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TAMBORINE MOUNTAIN STATE SCHOOL

# STUDENT CODE OF CONDUCT

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2025 - 2028

# PURPOSE

Tamborine Mountain State School (TMSS) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

# CONTACT INFORMATION

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**CONTACT PERSON** | Jason Smith (Principal)

# ENDORSEMENT

**PRINCIPAL NAME** | Jason Smith

**PRINCIPAL SIGNATURE** |

**DATE** |

**SCHOOL COUNCIL CHAIR NAME** | Michael Taylor

**SCHOOL COUNCIL CHAIR SIGNATURE** |

**DATE** |

**P&C PRESIDENT** | Scott Tragis

**P&C PRESIDENT SIGNATURE** |

**DATE** |

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# PRINCIPAL'S FOREWORD

All areas of Tamborine Mountain State School (TMSS) are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct (SCoC) outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to challenging and/or unacceptable behaviours. Through our school plan, shared expectations for student behaviour are well known and agreed upon by everyone, assisting TMSS to create and maintain a positive and productive learning and teaching environment. This environment is one where all school community members have clear and consistent expectations and understandings of their role in the educational process.

TMSS has adopted the Positive Culture for Learning (PCL) philosophy. Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:



Our school expectations have been agreed upon and endorsed by all staff and our school Parents and Citizens' Association (P&C) and the School Council. They are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline Procedure.

## P&C STATEMENT OF SUPPORT

Tamborine Mountain State School Parents and Citizens' Association (P&C) is a strong and active organisation that supports our school by making a positive contribution and difference in the educational outcomes for all students.

Our P&C aims to bring the community, including parents, citizens, students and Tamborine Mountain State School staff together to:

- Support and enable the development, innovation and management of school facilities,
- equipment and environment through fundraising and grants, Provide feedback on school policies and activities and
- Provide additional services to support the recreation and welfare of students and through them, our local community.

## DATA OVERVIEW

Tamborine Mountain State School (TMSS) is committed to the regular review of key measures related to student discipline, safety and wellbeing. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents/caregivers and staff about school climate, attendance and School Disciplinary Absences (SDAs). The School Opinion Survey is an annual collection of data designed to obtain the views of parents/caregivers, students and school staff about what is done well and how improvements can be made. Opinions about the school, student learning, and student wellbeing are sought annually from parents/caregivers.

Perceptions about the school as a workplace are sought from all staff. The totality of this information is central to the school's improvement agenda.

## LEARNING & BEHAVIOUR STATEMENT

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and encourage us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

### Multi-Tiered Systems of Support

Tamborine Mountain State 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 identified needs of individual students.

Tier	Prevention Description
<b>1</b>	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Culture for Learning (PCL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are embedded and likely to be used when students need them</li> <li>• seeking feedback from students and their families about their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made</li> </ul>
<b>2</b>	<p>Targeted instruction and supports for <b>some students</b> (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 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Culture for Learning (PCL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all share common elements:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school wide expectations.</li> </ul>

	<ul style="list-style-type: none"> <li>• interventions require minimal classroom teaching time and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</li> </ul> <p>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.</p>
<b>3</b>	<p>Individualised services are provided for the <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour - their Functional Behaviour Assessment (FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student’s use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour</li> </ul> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>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.</p>

Our aim at TMSS is for all students to be able to learn in a supportive environment, underpinned by our core Values and Expectations (Appendix 7). The focus of TMSS is the implementation of our Guaranteed and Viable Curriculum (GVC) to all students. Our focus on Positive Culture for Learning (PCL) recognises the impact of disruptive behaviour on learning. We aim to minimise disruptions and maximise learning.

### PREVENTATIVE ACTIONS

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and clear behavioural expectations. This involves preventative acts as listed in detail within the Multi-Tiered Systems of Support component of this document.

### ADDITIONAL TARGETED BEHAVIOUR SUPPORT

Some students require more intense targeted instruction and support providing more time and specialised services from a range of school-based staff to enable them to meet the required academic and behavioural standards.

Targeted and intensive support continues to build on the lessons and supports provided to all students. The support becomes more individualised and more intensive until teams can identify what is needed for a student to be successful. This type of support is based on the underlying reasons for a student’s behaviour and is detailed in Whole School Differentiation.

# STUDENT WELLBEING & SUPPORT NETWORK

Tamborine Mountain State School (TMSS) offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer (GO) or our School Child Psychologist (SCP) if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework is central to creating a positive school culture and embedding student wellbeing in all aspects of school life. It creates a connected 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 of personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

