive writing, advertising or pictures
- covers shoulders and midriff
- encloses the feet, as per Workplace, Health and Safety regulations students must wear enclosed footwear.

Specialist program uniforms are organised by the coordinating teacher of the program.

If students are not in correct uniform, they will be required to change into a uniform provided by the school, favourably if one is available. Continued non-compliance of the uniform policy is a breach of the enrolment agreement and will result in parent/care giver interview with a member of Administration.

## Restrictive practices

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

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents/care givers
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.

## Responding to Critical Incidents

A critical incident is 'An event that poses a risk to the health, safety or wellbeing of one or more individuals in the school community and impacts on the operation, educational program, environment and/or reputation of the school. A critical incident requires a school alert'.

Certain situations can have a traumatic effect on a school. For a detailed sequence of steps, protocols and procedures to be followed, refer to the document, *Responding to Critical Incidents*.

### Immediate Actions - summary of sequential steps to be followed:

- Record initial Details of the Critical Incident
- Establish facts, ensure immediate safety and wellbeing, make a preliminary assessment of the extent of the impact on the school community
- Advise the School Supervisor that a critical incident has occurred
- Complete School Incident Alert Notification and email to the aligned School Supervisor
- Consider potential media interest and Contact DET's Media Unit
- Media 24/7 Hotline: 3328 6639 or 0408 785 606 [media@det.qld.gov.au](mailto:media@det.qld.gov.au)
- Activate the School Response Team (SRT) to coordinate response
  - Consider if additional school support/assistance required and if so, contact the Senior Guidance Officer/s.

### Medium-Term Actions

Consider the need for:

- Group meeting/s with parents/care givers
- Managing the Media and Sample Media Statement
- Scripts for Office Staff (for Parent/Care Giver and Media Enquiries)
- Social Media and Example Responses
- Principal's Address at a Staff Briefing (Additional Considerations)
- Recovery and Support Room Procedures, Activities and Attendance Register
- Confidential Student Contact Record - Students Supported following a Critical Incident
- Utilise resources/handouts for teachers, students and parents/care givers, including template letters
- Utilise important Support Contacts
- School's Emergency Response Plan, NCR Emergency Response Plan

### Refer to the Responding to Critical Incidents plan for the following:

- Media Contact Flowchart
- School Incident Alert Notification
- Disaster and Emergency Management Bomb Threat Response
- Cyberbullying and Reputation Management
- Natural Disasters
- Youth Natural Disaster Recovery

For the following situations and circumstances, refer to the document, [Responding to Critical Incidents](#).

- Managing Excessive Heat
- Bushfires
- Suicide & Attempted Suicide - strategic advice, resources & checklists for staff planning and interventions



## External School Supports

- Child and Youth Mental Health Services (CYMHS), Gympie 5489 8777
- Support for Children, Adolescents and Families:
- Lifeline 131114
- Kids Helpline 1800 55 1800
- Kids Helpline for Parents 1300 301 300

## Resources

[Australian Professional Standards for Teachers](#)

[Bullying. No Way!](#)

[Complaints, enquiries and feedback External link](#)

[Headspace Online Counselling](#)

[Kids Helpline](#)

[Office of the eSafety Commissioner](#)

[Online awareness: Information for parents and caregivers \(PDF, 743KB\)](#)

[Parent and Community Engagement Framework External link](#)

[Raising Children Network External link](#)

[Report cyberbullying](#)

[School Enrolment Management Plans External link](#)

[Social media and the school community \(PDF, 1.5MB\)](#)

[State School Regional Offices External link](#)

[Student Code of Conduct Fact Sheet](#)

[Student Wellbeing Hub External link](#)

[Youth Beyond Blue](#)

## Conclusion

Gympie SHS 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/care givers need to raise a concern or make a complaint about an issue that parents/care givers 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/care giver 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 the parent's/care giver's responsibility to:

- give the school a clear idea of the issue or concern and the 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.

## Conclusion, continued

**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 threestep approach assists parents/care givers 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. Parents/care givers can make an appointment at the school to discuss the complaint with their child's teacher or the Principal. Parents/care givers 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 via Student Services.

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](http://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](#).



