



Camp Hill State Infants & Primary School

Student Code of Conduct 2026 - 2028

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2019-2023*

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Purpose, Endorsement, Contact Information

Purpose

Camp Hill State Infants & Primary School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Camp Hill State Infants & Primary School Student Code of Conduct sets out the responsibilities and processes used in our school to promote a productive, effective whole school approach to discipline.

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

Endorsement

Principal Name:	Deborah Driver
Principal Signature:	
Date:	
P&C President Name:	Maria O'Neil
P&C President Signature:	
Date:	
School Council Chair Name:	Kerri Rook
School Council Chair Signature:	
Date:	

Contact Information

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Principal's Foreword

Camp Hill State Infants & Primary School has a long and proud tradition of providing high-quality education for our school community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Camp Hill State Infants and Primary School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage with quality learning experiences and acquire values supportive of lifelong learning.

At Camp Hill State Infants and Primary School, we are connected, curious and community minded learners who make a positive difference to our world.

Our school Values:

1. Lifelong Learning

We value lifelong learning through the promotion of creative exploration, independent learning, inquiry and innovation. We believe everyone, at every age, can learn and improve. Each individual is unique with their own interests and character to be developed.

We are committed to providing learning experiences that are rigorous, future-focused, enterprising and transferrable to the diverse range of situations that our students will encounter.

As a school, we believe that optional learning occurs with structure, space, time and opportunity to foster intensiveness and resourcefulness. Given time, students will learn about, improve and expand their world of learning.

2. Respect

We value respect, which is underpinned by our school's Expectations of Behaviour – the 4Cs:

- Courtesy
- Consideration
- Cooperation
- Commitment

We expect all members of our school community to act with a high level of personal integrity, modelling the best standards of personal behaviour. We take pride in our school.

3. Collaboration

An intentional collaborative approach to practices is valued as the best way for our school to achieve results and improve student learning. At Camp Hill we have:

- A focus on learning - the fundamental purpose of a school is to ensure that all students learn at their personal best
- A collaborative culture and collective responsibility for the success of each student
- A 'results' orientation whereby educators focus on evidence of student learning

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

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

I thank the students, teachers, parents and other members of the community for their contributions to the development of the Camp Hill State Infants & Primary School Student Code of Conduct.

P&C Statement of Support

As President of the Camp Hill State Infants and Primary School P&C Association, I am proud to support the 2026 Student Code of Conduct.

The P&C recognises the importance of strong relationships between students, staff, parents and carers in creating a safe, respectful and supportive learning environment. We are committed to supporting the school in promoting positive behaviour expectations and encouraging all students to uphold the values outlined in the Code of Conduct.

We thank the school leadership team for their contribution to this important document and look forward to continuing to work together to support the wellbeing and success of every student at Camp Hill State Infants and Primary School.

Consultation

The development of the Camp Hill State Infants and Primary School Student Code of Conduct includes the voice of all stakeholders – students, staff and families. A working document was presented to Behaviour Committee for their input and then shared with key stakeholders. Feedback was valued and considered in the revision of the previous Student Code of Conduct. The 2026 document is transparent, reflects our community expectations and underpins all school operations. Student confidence in the Code is apparent across all learning areas.

Review Statement

The Camp Hill State Infants and Primary School Student Code of Conduct is a living document. This includes an annual review to ensure currency of data, changing circumstances, input from key stakeholders and current legislative requirements. A full review is conducted every four years in line with scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

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

School Opinion Survey

The Parent, Student and Staff Satisfaction data ([Appendix 1](#)) is drawn from the School Opinion Survey, an annual collection designed to gather the views of parents/caregivers, students, staff and principals from each school. The survey seeks feedback on what schools are doing well and where they can improve. There are four confidential surveys - one each for parents, students, staff and principals. Opinions on the school, student learning and student wellbeing are collected from a parent or caregiver in all families, as well as from a sample of students in each state school. Feedback on the school as a workplace is sought from all staff and principals, with additional questions for teaching staff about their confidence to teach and improve student outcomes, and for principals regarding their confidence to lead the school and enhance student outcomes.

Each year, the school reviews the School Opinion Survey data to inform strategic planning for the following year. The data is shared with all staff during the January Student Free Days and with parents. This information is considered alongside data from the Queensland Student Wellbeing Survey, with both sources triangulated to guide key planning decisions. This process supports Camp Hill State Infants and Primary School in maintaining a safe, supportive and effective environment for teaching and learning for all members of the school community.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

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

CAMP HILL STATE INFANTS & PRIMARY SCHOOL DISCIPLINARY ABSENCES			
Type	2022	2023	2024
Short Suspensions – 1 to 10 days	2	5	10
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

Camp Hill State Infants and Primary School is committed to ensuring a positive culture and climate where teaching and learning is safe and inviting, and where students are encouraged to embrace what they know, make mistakes in safe place, learn from peers and enjoy the process of learning. Our school has a collective responsibility to ensure joy in learning and ultimately achievement for all our students.

Our school community respects and acknowledges the contributions of all members in ensuring a positive and supportive environment for learning. We acknowledge the diversity of personal beliefs within our community and the influence of these upon individual decision making, behaviour and social practices. We acknowledge that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment. It can contribute to differences in expectations and ensures that we reflect upon our own understanding of what we consider acceptable and unacceptable. The embedding of the Camp Hill State Infants and Primary School Student Code of Conduct ensures a transparent set of expectations for our community.

The school encourages any parent or student to make an appointment with the principal to discuss the model of behaviour support and discipline used at our school.

Camp Hill State Infants and Primary School integrates consistent and transparent whole school processes in Expectations of Behaviour, inclusive educational practices, wellbeing initiative and deep learning (evidence-based and high impact active teaching practices that place the learner first) as a fundamental component of classroom instruction. We recognise that individual student needs must be understood and met for a child to be 'ready to learn' and to succeed, irrespective of circumstances or capacity.