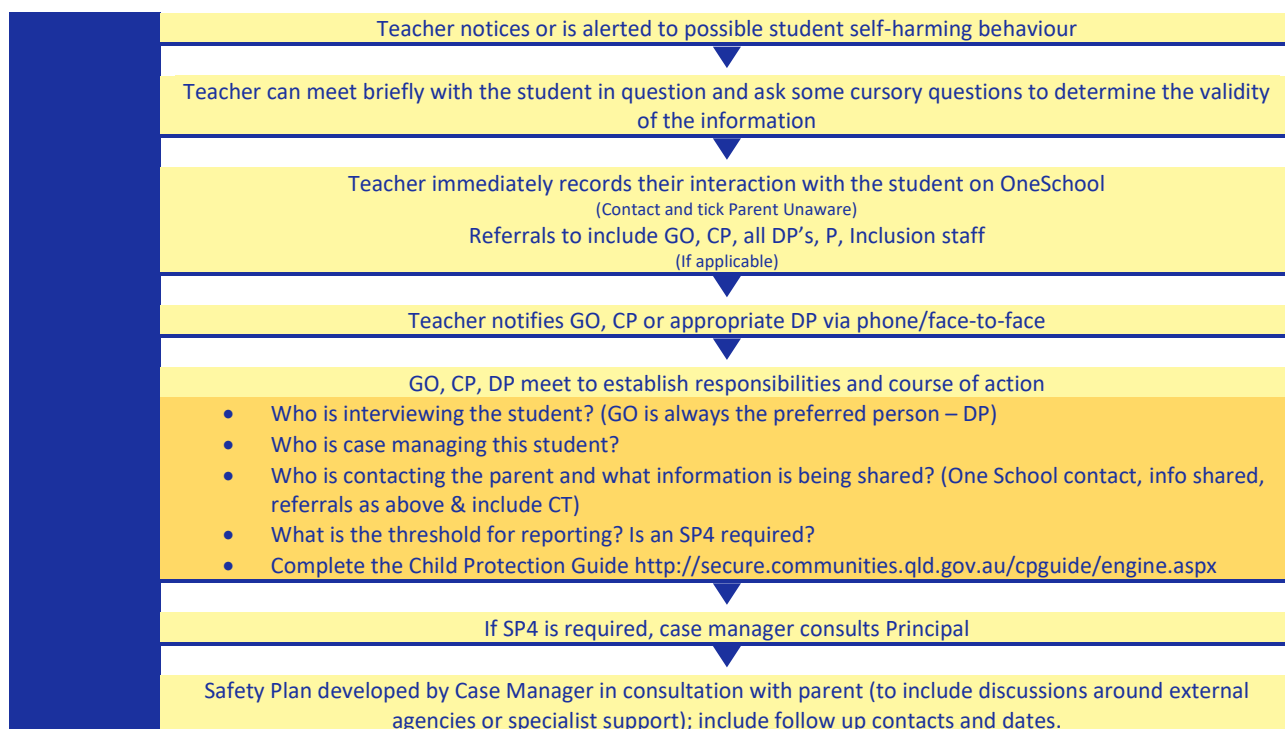
Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Tamborine Mountain State School, we provide age-appropriate education that reinforces public health and safety messages.

## POLICY AND EXPECTATIONS

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

POLICY	EXPECTATION
<b>Specialised Health Needs</b>	<p>Tamborine Mountain State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a standard of support for their health needs whilst attending school or school-based activities.</p> <p>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.</p>
<b>Medications</b>	<p>Tamborine Mountain State 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.</p> <p>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 and where appropriate a Medical Action Plan (e.g. anaphylaxis and asthma).</p> <p>TMSS maintains a minimum of two adrenaline auto-injector and asthma reliever/puffer, stored in the school's First Aid Kit to provide emergency first aid medication if required.</p>
<b>Mental Health and Wellbeing</b>	<p>Tamborine Mountain State 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 in conjunction with the Student Learning and Wellbeing Framework. The internal control measures following up on incidents of self-harm are detailed on the following page.</p>
<b>Drug Education and Intervention</b>	<p>Tamborine Mountain State 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.</p>
<b>Suicide Prevention</b>	<p>Tamborine Mountain State 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.</p> <p>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, TMSS staff follow suicide intervention and prevention advice by ensuring:</p> <ul style="list-style-type: none"> <li>the student is not left alone</li> <li>their safety and the safety of other students and staff is maintained</li> <li>students receive appropriate support immediately</li> <li>parents are advised</li> <li>all actions are documented and reported</li> </ul>





## INTERNAL CONTROL MEASURES - Self Harming Behaviour

### STUDENT SUPPORT NETWORK

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

Students can approach any trusted school staff member at TMSS 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 Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school on 5545 5333 or via email [admin@tamborinemountainss.eq.edu.au](mailto:admin@tamborinemountainss.eq.edu.au).

SUPPORT NETWORK POSITION/ROLE	WHAT THEY DO
<b>School Child Psychologist (SCP)</b>	<ul style="list-style-type: none"> <li>Provides psychological intervention and/or assessments for students with mild to moderate mental health concerns that are directly impacting on the students' academic success.</li> <li>Liaises with parents and School Executive team.</li> </ul>
<b>Guidance Officer (GO)</b>	<ul style="list-style-type: none"> <li>Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis, in a group setting or with classes.</li> <li>Assists students with specific learning and behavioural difficulties, acting as a mediator or providing information on other life skills.</li> <li>Liaises with parents, teachers, or other external health providers as needed as part of the diagnosis of learning difficulties and counselling processes. Oversees the Wellbeing Initiatives in the school.</li> </ul>

<b>Teacher Aide: Student Engagement (TA:SE)</b>	<ul style="list-style-type: none"> <li>• Works closely with GO, SCP and School Chaplain to provide students and staff with social, behavioural and emotional support.</li> </ul>
<b>School Chaplain</b>	<ul style="list-style-type: none"> <li>• With a primary focus of nurturing and guiding, the School Chaplain provides individual emotional, social and spiritual support to students, parents and staff.</li> </ul>
<b>DP – Inclusion (Deputy Principal)</b>	<ul style="list-style-type: none"> <li>• Provides a comprehensive behavioural, social, emotional and academic, support framework to students with disabilities and their families within the school environment.</li> <li>• Liaises with parents, teachers, departmental specialist (Advisory Visiting Teachers (AVTs), Occupational Therapists (OTs), School Nurse, Physiotherapists and Speech Pathologists) and other external health support providers as needed as part of the support process.</li> </ul>
<b>Positive Culture for Learning Team (PCL)</b>	<ul style="list-style-type: none"> <li>• The PCL Team consists of staff including Deputy Principals, Guidance Officer, Inclusive Education (IE) staff, TA:SE, class and specialist teachers.</li> <li>• The team is responsible for leading, embedding and maintaining the whole school Tier 1 evidence based PCL framework.</li> </ul>
<b>Community Police Officer (Adopt-a-Cop)</b>	<ul style="list-style-type: none"> <li>• The Community Police Officer helps to build partnerships with the community and foster a positive relationship between police and students. They do this by attending school functions and events. The Adopt-a-Cop also assists with student and parent sessions on cyber safety. They offer advice regarding issues of safety and the law within the school and local community.</li> </ul>
<b>eSmart Website</b>  <b>LINK   <a href="http://www.esmart.org.au">www.esmart.org.au</a></b>	<ul style="list-style-type: none"> <li>• The eSmart website offers a set of educational tools for schools and parents to help tackle school bullying &amp; cyber bullying. It is designed to assist parents by giving advice on how to recognise the signs of bullying and where to get help so that students feel safer and more supported at school. It also helps schools to embrace the benefits of technology while reducing students' exposure to cyber risks, such as cyber bullying, online sexual predation, sexting, identity theft and fraud.</li> </ul>
<b>Administration Staff</b> <b>EMAIL   <a href="mailto:admin@tamborinemountainss.eq.edu.au">admin@tamborinemountainss.eq.edu.au</a></b>	<ul style="list-style-type: none"> <li>• Provides assistance to students and families on a variety of general school inquires. Contact the Administration staff on 5545 5333.</li> </ul>
<b>School Clinical Nurse (off campus)</b>	<ul style="list-style-type: none"> <li>• Provides professional development for staff on a range of medical conditions. The School Nurse supports families to develop Individual Health Care Plans for students with complex medical needs.</li> </ul>