Positive Education Framework

# Gympie State High School

## POSITIVE BEHAVIOUR EXPECTATIONS MATRIX



AT GYMPIE STATE HIGH SCHOOL WE ARE:

WHOLE SCHOOL					COMMUNITY		
All Areas	General Classrooms	In the School Grounds		Canteen/Cafe	Toilets	Before and after school	School Activities – excursions etc.
		Passive Areas	Active Areas				
RESPECTFUL	<ul style="list-style-type: none"><li>• Treat all members of the school community in a respectful and courteous manner</li><li>• Use polite language</li><li>• Maintain positive relationships</li><li>• Be tolerant and understanding of others</li><li>• Show respect for the property of school and all others</li><li>• Wear the school uniform in compliance with the Dress Code Policy</li></ul>	<ul style="list-style-type: none"><li>• Respect the rights of others to learn</li><li>• Cooperate with staff by following instructions</li><li>• Mobile phones are off and locked in YONDR pouches</li><li>• Remove hats inside classrooms and buildings</li><li>• Adhere to agreed-to entry routines</li></ul>	<ul style="list-style-type: none"><li>• Show courtesy and assistance to younger students</li><li>• Respect the school environment by keeping it clean and by placing litter in bins</li></ul>	<ul style="list-style-type: none"><li>• Participate co-operatively in school approved games</li><li>• Demonstrate good sportsmanship – good grace in defeat and humility when victorious</li></ul>	<ul style="list-style-type: none"><li>• Show courtesy and respect towards staff and fellow students</li><li>• Have your money or card ready as you move to the front of the queue</li></ul>	<ul style="list-style-type: none"><li>• Respect the privacy of others</li><li>• Keep the environment clean for others to use</li><li>• Report any damage to your service centre</li></ul>	<ul style="list-style-type: none"><li>• Treat others with courtesy and respect</li><li>• Treat bus drivers with courtesy and respect</li><li>• Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school</li><li>• Wear appropriate school uniform</li><li>• Treat others with courtesy and respect</li><li>• Respect the property of community members</li></ul>
RESPONSIBLE	<ul style="list-style-type: none"><li>• Cooperate with staff members by readily obeying instructions at all times</li><li>• Accept responsibility and be aware that all actions have consequences</li><li>• Comply with school rules, procedures and policies – <u>i.e.</u> mobile phone, uniform</li><li>• Work at managing your own behaviour and actions appropriately</li></ul>	<ul style="list-style-type: none"><li>• Write homework in your planner</li><li>• Return laptops to their correct slots and plugged in</li><li>• Ensure rooms are left clean and tidy</li><li>• Ensure all school equipment is used in a safe and sensible manner</li></ul>	<ul style="list-style-type: none"><li>• Comply with designated 'in bounds' and 'out of bounds' areas</li></ul>	<ul style="list-style-type: none"><li>• Comply with designated 'in bounds' and 'out of bounds' areas</li><li>• Ensure all school equipment is used in a safe and sensible manner</li><li>• Return sports equipment to the HPE staffroom promptly.</li></ul>	<ul style="list-style-type: none"><li>• Wait in lines quietly and as directed by teachers</li></ul>	<ul style="list-style-type: none"><li>• Use toilets during breaks and before school when possible</li><li>• Use quiet voices</li></ul>	<ul style="list-style-type: none"><li>• Follow the correct school sign in and sign out procedure</li><li>• Use road crossings appropriately to ensure safety</li></ul>
SAFE	<ul style="list-style-type: none"><li>• Use equipment appropriately</li><li>• Keep hands and objects to yourself</li><li>• Be sun-safe</li><li>• Look out for the safety of yourself and others</li></ul>	<ul style="list-style-type: none"><li>• Stay in allocated seat, unless instructed otherwise</li><li>• Follow teacher instructions immediately</li><li>• Enter and exit room in an orderly manner</li><li>• Use equipment appropriately</li></ul>	<ul style="list-style-type: none"><li>• Make the school safe by not threatening or hurting anyone</li><li>• Walk on pathways / concrete areas</li></ul>	<ul style="list-style-type: none"><li>• Ensure that you are active when in active area. Sitting in these areas may put yourself in danger.</li><li>• Play by the rules</li></ul>	<ul style="list-style-type: none"><li>• Wait patiently in lines</li></ul>	<ul style="list-style-type: none"><li>• Wash hands and use good hygiene</li><li>• Go directly to and from toilets</li><li>• Report any inappropriate behaviour</li></ul>	<ul style="list-style-type: none"><li>• Follow teacher directions promptly</li><li>• Wait sensibly in bus lines as directed by your teacher</li></ul>
LEARNERS	<ul style="list-style-type: none"><li>• Engage fully with all class activities and learning opportunities</li><li>• Be actively involved in the life of the school community</li><li>• Attend school regularly and report punctually to classes</li><li>• Select a program of study suited to own ability and that provides future opportunities for success</li><li>• Manage own time and responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Be prepared with all required equipment – e.g., pencils, books etc.</li><li>• Make a genuine effort towards the <u>achievement</u> of learning goals</li><li>• Actively seek the help of teachers in understanding outside the classroom</li><li>• Comply with school assessment procedures</li></ul>	<ul style="list-style-type: none"><li>• Move to class on time when first bell rings</li><li>• Seek teachers' assistance during recess to catch up on work missed</li></ul>	<ul style="list-style-type: none"><li>• Move to class on time when first bell rings</li><li>• Make use of opportunities to improve your skills through lunchtime activities – <u>i.e.</u> Volleyball or swimming practice.</li></ul>	<ul style="list-style-type: none"><li>• Purchase lunch with enough time to eat before class</li></ul>	<ul style="list-style-type: none"><li>• Return to class promptly –do not loiter in toilets</li></ul>	<ul style="list-style-type: none"><li>• Be productive when completing activities on excursion</li><li>• Have a good breakfast to ensure you have the energy to get you through the day</li><li>• Prepare a nutritious lunch, snacks and water</li></ul>