The school Student Code of Conduct outlines our school process and practices for facilitating positive behaviours, preventing problem/negative behaviour and responding to acceptable behaviours in a transparent and consistent manner. The plan ensures collective commitment to expectations of student behaviour to ensure a positive and productive learning and teaching environment where all school community members are confident in what are the expectations and understanding of their role in the educational process.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	Every Camp Hill student will receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and our school's Expectations of Behaviour. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Camp Hill State Infants & Primary School we emphasise the importance of directly, and consistently, teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • respecting students and families input on school climate, instruction, reinforcement and discipline so improvements in Tier 1 may be made. The Camp Hill State Infants and Primary School community has identified four CHSIPS Expectations of Behaviour – 4Cs (Appendix 2) to teach and promote our high standards of responsible behaviour. At Camp Hill State Infants and Primary School, we are committed to ensuring that every member of our school community acknowledges these behaviours in their words and actions. The Camp Hill State Infants and Primary School <i>Expectations of Behaviour Matrix</i> (Appendix 3) outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students and parents via a number of strategies, including: • behaviour lessons conducted by classroom teachers • reinforcement of learning from behaviour lessons on school parades and active supervision by staff during classroom and non-classroom activities • visual representations of the four <i>Expectations of Behaviour</i> across the school campus • hard copies of the <i>Expectations</i> available in both school administration offices. Camp Hill State Infants and Primary School implements the following proactive and preventative processes and strategies to support student behaviour: • school Behaviour Leadership team members provide regular information to staff and parents, and support to others in sharing successful practices • the school focus on transparent and timely rewards for positive behaviour is supported by the Behaviour Passport program for all students • students are taught the High Five approach (Appendix 4) to address inappropriate and unacceptable behaviour towards them • students are taught about the Zones of Regulation (Appendix 5) • induction programs delivered to new students and their families • induction programs for new and relief staff, and preservice students

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- development of specific policies, including the Bullying Policy.

Reinforcing expected school behaviour

Camp Hill State Infants and Primary School provides clear and transparent communication of the four Expectations of Behaviour, supported by consistent reinforcement of the 4Cs for all students. A formal recognition and monitoring system, Behaviour Passports, has been developed and is valued by our students. The Behaviour Passports are designed to increase the quantity and quality of positive interactions between students and staff and provide a visual recognition of this behaviour. Staff provide consistent and appropriate acknowledgement and rewards for positive behaviour.

Staff provide behaviour stamps to students for their individual Behaviour Passports when they observe students following the Expectations of Behaviour in both classroom and non-classroom areas. This reinforcement is continuous, immediate and visually reinforcing of the positive behaviour. There are 6 levels of passports: red wrist band; white wrist band; blue wrist band; multi wrist band; mystery prize and Tuckshop Treat ([Appendix 11](#)).



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

Tier 2 support provides additional interventions to those provided in Tier 1. Support in Tier 2 can include: working in small groups of students with similar needs, offering additional time and/or instruction on the Australian Curriculum or aspects of the school's Expectations of Behaviour. Additional support is targeted to the students' individual needs and can include:

- a clear connection between the skills taught in the interventions and the school-wide expectations
- timely interventions, managed by classroom teachers
- limited variation within each intervention
- interventions that are evidence-based and aligned to the individual student's need.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

- 3** Tier 3 support is provided to a small proportion of students (approximately 2–5%) who require intensive, individualised intervention. This support is delivered in very small groups or on an individual basis.

Tier 3 builds on the foundations established in Tier 1 and Tier 2, with a stronger focus on individual needs and targeted intervention. It addresses the underlying causes of a student's behaviour, as identified through individual analysis, and includes strategies to:

- PREVENT problem behaviour
- TEACH the student an appropriate replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE reinforcement for the problem behaviour

Tier 3 support is tailored to each student's presenting needs. Some students benefit from a Functional Behaviour Assessment (FBA), which informs the development of an Individual Behaviour Support Plan ([Appendix 6](#)). A smaller number of students may require a more comprehensive FBA, involving detailed data collection, collaborative team processes and structured problem-solving. Students with significant behaviour support needs may require an intensive FBA and wraparound plan, incorporating support from external agencies and highly structured problem-solving processes.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Reflecting on Behaviour and Restorative Practices

Following a behaviour incident, a student may be directed to work with a staff member to reflect on their actions. This process is guided by restorative practices, which focus on repairing harm, restoring relationships and supporting positive change. Students will be supported to take responsibility for, and reflect on the impact of, their behaviour, and explore ways to make amends.



Consideration of Individual Circumstances

Staff at Camp Hill State Infants & Primary School considers students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

Student Wellbeing

Camp Hill State Infants & Primary School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment with a member of the school administration. Families requiring individual advice about accessing services, including the school-based guidance officer or psychologist, can discuss this with a member of the school leadership team.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes. As part of the curriculum at Camp Hill State Infants & Primary School, we provide age-appropriate Respectful Relationships program as part of the Health Physical Education (HPE) learning area.

Policy and expectations

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

Drug education and intervention

Camp Hill State Infants & Primary School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Camp Hill State Infants & Primary School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Camp Hill State Infants & Primary School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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

Camp Hill State Infants & Primary School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Camp Hill State Infants & Primary School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Camp Hill State Infants & Primary School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Camp Hill State Infants & Primary School will enact a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Camp Hill State Infants & Primary School staff will immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network – Student Wellbeing and Wellness Committee (SWWC)

Camp Hill State Infants & Primary School is proud to have a comprehensive student support network. The Student Wellbeing and Wellness Committee helps to facilitate the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Camp Hill State Infants & Primary School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Wellbeing and Wellness Committee.