### ADDITIONAL SUPPORT

Support is also available through the following government and community agencies:

- Department of Communities, Disability Services and Seniors
- Child and Youth Mental Health Queensland Health
- Department of Child Safety, Youth and Women
- Queensland Police Service
- Scenic Rim Regional Council
- Vonda Youngman Community Centre
- Family GP and other medical and support referrals

# WHOLE SCHOOL APPROACH TO DISCIPLINE

At Tamborine Mountain State School (TMSS), we take a positive approach to behaviour management. It reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to learn. The development of the TMSS Student Code of Conduct is an opportunity to explain the behavioural expectations with parents and students and gain their support to implement a consistent approach to teaching behaviour. Doing everything we can do to set students up for success is a shared goal of the school community.

## DIFFERENTIATED AND EXPLICIT TEACHING

Tamborine Mountain State School is a supportive school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers model and reinforce expected behaviours, provide feedback and correction, and opportunities for practise. Teachers at TMSS vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour.

These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. Our teachers purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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

Differentiation occurs at each layer and becomes increasingly personalised.



These three layers link directly to the Multi-Tiered Systems of Support approach discussed later in this section. For example,

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 of students.

Each layer provides progressively more personalised supports for students.

**FOCUSED TEACHING – RESEARCH**

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Tamborine Mountain State School to assist with focused teaching.

Focused teaching is aligned to our school expectation and student progress is monitored by the classroom teacher/s to identify those who:

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

TMSS has a range of care initiatives in place to deliver focused teaching to students who need additional support to meet their behaviour, social, emotional and academic needs. The school invests in the following evidence-based programs and support networks to address specific skill development for individual students:

- Individual Case Management – Selected Executive Team members,
- Emotional Intelligence (EI) – Swinburne University
- Social Detectives – Inclusive Education staff
- Feuerstein Cognitive Strategies

For more information about these initiatives, please speak with one of our Deputy Principals.

**INTENSIVE TEACHING**

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student.

This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching will be assigned an individual case manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

**MULTI-TIERED SYSTEMS OF SUPPORT**

At Tamborine Mountain State School, we promote positive behaviour, conflict resolution skills and character development through a wide range of activities and initiatives across all year levels and throughout the year.

Teachers reinforce expected behaviours, provide feedback and correction and opportunities for practice. TMSS uses a multi-tiered system of support as the foundation for our approach to learning and behaviour. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data informed decision-making.

The multi-tiered system of support at TMSS is a 3-tiered approach across the whole school. Tier 1 is aimed at all students. Tier 2 builds on support given at Tier 1. Finally, Tier 3 targets those students who require the most intensive support.

**| TIER 1 – GENERAL BEHAVIOUR SUPPORT**

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation and explicit teaching of both the Australian Curriculum and behavioural expectations. This involves:

- weekly behaviour focus and value lessons
- behaviour lessons conducted by classroom teachers
- consistency when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- communicating with students and their families to gather their perspectives on school climate, instruction, reinforcement, and discipline so improvements in support may be made
- reinforcing the learning from behaviour lessons on school assemblies so consistent messages and expectations are received
- active supervision by staff during classroom and non-classroom activities.
- occasional reminders may be needed to ensure personal learning is at its best.

Students in all year levels participate in programs designed to support optimism, self-control, conflict resolution, restorative justice, growth mindset, emotional intelligence and values education.

When a student exhibits low-level and/or infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to adjust their behaviour so that it aligns with our school's expectations:



## | TIER 2 - TARGETED BEHAVIOUR SUPPORT

Tier 2 is targeted instruction building on support given at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behaviour expectations.

A small number of students may be identified through our Positive Culture for Learning Team (PCL) as requiring additional targeted behavioural support. In most cases the concerning behaviours of these students may not be immediately regarded as severe, however, their frequency may put these students' learning and social success at risk if not addressed in a timely manner.

Teachers refer any concerns regarding behaviour, social emotional needs, welfare and learning to our PCL team and/or our Student Support Services (SSS) team.

Interventions and adjustments are investigated and implemented as deemed necessary to provide the support required.

The types of interventions offered at this level will have certain things in common:

- a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the 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.

## | TIER 3 - INTENSIVE BEHAVIOUR SUPPORT

Tier 3 is aimed at those students who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- **PREVENT** behaviour which does not meet the school's expectations
- **TEACH** the student an acceptable replacement behaviour
- **REINFORCE** the student's use of the replacement behaviour
- **MINIMISE** the incentive for inappropriate behaviour.

Tamborine Mountain State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Referral to the PCL Team may result in specific, specialised support and adjustments being made to student management as determined through referral and incident response. A Case Manager is appointed according to needs and actions. The PCL Team also provides support by:

- working with other staff members to develop appropriate behaviour support strategies
- monitoring the impact of support for individual students through continuous data collection
- making adjustments (classroom, playground and learning through negotiation with other stakeholders) as required for the student.

Following referral, the PCL Team may contact parents if appropriate and any relevant staff members to form a support team and begin the assessment, observation and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's Executive team and behavioural support staff.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive, FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

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.