AT GYMPIE STATE HIGH SCHOOL WE ARE:



Positive Education Framework

## Managing Student Behaviour at Gympie SHS

DEFINE AND TEACH BEHAVIOUR EXPECTATIONS

MODEL, PRACTISE AND REINFORCE EXPECTATIONS

OBSERVE BEHAVIOUR & DECIDE: 1. CATEGORY 2. CONSEQUENCE 3. FUTURE STRATEGY



LOW LEVEL BEHAVIOUR: WITH SUPPLEMENTARY ADJUSTMENTS	
Essential Skills for Classroom Management (ECSM) Minor acts of misconduct, which interfere with teaching and learning that is resolved at the classroom teacher's level.	
TEACHER MANAGED and which may require referral to HOD or HOY	
Abusive language Academic misconduct Bullying Defiance: <ul style="list-style-type: none"> <li>• Non-compliant with routine</li> <li>• Non-negotiables not adhered to</li> <li>• Refusal to participate in program of instruction</li> <li>• Unprepared for learning</li> <li>• Moving unsafely (e.g. running, swinging on chairs etc.)</li> </ul> Disrespect Disruption: <ul style="list-style-type: none"> <li>• Out of seat without permission</li> <li>• Sustained loud talk, yelling, or screaming; noise with materials</li> </ul> Dress code <ul style="list-style-type: none"> <li>• Non-compliant with Uniform policy</li> </ul> Falsifying documents Harassment Property misuse causing risk to others Refusal to participate in the educational program of the school Technology violation Theft Truancy (out of class)	

MODERATE LEVEL BEHAVIOUR: WITH SUBSTANTIAL ADJUSTMENTS	
Moderate acts of misconduct which may include repeated acts of low-level behaviour and/or misbehaviours against people or property.	
HOD, HOY MANAGED and which may require referral to Administration	
Abusive language Academic misconduct Bullying Defiance: <ul style="list-style-type: none"> <li>• Non-compliant with routine</li> <li>• Non-negotiables not adhered to</li> <li>• Refusal to participate in program of instruction</li> <li>• Unprepared for learning</li> <li>• Moving unsafely (e.g. running, swinging on chairs etc.)</li> </ul> Disrespect Disruption: <ul style="list-style-type: none"> <li>• Out of seat without permission</li> <li>• Sustained loud talk, yelling, or screaming; noise with materials</li> </ul> Dress code <ul style="list-style-type: none"> <li>• Non-compliant with Uniform policy</li> </ul> Falsifying documents Fighting Harassment Physical aggression Property damage Property misuse causing risk to others Refusal to participate in the educational program of the school Substance misconduct involving illegal substances Substance misconduct involving tobacco and other legal substances Technology violation Theft Truancy (out of school) Truancy (out of class) Use/possession of combustibles Use/possession of weapons Other – charge-related suspension	