Role	What they do
School Principal	• lead role in the coordination of Camp Hil State Infants and Primary School Behaviour management
School Psychologist	• use professional knowledge of psychological interventions and treatments to deliver evidence-based, tailored therapeutic intervention to support students' mild to moderate mental health concerns
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process
Senior Campus Deputy Principal	• coordinate transition to secondary for students moving from Year 6 to Year 7 • lead role for implementation of school expectation of behaviours Years 3-6 • monitors student attendance data, arranges intervention for students in Years 3-6
Junior Campus Deputy Principal	• coordinate transition to primary for students moving from Kindy to Prep • lead role for implementation of school expectation of behaviours Years P-2 • monitors student attendance data, arranges intervention for students in Years P-2
HOSES/ Deputy Principal Inclusion	• coordinate transitions for students with a disability • collaborates with DP Senior and Junior campus for implementation of positive behaviour for students with a disability • collaborates with DPs to monitor student attendance data and arrange intervention for students with a disability.
DOE School Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the principal.

Whole School Approach to Discipline

Camp Hill State Infants & Primary School uses four Expectations of Behaviour - our 4Cs - as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

At Camp Hill State Infants and Primary School, we believe discipline, or consequences for inappropriate behaviour, is more than punishment. We are committed to providing consistent responses to both appropriate and inappropriate behaviours, ensuring students have clear expectations, are supported and taught how to meet them, and that inappropriate behaviour is treated as a teachable moment where expectations are clarified and appropriate responses identified.

The Camp Hill State Infants and Primary School Student Code of Conduct provides a clear framework for all members of our school community, ensuring consistency in behaviour expectations and in teaching these behaviours. The language of expectations is transferable to all environments, home and school, and ensures student confidence in expectations for their behaviours.

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

Our staff are committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations in place for students – Consideration, Commitment, Co-operation and Courtesy.

Students

Below are examples of what these expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Camp Hill State Infants & Primary School.

1. Consideration

At Camp Hill we believe that Consideration is being thoughtful of other people and their feelings. You think about how your actions affect them. You pay careful attention to what others like and dislike. Consideration of others is being fair and inclusive and making appropriate choices. Consideration is caring for people, property and the environment.

This can include:

- respecting the rights and dignity of others
- respecting the rights of others to learn and teach
- respecting others' personal space and property
- following class and school rules
- respecting and acknowledging the contribution of others in the class
- caring for equipment and school spaces
- accepting responsibility for actions

2. Commitment

At Camp Hill we believe that Commitment is deciding carefully what you need to do and then giving it 100%, trying as hard as you can. You give your all to a friendship, a task or something you believe in. You show persistence and finish what you start. You keep your promises.

This can include:

- Striving for personal best practice in all aspects of school life
- being an active learner by listening and concentrating
- asking questions and seek assistance when unsure
- being on time to school and lessons
- having all equipment ready
- keeping bookwork neat and organized
- wearing full school uniform with pride

3. Co-operation

At Camp Hill we believe that Cooperation is getting along and working together with others to share the load in an organised way. When we cooperate, we join with others to do things that cannot be done alone. We are willing to follow the rules to keep everyone safe and happy. Together we can accomplish more. Together We Achieve

This can include:

- following directions and instructions right away
- being in the right place at the right time
- travelling around the campus in a responsible manner
- using the toilets in breaks wherever possible
- leaving school promptly at the end of a school day

4. Courtesy

At Camp Hill we believe that Courtesy is being polite and having good manners. When you speak and act courteously you give others a feeling of being valued and respected. Greet people pleasantly. Bring Courtesy home. Courtesy helps life go smoothly.

This can include:

- always using polite language
- sharing resources fairly
- taking turns
- listening without interrupting
- knocking before entering a room
- smiling and say “hello”
- offering to help a friend or adult

Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

1. Commitment

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet learning and behaviour expectations.	We clearly communicate learning and behaviour expectations and provide regular feedback.
You ensure your child attends school every day and notify us promptly of absences or contact-detail changes.	We maintain confidentiality about your child and family information.
You stay informed by reading newsletters and school communications.	We use the electronic newsletter as the primary communication method for news and events.
You make an appointment with the teacher or principal when you need to discuss matters relating to your child.	We respond to appointment requests promptly and arrange a mutually suitable time.

2. Courtesy

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You speak respectfully about school staff and model positive attitudes at home.	We role-model respectful behaviour for all students.
You value diversity and treat all members of the school community with fairness and respect.	We celebrate the diversity of our community and acknowledge significant cultural and social events.
You take a positive, solution-focused approach when raising concerns.	We nominate a staff contact to support you in resolving concerns.
You respect privacy in your online communication.	We act promptly to address social media issues affecting staff, students or families.

3. Cooperation

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social or behavioural needs.	We share relevant information with you about your child's progress and wellbeing.
You approach the teacher or principal if you have concerns about the behaviour of staff, students or parents.	We work with families to address concerns quickly and constructively.
You follow school procedures, including using designated areas for drop-off and pick-up.	We provide clear guidance about designated arrival and collection areas.

4. Consideration

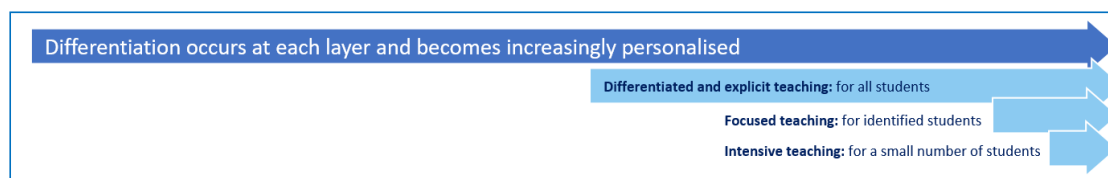
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You help your child appreciate and value differences in their classmates.	We promote each child's individuality and foster an inclusive school culture.
You offer positive feedback to teachers about their work.	We work closely with families to accommodate individual circumstances and needs.
You notice when others may need help and offer assistance where appropriate.	We check in with you about your child's needs and any support your family may require.