## POSITIVE CULTURE EXPECTATIONS

The first step in facilitating standards of a positive culture is communicating those standards to all students. At Tamborine Mountain State School, we emphasise the importance of directly 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.

A set of behavioural expectations, in the attached Positive Culture Posters (Appendix 14), outlines our agreed procedures and processes and specific behavioural expectations in all school settings.

These expectations are communicated to students in a variety of ways, however, not limited to:

- behaviour lessons conducted by classroom teachers,
- reinforcement of learning from behaviour lessons on School Assemblies, and
- active supervision by staff during classroom and non-classroom activities.

TMSS implements the following proactive and preventative processes and strategies to support student behaviour:

- Positive Culture for Learning Team (PCL Team) committee members regularly provide information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Tamborine Mountain State School's Student Code of Conduct is delivered to new and relief staff
- Individual support profiles developed for students with high behavioural needs as referred through the PCL Team enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.



## REINFORCING EXPECTATIONS OF SCHOOL BEHAVIOUR

At Tamborine Mountain State School, communication of our key messages about behaviour is supported by regular reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and celebrations.

## COLLECTIVE RESPONSIBILITY

Collective Responsibility (CR) is the philosophy whereby individual members of the class have a shared accountability for the actions and decisions of the class as a whole. Students are encouraged to influence other students in the class to meet or exceed the behaviour expectations that the class has nominated as a weekly focus. Students will nominate a behaviour for the class to focus on each week as described in the *Attributes of a Successful Learner*.

All students will have a marker to represent themselves on the class CR chart and start above the mid-point line, which means they are eligible for class reward. If a student demonstrates behaviours that contravenes the behaviour focus of the week they are required to move their marker below the line, until such time as they have redeemed themselves, when they will then be invited to move their marker back above the midpoint line and once again be eligible for the class reward.

Student voice and advocacy underpins this philosophy. Teachers are the passengers, while students are the drivers.

Class rewards will be varied between classes and cohorts. The class must have at least 90% of the class above the mid-point line to attend class reward. Any students below the mid-point line at time of class reward will be sent to another class for the duration of the activity.





## ACKNOWLEDGING DESIRABLE BEHAVIOUR

All Teachers use a range of strategies to promote positive and desirable behaviours in students in keeping with the Student Code of Conduct that recognises the significance of appropriate and meaningful relationships within their classrooms. Teachers may select a range of strategies as suggested and/or their own using their professional judgement and knowledge of their students as well as through the negotiation of the class behaviour code completed early in the school year.

## BEHAVIOUR RECOGNITION AGREED PRACTICES

In keeping with the concept of acknowledging desirable behaviour, the whole school community recognises and promotes desirable behaviour through behaviour recognition agreed practices (TMSS Behaviour Overview - Appendix 1) including B Bucks (tokens (Appendix 13), BB's Map (Appendix 13).

Positive behaviour is also recognised with Student of the Week Awards (Appendix 12) presented on assemblies.

Teacher Aides and Relief Teachers can notify classroom teachers of behaviour indiscretions with the Communication Slip (Purple Slip) (Appendix 11).

## BEHAVIOUR EXPECTATIONS


Our TMSS Expectations - Positive Culture for Learning Teaching Matrix (Appendix 2), ensures consistency of language across the school.

The staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three expectations:






## BEHAVIOUR/CULTURE EXPECTATIONS | STUDENTS


Below are *some* examples of what these behaviour expectations look like for students across the school. The Our Positive Culture Posters (Appendix 14) have a detailed description of the values promoted across the school.



# TMSS Expectations

## 2025 PCL Teaching Matrix

	At TMSS, we will:	In the learning spaces we will:	In the school grounds we will:	In the community we will:
<b>BE SAFE</b> 	1. Keep our hands and feet to ourselves at all times. 2. Move around safely and sensibly.	3. Line up and only enter or exit the classroom with staff permission. 4. Be cyber safe.	5. Be sun safe. 6. Use the bathrooms appropriately. 7. Eat in our designated eating area and do not share food with others. 8. Play in the correct areas.	9. Follow the bus code of conduct guidelines when travelling on the bus.
<b>BE RESPECTFUL</b> 	10. Use manners and be polite when communicating with others at all times including online. 11. Be respectful of all property. 12. Follow staff instructions first time, every time	13. Respect other students' right to learn and the teacher's right to teach. 14. Be punctual and ready to learn.	15. Be tolerant, inclusive and a good sport. 16. Respect the school grounds by being environmentally friendly.	17. Reflect the school expectations at all times.
<b>BE A LEARNER</b> 	18. Set goals and work towards achieving them. 19. Use feedback to improve our work.	20. Be willing to learn and apply a Growth Mindset.	21. Use the Hi 5 strategy.	22. Use school excursions and camps as learning opportunities.



### BEHAVIOUR/CULTURE EXPECTATIONS | PARENTS AND STAFF

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

What we can expect from you.	What you can expect from us.
You make an appointment to speak with the class teacher or Deputy Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter, emails, Facebook and SMS texts as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

### CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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 the Deputy Principals consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents/caregivers to know what consequence another student might have received; we will not disclose or discuss this information with anyone other than 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/caregivers and students will respect the privacy of other students and families.

# DISCIPLINARY CONSEQUENCES

Disciplinary consequences used at Tamborine Mountain State School follows the same differentiated approach used in teaching and support of student behavioural expectations.

The Behaviour Flowchart (Appendix 3) combined with the PCL Guide to Making Judgement (Appendix 5) outlines our agreed procedures and specific behavioural expectations in all school settings to ensure consistency in the administration of consequences by staff.

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

Some students will need additional support, time and opportunities to practise expected behaviours. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to Positive Culture for Learning Team (PCL) for determination of support strategies. The PCL Team will monitor these students as part of the review processes and gather feedback regarding effectiveness of strategies.