HIGH LEVEL BEHAVIOUR: WITH EXTENSIVE ADJUSTMENTS	
Major acts of misconduct that adversely affect or is likely to adversely affect the good order and management of the school or is likely to adversely affect students enrolled at the school.	
ADMINISTRATION MANAGED directly or following referral	
Abusive language Academic misconduct Bomb Threat/False Alarm Bullying Defiance: <ul style="list-style-type: none"> <li>• Non-compliant with routine</li> <li>• Non-negotiables not adhered to</li> <li>• Refusal to participate in program of instruction</li> <li>• Unprepared for learning</li> <li>• Moving unsafely (e.g. running, swinging on chairs etc.)</li> </ul> Disrespect Disruption: <ul style="list-style-type: none"> <li>• Out of seat without permission</li> <li>• Sustained loud talk, yelling, or screaming; noise with materials</li> </ul> Dress code <ul style="list-style-type: none"> <li>• Non-compliant with Uniform policy</li> </ul> Falsifying documents Fighting Harassment Physical aggression Property damage Property misuse causing risk to others Refusal to participate in the educational program of the school Substance misconduct involving illegal substances Substance misconduct involving tobacco and other legal substances Technology violation Theft Truancy (out of school) Truancy (out of class) Use/possession of combustibles Use/possession of weapons Other – charge-related suspension	

ADJUSTMENTS	
Office staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:	
<ul style="list-style-type: none"><li>• Apology</li><li>• Assessment-Due Date Not Met</li><li>• Assessment-Extension Granted</li><li>• Cancellation of enrollment</li><li>• Cancellation of Enrolment Letter</li><li>• Check Point Not Met</li><li>• Community Service (reflects behaviour/expectation, fix, repair, financial etc.)</li><li>• Confiscate Electronic Device</li><li>• Cross Classed</li><li>• Detention</li><li>• Discipline Improvement Plan</li><li>• IBSP/behaviour contract or External Behaviour</li><li>• Incident Report completed</li><li>• Internal Suspension</li><li>• Loss of privileges e.g. Leader Badge or activity involvement (i.e. Formal)</li><li>• Mediation</li><li>• Natural Consequence</li><li>• Non-compliance Letter</li><li>• Not Rated Letter</li><li>• Parent contact/conference</li><li>• Parent Contacted</li><li>• Parent Letter</li><li>• Refer to Administration</li><li>• Refer to GO</li><li>• Refer to Head of Year</li><li>• Refer to HOD</li><li>• Refer to HOSES</li><li>• Refer to Outside Agency</li><li>• Restorative Conference with restitution plan</li><li>• Restorative Justice</li><li>• Rules Reinforced</li><li>• Show Cause Letter</li><li>• Support</li><li>• Supported Play</li><li>• Suspension</li><li>• Time in office (internal suspension)</li><li>• Warning</li><li>• Withdrawal from Class</li><li>• Withdrawal from Playground</li></ul>	
ADJUSTMENTS	
Staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to previous strategies as well as the following:	
<ul style="list-style-type: none"><li>• Apology</li><li>• Cross Class</li><li>• Cancellation of Enrolment Letter</li><li>• Check Point Not Met</li><li>• Community Service (reflects behaviour/expectation)</li><li>• Confiscate Electronic Device</li><li>• Contact parent/s</li><li>• Contact: Assessment-Due Date Not Met</li><li>• Contact: Assessment-Extension Granted</li><li>• Contact: Not Rated Letter</li><li>• Detention</li><li>• HOD Detention</li><li>• Incident Report completed</li><li>• Internal Suspension</li><li>• Logical and Natural Consequences (i.e. littering – pick up papers)</li><li>• Loss of own time – teacher/HOD detention</li><li>• Mediation</li><li>• Natural consequence</li><li>• Parent Contacted</li><li>• Parent Letter</li><li>• Refer to Administration</li><li>• Refer to GO</li><li>• Refer to HOSES</li><li>• Refer to Outside Agency</li><li>• Restorative Justice</li><li>• Restorative Practice</li><li>• Restore relationship (Restorative Justice)</li><li>• Rules Reinforced</li><li>• Show Cause Letter</li><li>• Sit and think use restorative questions</li><li>• Warning</li><li>• Withdrawal from Class</li><li>• Withdrawal from Playground</li><li>• Written/Visual plan to get back on track (working it out form)</li></ul>	
ADJUSTMENTS	
Staff will apply behaviour management strategies (ESCM) appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:	
<ul style="list-style-type: none"><li>• Apology</li><li>• Body language (non-verbal) encourager</li><li>• Cancellation of Enrolment Letter</li><li>• Confiscate Electronic Device</li><li>• Contact: Assessment-Due Date Not Met</li><li>• Contact: Assessment-Extension Granted</li><li>• Contact: Check Point Not Met</li><li>• Contact: Not Rated Letter</li><li>• Cross Class</li><li>• Descriptive encouraging</li><li>• Direct instructions</li><li>• Incident Report completed</li><li>• Logical and natural consequences (tidy up, make up time etc)</li><li>• Mediation</li><li>• Move seat in class</li><li>• Natural Consequence</li><li>• Parent Contacted</li><li>• Parent Letter</li><li>• Quiet talk 1:1</li><li>• Redirect to learning</li><li>• Refer to GO</li><li>• Refer to Head of Year</li><li>• Refer to HOD</li><li>• Refer to HOSES</li><li>• Restorative Justice</li><li>• Rules Reinforced</li><li>• Selective attending/tactical ignoring</li><li>• Sit and think (2-5 min max utilise restorative questions)</li><li>• Supportive conversation</li><li>• Teacher Detention</li><li>• Warning</li><li>• Withdrawal from Class</li></ul>	