Differentiated and Explicit Teaching

Camp Hill State Infants & Primary School is a disciplined environment that provides differentiated teaching to meet the needs of all students. This includes teaching expected behaviours and providing opportunities to practise them. Teachers reinforce expectations, give feedback and correction, and recognise positive behaviour.

Teachers vary what students learn, how it is taught, and how learning is demonstrated as part of this approach. These decisions are based on data and ongoing monitoring of students' behavioural needs, enabling teachers to plan purposeful ways to engage students and support them to achieve expected outcomes.

There are three layers of differentiation, as shown in the diagram below. This model aligns with academic and pedagogical differentiation.



These layers map to the tiered approach outlined in the Learning and Behaviour section. In the MTSS framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students, and Tier 3 is intensive teaching for a small number. Each layer provides increasingly personalised support.

Focused Teaching

Approximately 15% of students may require additional support to meet behaviour expectations, even after differentiated teaching. These students may have difficulty in particular contexts or times of the day. Focused teaching supports them to achieve success.

This involves revisiting key behavioural concepts and using explicit, structured strategies. Students are given more opportunities to practise and achieve expected behaviours.

Support staff, including those with expertise in learning, language or development, work collaboratively with school staff to provide focused teaching. This support aligns with the schoolwide expectations matrix, and progress is monitored by classroom teachers to identify students who:

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

Intensive Teaching

Research indicates that around 5% of students require intensive teaching to meet behavioural expectations. This involves frequent, explicit instruction with individuals or small groups to develop mastery of key behavioural skills and knowledge.

Some students may need intensive support for a short period, while others require it for longer. Decisions are based on teacher data and consultation with families.

For a small number of students with complex and challenging behaviours, individualised, function-based assessment and support plans, along with multi-agency collaboration, may be implemented. This approach addresses significant barriers to learning and participation.

Students receiving intensive support are assigned a school mentor to coordinate their program, communicate with stakeholders, and work directly with the student.

Legislative Delegations

Legislation

The following are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model at Camp Hill State Infants & Primary School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

Most students are able to meet clear, explicitly taught and practised expectations. In-class corrective feedback, sanctions and rule reminders may be used to address low-level or minor problem behaviours.

Some students require additional support, time and practice. Approximately 15% of students may experience difficulty meeting expectations and, despite focused teaching and feedback, continue to display low-level behaviours. Ongoing patterns may interfere with teaching and learning, and the class teacher may refer the student to the administration team to determine a disciplinary consequence.

A small number of students (approximately 2–5%) require intensive or ongoing support to meet expectations. This need is determined by the principal in consultation with staff and relevant stakeholders. In some cases, behaviour may be so serious (e.g. causing harm to others) that the principal determines an out-of-school suspension or exclusion is necessary. This is typically only used when immediate removal is required for safety and no other strategy is sufficient.

Responses to problem behaviour are organised into three tiers, with increasing intensity to address behaviour that endangers others or significantly disrupts learning.

Differentiated

Class teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour, following the school's four step flowchart ([Appendix 7](#)). This may include:

- pre-correction (e.g. "Remember, walk quietly to your seat")
- non-verbal and visual cues (e.g. posters, hand gestures)
- whole class practising of routines
- ratio of 5 positive to 1 negative commentary or feedback to class
- corrective feedback (e.g. "Hand up when you want to ask a question")
- rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- explicit behavioural instructions (e.g. "Pick up your pencil")
- proximity control
- tactical ignoring of inappropriate behaviour (not student)
- revised seating plan and relocation of student/s
- individual positive reinforcement for appropriate behaviour
- class wide incentives
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- give 30 second 'take-up' time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide positive choice of task order (e.g. "Which one do you want to start with?")
- prompt student to take a break or time away in class
- model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- provide demonstration of expected behaviour
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (e.g. removal from classroom)
- completion of Behaviour Record form ([Appendix 8](#)), referral to administration and possible Thinking Room, including student completing the Thinking Room Reflection form ([Appendix 9](#))

Focused

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

- Individual Behaviour Support Plan
- parent contact
- Functional Behaviour Assessment
- referral to Student Wellbeing Committee for complex case management support and review
- targeted skills teaching in small group
- token economy/structured reward system
- withdrawal to administration – Thinking Room
- behavioural contract
- counselling and guidance support
- self-monitoring plan
- Check In Check Out strategy
- teacher coaching and debriefing
- stakeholder meeting with parents and external agencies

Intensive

School leadership teamwork in consultation with **Student Wellbeing and Wellness Committee (SWWC)** to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- complex case management and review
- stakeholder meeting with parents and external agencies including regional specialists
- temporary removal of student property (e.g. mobile phone)
- short term suspension (up to 10 school days)
- long term suspension (up to 20 school days)
- charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

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 Camp Hill State Infants & Primary School, the use of any SDA is a serious decision. It is typically applied by the principal only when other options have been exhausted, or when a student's behaviour poses a significant risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion. The Director-General or delegate will review the decision and, within 40 school days, confirm, vary or set aside the original SDA.

The appeal process involves a thorough review of all relevant documentation and allows both the school and family to present their case. Time is provided for collecting, sharing and responding to materials. It is important that the purpose of the appeal is clearly understood and that appropriate supports are in place so students can continue accessing their education during the SDA.

Re-entry following suspension

Students suspended from Camp Hill State Infants & Primary School may be invited to attend a re-entry meeting on their return to school. The purpose is to welcome the student and their parent/s back and support a successful transition. It is not intended to review the behaviour or suspension decision, as this has already been determined through the disciplinary process. The focus is on setting the student up for future success and strengthening home–school communication.