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

## DIFFERENTIATED RESPONSES

The differentiated responses to behaviour can be organised into the following three categories:

### | ESTABLISHING CLEAR EXPECTATIONS USING A VARIETY OF STRATEGIES

The teacher provides in-class or in-school disciplinary responses to low-level or minor behaviour transgressions. Accessing the Corrective Strategies Toolbox (Appendix 15) is a great place to start. Other responses 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
- Reprimand for inappropriate behaviour
- 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
- Provide positive reinforcement of other students who are meeting expectations
- Model appropriate language, problem solving and verbalise thinking process (e.g., "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)

### | FOCUSED

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

- Individual student behaviour support strategies (e.g., Individual Behaviour Support Plan (IBSP))
- Targeted skills teaching in small group
- Token economy – B Bucks
- PCL Re-teach Room – using focused teaching of Feuerstein cognitive strategies, understanding brain function, breathing as a relaxation tool and exercise
- Behavioural agreement
- Counselling and guidance support
- Self-monitoring plan
- Check In-Check Out strategy
- Teacher coaching and debriefing
- Referral to PCL Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

### | INTENSIVE

The PCL Team work to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment (FBA) in conjunction with Individual Behavioural 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 designated school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## **SCHOOL DISCIPLINARY ABSENCE (SDA)**

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).

The use of any SDA is considered a very serious decision. It is typically only used by the Principal when:

- other options have been exhausted or
- the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community or
- all support offered to the student and the family has not led to a change in behaviour.

At Tamborine Mountain State School, the focus is on moving forward and learning from making mistakes.

### **| APPEAL PROCESS**

Parents/caregivers and students may appeal a long suspension, charge related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### **| RE-ENTRY FOLLOWING SUSPENSION**

Students who are suspended from Tamborine Mountain State School are required to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of the meeting is to:

- welcome the student, with their parents/ caregivers back to the school
- set the student up for future success
- assist in their successful re-engagement in school following suspension
- check in on student wellbeing
- discuss any recent changes to school routine or staffing
- offer information about supports available (e.g. GO, SCP, YSW, Chaplain), and
- strengthen home-school communication.

The invitation to attend the re-entry meeting is included in the suspension letter. Re-entry meetings are short, taking approximately 10-15 minutes, with the Principal or their delegate(s) attending with the student, their parents/caregivers and student support staff as required. A record of the meeting is saved in OneSchool.

### **| REASONABLE ADJUSTMENTS**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This may include:

- selecting an appropriate and accessible meeting space.
- the provision of written and/or pictorial information and other relevant accommodations.
- the attendance of support staff, such as the Deputy Principal Inclusion or GO.
- organising translation or interpretation services or supports (e.g. AUSLAN).

# CRITICAL INCIDENT RESPONSE

## EMERGENCY OR CRITICAL INCIDENT RESPONSES

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic Defusing Strategies	
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.
Maintain calmness, respect and detachment	Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
Approach the student in a non-threatening manner	Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
Follow through	If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
Debrief	Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## TEMPORARY REMOVAL OF STUDENT PROPERTY

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property. In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

## OVERVIEW

The Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service (QPS). The following items are explicitly prohibited at Tamborine Mountain State School and will be removed if found in a student's possession:

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

\*\* 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 (e.g., adrenaline [epinephrine] autoinjectors). Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

## RESPONSIBILITIES OF SCHOOL STAFF

School staff at Tamborine Mountain State School:

- do not require the student's consent to search school property such as desks, chair bags, iPads 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 (e.g., a knife) in their school bag, prior to seeking consent to search from a parent/caregiver or calling the police
- are required to gain consent from the student or parent/caregiver 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
- may, in emergency circumstances, search a student's property without the student's consent or



the consent of the student's parents/ caregivers (e.g., to access an adrenaline [epinephrine] autoinjector for an anaphylactic emergency)

- are required to gain consent from the student or parent/caregiver 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/caregivers should be called to make such a determination.

## RESPONSIBILITIES OF PARENTS AND CAREGIVERS

Parents and caregivers of students at Tamborine Mountain State School ensure that children do not bring property onto school grounds or other settings (e.g., camp, sporting venues) used by the school that:

- is prohibited according to the Tamborine Mountain State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect.

Parents and caregivers of students at TMSS 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.

## RESPONSIBILITIES OF STUDENTS

Students of Tamborine Mountain State School do not bring property onto school grounds or other settings (e.g., camp, sporting venues) used by the school that:

- is prohibited according to the Tamborine Mountain State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect.

Students of TMSS collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

# SCHOOL POLICIES |

## MOBILE PHONE & OTHER DEVICES

### USE OF MOBILE PHONES AND OTHER DEVICES POLICY

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.

### CONSULTATION

In consultation with the broader school community, at Tamborine Mountain State School it has been agreed technology should not be permitted at school during school hours, rather students are encouraged to engage in other social learning and development activities. TMSS is a personal technology\* (mobile phone, smart watch or other devices that connect to the internet/network) free zone from 8:30am to 3:05pm each school day. Please respect the community agreed expectations for our school site and behaviours.

### INDIVIDUAL RESPONSIBILITY

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

- Hand the mobile phone, smart watch or other devices to the office staff as soon as the student arrives at school and then retrieve it from the office at the end of the school day.
- Be courteous, considerate and respectful of others when using a mobile device after 3:05pm each school day.
- Seek teacher's approval to use a mobile device under special circumstances during other times.

It is unacceptable for students at Tamborine Mountain State School to:

- Use a mobile phone, smart watch or other devices between 8:30am – 3:05pm (Monday to Friday) without direct teacher consent on site.
- Use a mobile phone, smart watch or other devices in an unlawful manner which can include:  
Filming/listening others without consent and/or filming/listening on school grounds without written consent.
- 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 chats.
- 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 or laptop cameras on the school site without the consent of a teacher.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use) of such material.
- Use a mobile phone or smart watch (including those with Bluetooth functionality) to cheat during exams or assessments.

- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using Information Communication Technology (ICT) facilities and devices supplied by the school, will be required to act in line with the requirements of the Tamborine Mountain State School Student Code of Conduct.

### **COLLECTIVE RESPONSIBILITY**

In addition, students and their parents/caregivers should:

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities.
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.