ADJUSTMENTS	
Staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:	
<ul style="list-style-type: none"><li>• Apology</li><li>• Cross Class</li><li>• Cancellation of Enrolment Letter</li><li>• Check Point Not Met</li><li>• Community Service (reflects behaviour/expectation)</li><li>• Confiscate Electronic Device</li><li>• Contact parent/s</li><li>• Contact: Assessment-Due Date Not Met</li><li>• Contact: Assessment-Extension Granted</li><li>• Contact: Not Rated Letter</li><li>• Detention</li><li>• HOD Detention</li><li>• Incident Report completed</li><li>• Internal Suspension</li><li>• Logical and Natural Consequences (i.e. littering – pick up papers)</li><li>• Loss of own time – teacher/HOD detention</li><li>• Mediation</li><li>• Natural consequence</li><li>• Parent Contacted</li><li>• Parent Letter</li><li>• Refer to Administration</li><li>• Refer to GO</li><li>• Refer to HOSES</li><li>• Refer to Outside Agency</li><li>• Restorative Justice</li><li>• Restorative Practice</li><li>• Restore relationship (Restorative Justice)</li><li>• Rules Reinforced</li><li>• Show Cause Letter</li><li>• Sit and think use restorative questions</li><li>• Warning</li><li>• Withdrawal from Class</li><li>• Withdrawal from Playground</li><li>• Written/Visual plan to get back on track (working it out form)</li></ul>	
ADJUSTMENTS	
Office staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:	
<ul style="list-style-type: none"><li>• Apology</li><li>• Assessment-Due Date Not Met</li><li>• Assessment-Extension Granted</li><li>• Cancellation of enrollment</li><li>• Cancellation of Enrolment Letter</li><li>• Check Point Not Met</li><li>• Community Service (reflects behaviour/expectation, fix, repair, financial etc.)</li><li>• Confiscate Electronic Device</li><li>• Cross Classed</li><li>• Detention</li><li>• Discipline Improvement Plan</li><li>• IBSP/behaviour contract or External Behaviour</li><li>• Incident Report completed</li><li>• Internal Suspension</li><li>• Loss of privileges e.g. Leader Badge or activity involvement (i.e. Formal)</li><li>• Mediation</li><li>• Natural Consequence</li><li>• Non-compliance Letter</li><li>• Not Rated Letter</li><li>• Parent contact/conference</li><li>• Parent Contacted</li><li>• Parent Letter</li><li>• Refer to Administration</li><li>• Refer to GO</li><li>• Refer to Head of Year</li><li>• Refer to HOD</li><li>• Refer to HOSES</li><li>• Refer to Outside Agency</li><li>• Restorative Conference with restitution plan</li><li>• Restorative Justice</li><li>• Rules Reinforced</li><li>• Show Cause Letter</li><li>• Support</li><li>• Supported Play</li><li>• Suspension</li><li>• Time in office (internal suspension)</li><li>• Warning</li><li>• Withdrawal from Class</li><li>• Withdrawal from Playground</li></ul>	



## GYMPIE State High School

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**GYMPIE**  
**State High School**

Department of Education

# GYMPIE State High School

Instrument of Authorisation

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

I, Mr Anthony Lanskey, Principal of Gympie State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal or Head of Special Education Services at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal or Head of Special Education Services who tells a student of my decision to suspend that student, acts in my name.

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

January 20 2023

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Mr Anthony Lanskey  
Gympie State High School  
QUEENSLAND DEPARTMENT OF EDUCATION

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DATE

## GYMPIE State High School

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**GYMPIE**  
**State High School**

Department of Education

# GYMPIE State High School

Instrument of Authorisation

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

I, Mr Anthony Lanskey, Principal of Gympie State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal or Head of Special Education Services at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

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

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

The effect of this authorisation is as follows:

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

January 20 2023

Mr Anthony Lanskey  
Gympie State High School  
QUEENSLAND DEPARTMENT OF EDUCATION

DATE