Attendance is not mandatory and is offered as a support to assist re-engagement following suspension.

Arrangements

Invitations are communicated by phone and in writing, usually via email. Re-entry meetings are brief (under 10 minutes) and involve only the principal or delegate with the student and their parent/s.

Reasonable adjustments

When planning the meeting, staff consider reasonable adjustments to support participation. This may include an accessible location, translation or interpretation services, written or visual supports, and other relevant accommodations. Support staff, such as guidance officers, may also be included to support a successful outcome.

The school aims to ensure responses to unacceptable behaviour are consistent and proportionate to the behaviour.

Minor and major behaviours

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

- minor problem behaviour is handled by staff members at the time it happens
- major problem behaviour is referred directly to the school Leadership Team

Minor behaviours are those that:

- are minor breachers of the school Expectations of Behaviour
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- do not require involvement of specialised support staff or Leadership Team

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or reflection.
- a re-direction procedure. The staff member takes the student aside and
 - names the behaviour that the student is displaying
 - asks student to name the expected school behaviour
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement for expected school behaviour
- completion of Behaviour Record form
- referral to a member of the school Leadership Team
- referral to Thinking Room

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- require the immediate involvement of the Leadership Team

Major behaviours result in an immediate referral to the Leadership Team due to their seriousness. When major problem behaviours occur, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member makes a report of the student's behaviour on OneSchool.

Major problem behaviours may result in the following consequences:

- time in office
- alternate lunchtime activities
- loss of privilege
- restitution
- parent contact
- referral to
 - school Student Wellbeing and Wellness Committee
 - school Guidance Office or Psychologist
 - regional support via One Line referral
- short or long suspension from school or exclusion

School Policies

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

- temporary removal of student property
- use of mobile phones and other devices by students
- preventing and responding to bullying
- appropriate use of social media

Temporary removal of student property

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

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

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- the 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 Camp Hill State Infants & Primary School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be

provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

Staff at Camp Hill State Infants & Primary School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- require consent from the student or parent 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
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

There may be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency).

Parents of students at Camp Hill State Infants & Primary School:

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

Students of Camp Hill State Infants & Primary 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 Camp Hill State Infants & Primary School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect.
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of personal mobile phones by students

Under Queensland Government legislation, Away for the Day, all student mobile phones are to be handed into the school administration at the beginning of the school day. Phones will be stored in safe storage during the school day and collected at the end of the school day.

Use of mobile phones and other devices by students

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

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

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Camp Hill State Infants & Primary School to:

- use laptops and/or iPads for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment.
- be courteous, considerate and respectful of others when using a mobile device
- use devices only when instructed and supervised by a teacher
- seek teacher's approval where they wish to use a mobile device under special circumstances
- smart watches must be switched to aeroplane mode during school hours of 8.50am to 3.05pm

It is **unacceptable** for students at Camp Hill State Infants & Primary School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities

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

Preventing and responding to bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert)
- behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)
- having immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Camp Hill State Infants & Primary School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Student Intervention and Support Services

At Camp Hill State Infants and Primary School, we recognise the need to provide interventional support to all students involved in incidents or bullying, including cyberbullying. Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Camp Hill State Infants and Primary School are familiar with the response expectations to report bullying and will act quickly to ensure student's concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Camp Hill State Infants & Primary School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Camp Hill State Infants and Primary School have a Student Council with representatives from the Year 6 cohort who are individually allocated to a class (Prep to Year 6) on campus. The Student Council meets regularly to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the Student Council agenda are the core elements of the Australian Student Wellbeing Framework.



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing. The school motto is Together We Achieve.

5. Support

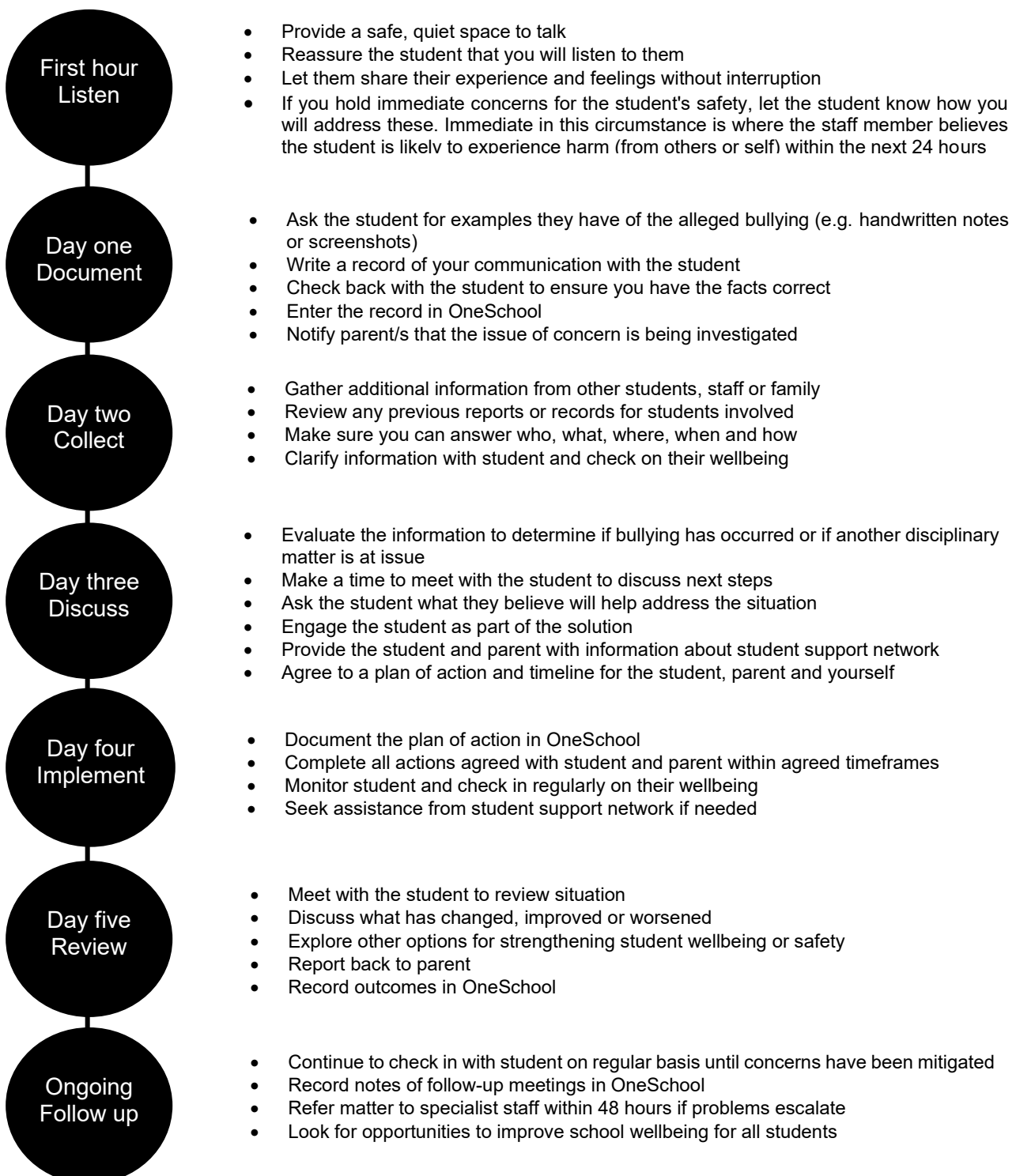
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Camp Hill State Infants & Primary School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying response flowchart for teachers