Be aware that:

- Access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs.
- The school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices.
- Schools may remotely access departmentally owned student computers or mobile devices for management purposes.
- Students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access.
- Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed.
- Teachers will always exercise their duty of care, however, avoiding or reducing access to harmful information requires responsible use by the student.

### **EXCURSIONS**

This policy also applies to students during excursions and extra-curricular activities. Some excursions may permit the use of mobile phones and smart watches for security reasons. Parents/caregivers will be notified via letter of any such permission.

### **LOSS OF DEVICE**

No liability will be accepted by the school in the event of the loss, theft or damage of any device.

### **DEFINITION**

\* Personal Technology Devices include, however, is not limited to, games devices such as portable gaming devices, Tamagotchi's®, laptop computers, Personal Digital Assistants (PDAs), Blackberry's®, cameras and/or voice recording devices (whether or not integrated with a mobile phone, smart watch or MP3 player), mobile telephones, iPods®, iPads and devices of a similar nature.

# SCHOOL POLICIES | BULLYING & CYBERBULLYING

## PREVENTING AND RESPONDING TO BULLYING

Tamborine Mountain State School (TMSS) strives to create positive, predictable and safe environments for all students at all times. TMSS uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

## PREVENTION

The anti-bullying procedures at Tamborine Mountain State School are embedded into the school wide positive behaviour support processes. This means that all students are explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so.

Students are also explicitly taught the High 5 Anti-Bullying Model (Appendix 6) to develop problem solving strategies to use in the classroom and playground for bullying and perceived bullying incidents.

Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing of bullying behaviour. Preventing bullying behaviours is embedded in several ways into the school culture and environment.

1. All students know the 3 school expectations (Be Safe, Be Respectful and Be a Learner) and have been taught the expected behaviours attached to each expectation in all areas of the school.
2. All students are taught specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
3. All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
4. The Health and Wellbeing Curriculum consists of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. Active learning and extensive role-play are two strategies used to teach and consolidate skills. The lessons explicitly teach skills related to:
  - resiliency
  - confidence
  - social competence
  - eSmart safety
  - process to follow if bullying occurs.

Tamborine Mountain State School uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that need to be revised in the instructional process.

**BULLYING**

The agreed national *definition* for Australian schools describes bullying as:

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

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

Behaviours that do not constitute bullying include, however, are not limited to:

- 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 Tamborine Mountain State School, our staff will work quickly to respond to any matters raised of this nature in collaboration with students and parents/caregivers.

**RESPONDING TO INCIDENTS OF BULLYING**

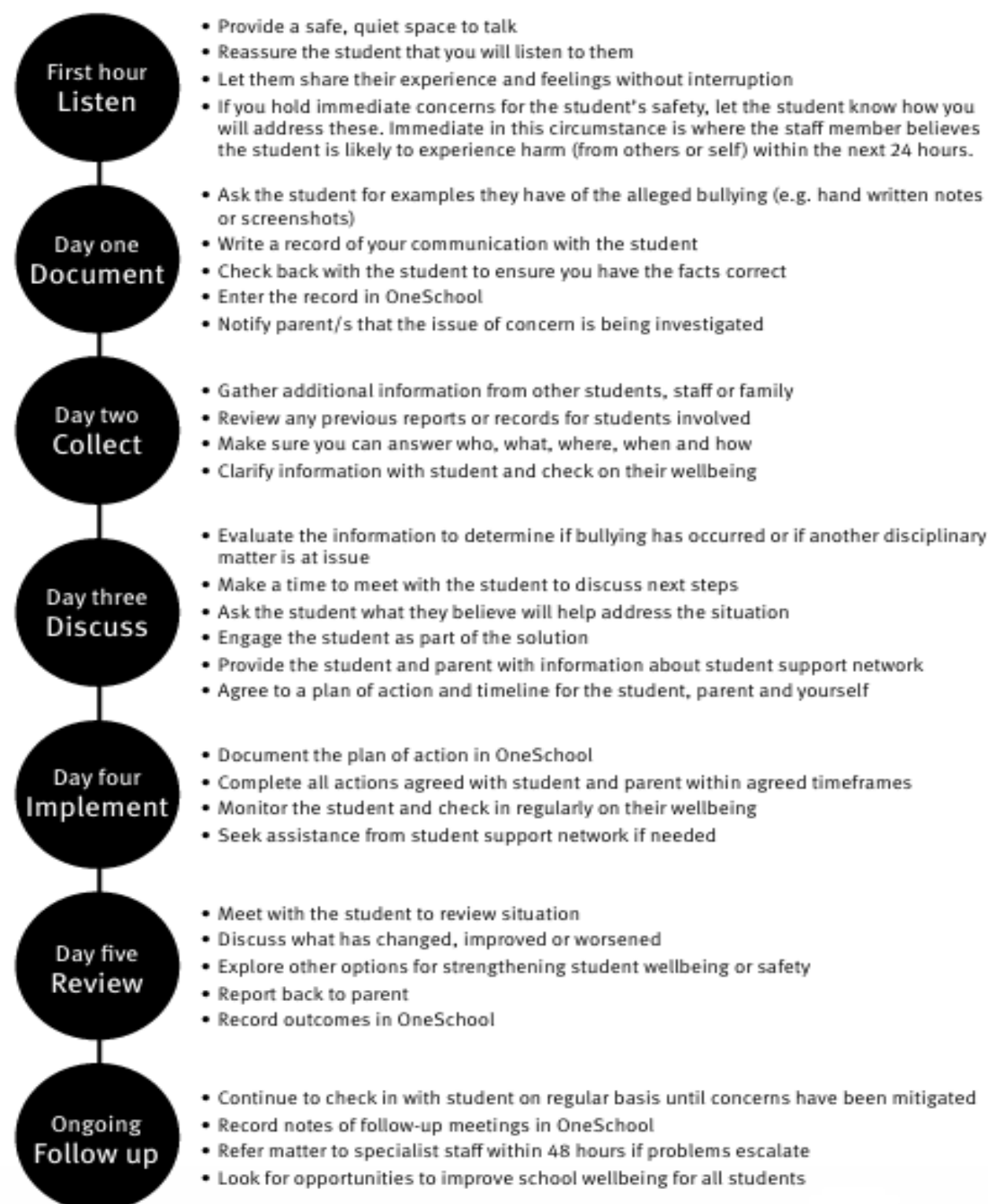
The following flowchart explains the actions Tamborine Mountain State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The Account of Incident Report (Appendix 10) should be used as part of this process. 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.

The Positive Culture for Learning Team conducts Professional Development (PD) during the Student Free Days (SFD) at the beginning of the year and through staff meetings and PLT meeting dedicated to behaviour. Data analysis and student/staff feedback also influence our PD program. Communicating behaviour concepts to parents and students on a regular basis also enables us to provide PD to our whole school community.

It should be note that the timelines, listed over the page, 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.

## Bullying response flowchart

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.



- *Parents/caregivers and students who have concerns about the outcome of bullying incidents can seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service (QPS) or Department of Education South East Regional Office.*
- *These authorities will investigate and refer back to the Principal.*

**KEY CONTACTS FOR STUDENTS AND PARENTS AND CAREGIVERS TO REPORT BULLYING****Prep – Year 6**

Class Teacher | p: 5545 5333

**Deputy Principal (P-2)**

Joanne de Bruyn | e: [jdebr3@eq.edu.au](mailto:jdebr3@eq.edu.au) | p: 5545 5333

**Deputy Principal (3-6)**

Scott Bunch | e: [sbunc3@eq.edu.au](mailto:sbunc3@eq.edu.au) | p: 5545 5333

**Deputy Principal (Inclusion)**

Nick Kennon | e: [nkenn8@eq.edu.au](mailto:nkenn8@eq.edu.au) | p: 5545 5333

**Principal**

Jason Smith | e: [Principal@tamborinemountainss.eq.edu.au](mailto:Principal@tamborinemountainss.eq.edu.au) | p: 5545 5333

**CYBERBULLYING**

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

In the first instance, students or parents/caregivers who wish to make a report about cyberbullying should approach the Deputy Principals or Principal. They can be contacted directly by students, parents/caregivers or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents/caregivers 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/caregivers 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 (QPS).

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

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

**CYBERSAFETY AND REPUTATION MANAGEMENT (CRM)**

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

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and

misuse of information and communication technology.

The team provides a guide for parents/caregivers 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.

## **STUDENT INTERVENTION AND SUPPORT SERVICES**

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

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

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

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.



## 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 under the [Student protection procedure](#).

### Explicit images

If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into 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 Cybersafety and Reputation Management team (CSRM) on 3034 5035, email [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au) or search 'Cybersafety' through [Services Catalogue Online](#).

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

YES

or

NO

#### 1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

#### 2. Collect evidence

Gather and preserve evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

#### 3. Is there a potential crime? (See Appendix 3 of the [Online incident management guidelines](#).)

YES

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cyber Security Centre](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies](#) procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

NO

Content may not constitute a criminal offence requiring police involvement, but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour in line with the Student Code of Conduct.

#### 4. Take steps to remove the upsetting or inappropriate content

If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

#### 5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

#### 6. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



Queensland  
Government

# SCHOOL POLICIES | ONLINE BEHAVIOUR CODE

## GENERAL PROTOCOLS

In the event that students are engaging in online learning, note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For the benefit of all, join the class in a quiet place. Turn on the video (if enabled). Mute the microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment all students bring to the physical classroom.

## GENERAL EXPECTATIONS

- Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
- Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students and use appropriate spoken and written language at all times.
- Make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters).
- Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
- Use your Department of Education assigned web mail address for all communications with the school and maintain communication through regular clearing of emails.

## ACCEPTABLE/APPROPRIATE USE/BEHAVIOUR BY A STUDENT ENGAGED IN ONLINE LEARNING

It is acceptable for students to:

- use mobile devices 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 school work
  - 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
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school
- seek teacher's approval where they wish to use a mobile device under special circumstances.

## UNACCEPTABLE/INAPPROPRIATE USE/BEHAVIOUR BY A STUDENT ENGAGED IN ONLINE LEARNING

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, 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-device 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
- use a mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

# SCHOOL POLICIES | STUDENT MENTAL HEALTH

The Student Support Services team (SSS) is a dynamic group designed to work collaboratively and responsively as areas of need are identified in the school. Students requiring academic, social and/or emotional support and individual needs are referred to the SSS team. Members of the SSS team provide clear policies and processes where students and staff access a range of support mechanisms that have a common goal of creating a quality, supportive learning environment. The SSS team includes Deputy Principals, Guidance Officer, Head of Department – Curriculum, Speech Language Pathologist and Class Teachers (by cohort invitation).

The Tamborine Mountain State School's Welfare Team includes the Guidance Officer, School Child Psychologist, Teacher Aide: Student Engagement and Chaplain.

Support strategies may include intervention, counselling, external agency referrals, social skills programs, individual or small group wellbeing sessions, peer mediation, restorative practices, individual support plans.

## STUDENT SUPPORT | LOOKING OUT FOR YOUR MENTAL HEALTH

It is normal for students to feel stressed, sad, angry, worried or down sometimes especially during times of uncertainty or following a traumatic event. There are many things that can be done to support mental health, including:

- getting regular exercise
- doing enjoyable things
- doing activities that support wellbeing
- eating healthy and nutritious food
- getting enough sleep

However sometimes, even if everything above is done, some extra help may be needed. It is important to know how and when to ask for help.

## SUPPORT AT SCHOOL

Teachers and staff at TMSS care about everyone's wellbeing. If someone is not feeling great, talk to a trusted teacher outside of class time or arrange a time to talk to the Guidance Officer. The Guidance Officer is there to provide advice and support and can also help students and families access mental health support outside of school. The School Child Psychologist is another option for support depending on need and urgency.

## SUPPORT OUTSIDE OF SCHOOL

Sometimes students may wish to talk with someone unknown to them. Alternatively, they may be more comfortable talking about personal feelings over the phone or online while a parent is at home with them.