This flowchart explains the actions Camp Hill State Infants & Primary School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

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.



Appropriate use of social media

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

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

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

- before you post something online, ask yourself if the community or individual really need to know, is it relevant, positive and helpful?
- remember that what you post online is a direct reflection of who you are - people will potentially form lasting opinions of you based on what you post online
- be a good role model - if things get heated online consider logging out and taking a few moments to relax and think as hasty, emotive responses could inflame situations unnecessarily
- be mindful when commenting, try to keep general and avoid posting anything that could identify individuals
- online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended
- take a few moments to consider if the content you are about to post could upset, embarrass or lead to possible legal action
- supervise and regulate your child's online activities at home and the impact on the reputation and privacy of others - parents are their child's first teachers, so they will learn their online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cybersafety and Reputation Management (CRM)

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

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The document *How to manage online incidents that impact your school* ([Appendix 10](#)) guides schools through the process of reporting online incidents.

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the **Office of the e-Safety Commissioner** or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about school process for managing or responding to cyberbullying should be directed to the principal.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a measured tone, choose language carefully, avoid humiliating the student, be matter-of-fact and avoid emotional responses.
3. Approach the student in a non-threatening manner: Move slowly toward the situation, speak privately where possible, remain calm and respectful, minimise body language, keep a reasonable distance, establish eye level, be brief, stay on task, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student begins displaying appropriate behaviour, briefly acknowledge their choice and redirect other students to their work. If the student continues the behaviour, remind them of expectations and outline consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student identify the sequence of events leading to the behaviour, pinpoint key decision moments, evaluate decisions made, and identify acceptable options for future situations.

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parent line](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Parent Concerns

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendices

Appendix 1 – School Opinion Survey Highlights 2025

Queensland Government

Highlights report for (1854) Camp Hill State Infants and Primary School, 2025


159
Parents and Caregivers
(30.1%) participated.

Most positive items	Agreement
This school fosters respectful relationships among all students.	95.9
My child feels safe at this school.	94.9
The expectations and rules are clear at this school.	94.9

Least positive items	Agreement
This school asks for my input.	70.9
This school takes parents' opinions seriously.	76.9
My child's learning needs are being met at this school.	79.1


180
Students
(90.0%) participated.

Most positive items	Agreement
My school celebrates student achievements.	97.7
I feel safe undertaking online activities using my school's internet.	97.7
My teachers expect me to do my best.	97.7

Least positive items	Agreement
I can talk to my teachers about my concerns.	72.5
I am interested in my schoolwork.	75.0
My school treats students equally, regardless of gender.	79.7


56
Staff
(52.8%) participated.

Most positive items	Agreement
I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0
Students are encouraged to do their best at this school.	100.0
I modify my teaching practice after reviewing student assessment data.	100.0

Least positive items	Agreement
The department is taking steps to reduce red tape.	31.6
Initiatives to reduce red tape are making a difference.	38.9
This school is well maintained.	57.7

Agreement presents the aggregation of positive responses as a percentage; i.e.: "Somewhat agree", "Agree", and "Strongly agree".

The **most positive items** and **least positive items** are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail.

The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

Appendix 2 -The Four Cs



Consideration

Consideration is being thoughtful of other people and their feelings. We think about how our actions affect others. We pay careful attention to what others like and dislike. Consideration of others is being fair, including everyone and making good choices. Consideration is caring for people, property and the environment.



Courtesy

Courtesy is being polite and having good manners. When we speak and act courteously we give others a feeling of being valued and respected.



Cooperation

Cooperation is getting along and working together with others to share the load in an organised way. When we cooperate, we join with others to do things that cannot be done alone. We are willing to follow the rules to keep everyone safe and happy. Together we can accomplish more.

"Together We Achieve"



Commitment

Commitment is deciding carefully what we need to do and then giving it 100%, trying as hard as we can. We give our all to a friendship, a task, or something we believe in. We show persistence and finish what we start. We keep our promises.

Appendix 3 - School-wide behaviour expectations matrix

SCHOOL-WIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	STOP DROP GO ZONE, BUS STOP, WAITING AREAS
Courtesy and Commitment	- Be in the right place at all times – in waiting areas before and after school, in designated play areas during meal breaks, and in your classroom during instruction time - Use equipment appropriately - Respect the rights of others - Use manners and appropriate language - Wearing the school uniform with pride - Respecting other people's property - Speaking and answering respectfully to all staff, parents and students.	- Follow class rules - Be an active learner respecting the learning and teaching of others – share, turn take and wait - Move around the classroom in an appropriate manner - Respect and acknowledge the contributions of all members of the class - Respect class furniture and equipment - Enter and exit room in an orderly manner - Ask permission to leave the room - Participate in all tasks - Be ready to learn	- Be sun safe – wear a broad brimmed hat for all activities out of doors - Participate in a cooperative manner in all school approved games - Follow the directions of all staff - Be responsible for eating own lunch and putting scraps and rubbish in the bin - Asking for permission to go to toilet, have a drink or leave area for any reason.	- Rails are for hands - Walk carefully up and down the stairs – stay to the left - Carry items carefully - Keep passage ways clear at all times	- Respect privacy of others - Looking after the school's property - Keeping the area clean and tidy - Using the facilities appropriately	- Follow the directions of staff at all times - Remember the Safety is My Right rules - Wait in the designated Wait areas upon arrival at school and, for the junior school, after school in the afternoon - Move quickly to the Stop, Drop, Go area after school in the afternoon - Use own bike/scooter only and walk, not ride, your machine through the school grounds - Wait inside the gate until the bus stops

Cooperation	▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow directions/instructions at all times ▪ Be a leader ▪ Stay within the school grounds at all times	▪ Be prepared ▪ Complete all tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be a leader and support other learners	▪ Be a problem solver ▪ Look to the interests of others – be a friend ▪ Return equipment to appropriate place ▪ Be in the correct eating or play area ▪ Walk on concrete, bitumen and hard surfaces ▪ Use playground equipment appropriately.	▪ Move in an efficient manner ▪ Be aware of others using the same area ▪ Travel around the campus in a responsible manner and in accordance to school rules	▪ Use toilets during breaks whenever possible ▪ Travel in pairs to the toilet during lesson time.	▪ Ensure you know where you should be upon arrival and at the end of the school day ▪ Leave school promptly at the end of the school day ▪ Follow the directions of the duty teacher at the bus stop and the Stop, Drop, Go zone
Consideration	▪ Respect others' personal space and property ▪ Care for equipment ▪ Ensure that you make safe choices ▪ Use polite language ▪ Remember to wait, share and turn take	▪ Always follow class and school rules ▪ Travel around the campus, during instruction time, in pairs ▪ Respect others' right to learn and teach ▪ Be a good listener	▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment, including all the wildlife ▪ No tackle games, play fighting or using sticks/stones as weapons	▪ Walk quietly and orderly so that others are not disturbed	▪ Remember to follow the rules of privacy for yourself and others ▪ Wash your hands after using the facility ▪ Report any faults in the facilities (i.e. spilt water)	▪ Be at the right place at the right time ▪ Ensure that you know where you should be before and after school ▪ Ensure that you move around the campus in a safe and prompt manner ▪ Ensure you have all your belongings with you ▪ Have your bus pass ready if you catch the bus

Do the 'High Five'



Appendix 5 – The Zones of Regulation

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Zones of Regulation Approach

The Zones of Regulation is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying conflicts in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

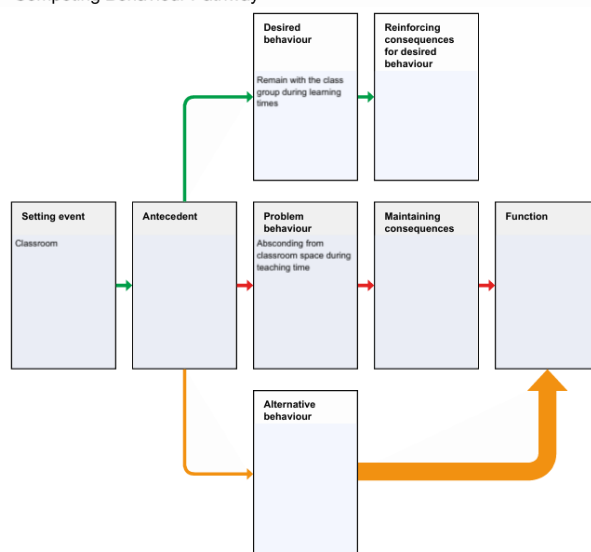
Appendix 6 - Individual Behaviour Support Plan

Individual Behaviour Support Plan

(Adapted from C. Borgmeier, 2002)

Student name:	
Meeting date:	
Action team members:	

Competing Behaviour Pathway



Date completed:

Intervention Strategies

Setting event strategies	Antecedent strategies	Teaching strategies	Consequence strategies

Implementation Plan

[illegible]

Monitoring and Evaluation Plan

Behavioural goal (specific, observable and measurable)	Data collection	Person responsible/timeline	Review date	Evaluation decision • Monitor • Modify • Discontinue

Expectation to Follow the Class Rules

Step 1 - Reminder

Step 2 - First Yellow Card

Expected to change behaviour.

Step 3 - Second Yellow Card

Sent to time away to think about behaviour and identify rule broken.

Request to return and apologise when ready to follow the rules.

Step 4 - Red Card

Continued rule breaking after time away in the same session.

Thinking Room and, if necessary, sent to Administration for 15 minutes.

Return...Apologise... Commence work

Appendix 8 – Behaviour Record form

NAME _____ CLASS _____ DATE _____ TIME _____

REPORTING TEACHER _____ SIGNATURE _____

CIRCLE APPLICABLE LOCATION

Classroom	Before school	Moving between activities
Specialist _____	After school	Stop Drop Go
Step Up	First break eating/play	Bus duty
Resource Centre	Second break eating/play	Excursion/incursion
Sport	Line up after break	Camp

CIRCLE APPLICABLE INAPPROPRIATE BEHAVIOURS

Bullying/harassment	Defiance/threats to adults	Disruptive
Non-compliant with routine	IT misconduct	Lying/cheating
Physical misconduct	Misconduct involving object	Threat/s to others
Possess prohibited items	Misuse/damage to property	Verbal misconduct
Frequently late to class	Refusal to participate in program of instruction	
Other _____		

INCIDENT DETAILS

Minor ☐ Major ☐

CIRCLE APPLICABLE CONSEQUENCE

Thinking Room	Letter of apology/Verbal apology	Catch-up work
Restorative conference	Classroom time-out	Restricted zones of play
Time-out with Admin	Referral to Admin	Contact parents
Other _____		

PLEASE CHOOSE A OR B

- A. ENTERED ON ONE SCHOOL BY REPORTING TEACHER ☐
- B. TO BE ENTERED ON ONE SCHOOL ☐

THINKING ROOM COMPLETED STAFF SIGNATURE _____ DATE _____

Appendix 9 – Thinking Room Reflection form

NAME:	CLASS:	DATE:	REFERRING TEACHER:
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All Students at Camp Hill State Infants and Primary School will be COURTEOUS CONSIDERATE COOPERATIVE COMMITTED

[illegible]

Thinking Room Teacher's Signature _____ Date _____ Parent Signature _____ Date _____

Appendix 10 – Cyberbullying response flowchart for schools

How to manage online incidents that impact your school

Student protection

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

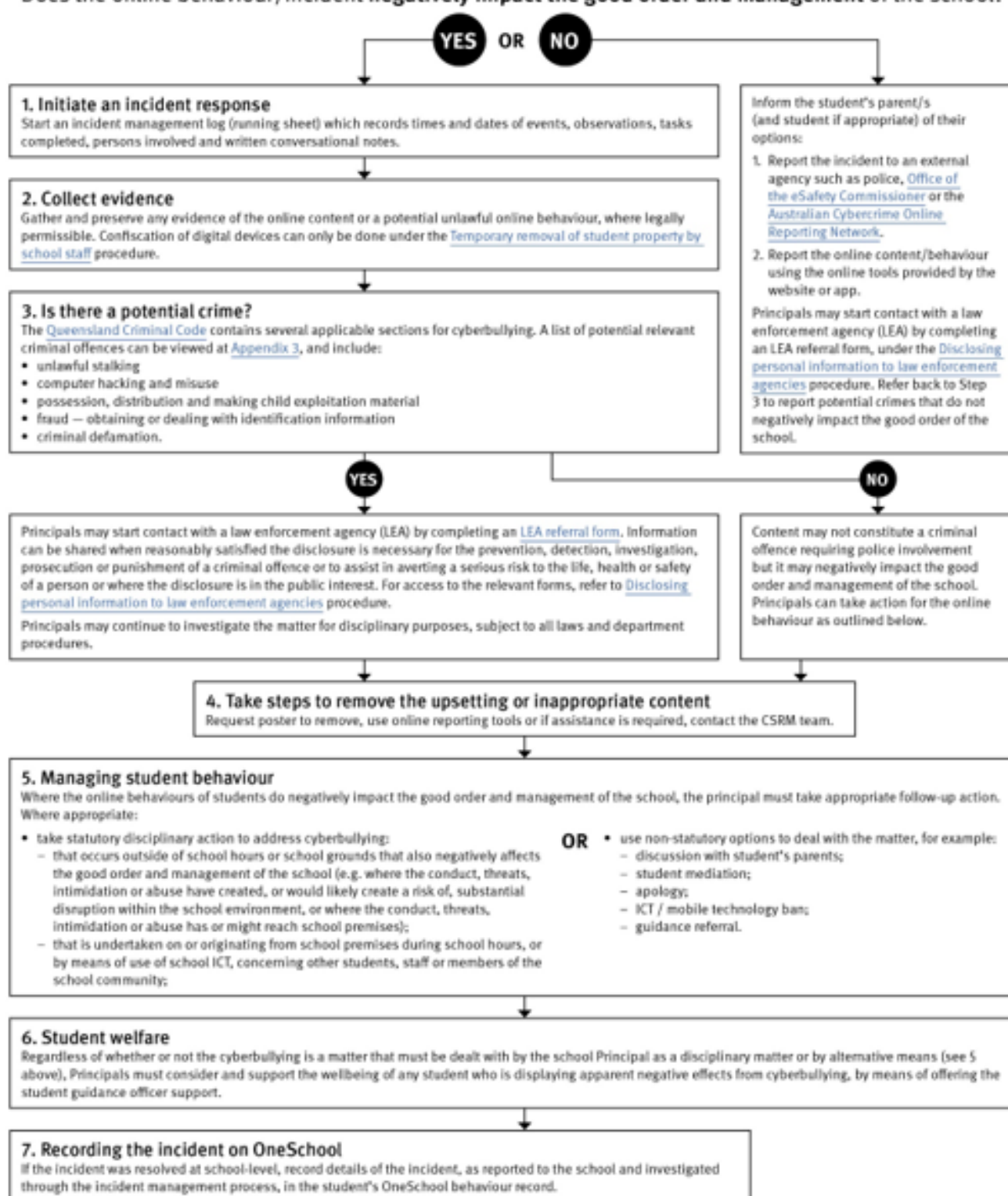
Explicit images

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

Help

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

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



Appendix 11 – Tuckshop Tag