There are many trusted organisations that are specifically available to support children and young people's mental health. Whatever the need, help is available through many organisations. Click on the links below to find out more about each organisation and how to get in touch.

- [Kids Helpline](#) provides information and advice for children and young people. This site is linked to the telephone counselling service.
- [Say NO to Bullying](#) (login required) provides information for students on bullies and their victims, and a range of useful links.
- [Bullying. No way!](#) provides a range of useful information to assist students create a learning environment where every student and school community member is safe, supported, respected, valued and free from bullying, violence, harassment and discrimination.

# SCHOOL POLICIES | RESTRICTIVE PRACTICES

In rare situations staff at Tamborine Mountain State School (TMSS) 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 at-risk 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.

## FUNDAMENTAL PRINCIPLE

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used as a disciplinary measure. The department's Restrictive Practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

## ACTION | A RARE OCCURANCE

Very rarely restrictive practices will be planned, and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance.

The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive Practices procedure. Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

## DEBRIEFING AND RECORDING

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.

# SCHOOL POLICIES | INCLUSION & DIVERSITY

Tamborine Mountain State School is committed to providing all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

As a school community we value, celebrate and respond to diversity. It is underpinned by respectful and collaborative relationships with parents and communities through transparent policy communication, learning partnerships, participation and consultative decision-making.

Inclusive education means that every day, in every classroom, every student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment

At Tamborine Mountain State School, we will:

- provide high-quality education for all students
- respond constructively to the needs of educationally disadvantaged/marginalised students
- view difference as a resource to support learning
- ensure that all school community members feel safe and free from discrimination, bias and harassment
- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration

## Gender Diversity

### Rationale:

Children are entitled to respect and to flourish regardless of gender. It is unlawful to discriminate against a person on the basis of sex, gender or gender-identity.

### Aim:

To ensure all students are provided with equal opportunities to reach their potential, irrespective of sex, gender, gender variance or expectations about gender.

### Implementation:

1. TMSS works to ensure all students receive equal respect and equal opportunities to succeed.
2. Learning and teaching programs are inclusive and enhance the capacity of gender diverse children to participate in all aspects of schooling.
3. Professional development provided for staff on topics including gender-equity and gender identity.
4. Students are encouraged to express and celebrate their individuality, whether or not it conforms to gender stereotypes.
5. Inclusive and non-sexist language is used within the school, and gender-based segregation will generally be avoided. Any segregation on the basis of gender (e.g., for sports teams) will respect the child's gender identity.
6. Students are entitled to use the bathroom associated with their gender identity.
7. Students will be supported in their choice of personal pronoun in school records and everyday usage.
8. TMSS supports the right of each child to dress in accordance with their gender identity. The student dress code provides all students with safe and comfortable uniforms with unisex options.
9. TMSS acts on any identified incidents of discrimination, harassment or bullying, including gender-based bullying.
10. This policy is to be read in conjunction with TMSS's *Responsible Behaviour Plan for Students* policy of the school.

### Evaluation:

This policy will be reviewed collaboratively with the P&C Association as part of TMSS's four-year review cycle. Date of next review: 2025

# LEGISLATIVE & DELEGATIONS

## LEGISLATION

In this section of the Tamborine Mountain State School's Student Code of Conduct are links to relevant legislations that inform the overall Queensland State School Student discipline procedures.

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

## DELEGATIONS

Delegations support effective and accountable decision making across the department and promote an appropriate balance of risk management and efficiency.

Principals are afforded several legislative powers under the *Education (General Provisions) Act 2006* and by the Director-General (DG) to support them to control and regulate student discipline. These provisions cannot be delegated to other staff who report to the principal.

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

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](#)

## 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. This may include reference to:

- 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
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student protection

## NOTIFICATION AUTHORISATION

- A Principal is not able to delegate their authority to make decisions about suspension or exclusion, however, they may authorise a Deputy Principal, Head of School and/or Head of Campus to tell a student and their parent/s about the suspension or exclusion decision. Written notification, on the approved form, for the decision must still be signed and sent by the Principal (or Acting Principal in their absence).
- Principals must document authorisation they give to a Deputy Principal, Head of School and/or Head of Campus for evidentiary purposes, should any challenge be made. An Instrument of Authorisation could either be a standing or one-off authorisation.
- A copy of the Instrument of Authorisation is available on written request to the principal.



# APPENDIX 1 – TMSS BEHAVIOUR OVERVIEW

## CLASSROOM LEVEL BEHAVIOUR MANAGEMENT | POSITIVE BEHAVIOURS

The Positive Behaviour Recognition Table (Appendix 4) lists a selection of frequent, short-term and long-term strategies the school uses to acknowledge positive behaviour. As part of recognising students who display positive behaviours, the school awards B Bucks in the classroom, specialist classes and playground. B Bucks are tracked each week and recorded on individual student BB's Map (Appendix 13). Student of the Week certificates (classroom award) are awarded to student who demonstrate their commitment to maintaining the high expectations of the school.

## CLASSROOM LEVEL BEHAVIOUR MANAGEMENT | INAPPROPRIATE BEHAVIOURS

At Tamborine Mountain State School (TMSS) behaviours are identified as either minor or major as outlined on the PCL Guide To Making Judgement (Appendix 5).

For major behaviour, the Executive team can be contacted for support. The chart outlines the possible consequences for inappropriate choices:

- **Verbal Reminder** - Students not meeting expectations may be given a verbal reminder. The number of verbal reminders is differentiated and dependent on the individual student.
- **Communication Slip Referral** (Appendix 11 – Purple Referral Slip) – Relief Teachers and Teacher Aides can record when students do not meet expectations on the Communication Slip (Purple Slip). This form is returned to the classroom teacher and recorded on OneSchool.
- **PCL Re-teach Room** - Students who continue not meeting expectations for a variety of reasons can be referred by a Deputy Principal to attend a PCL Re-teach in first break. This attendance is recorded as a Support Provision on the student's profile on OneSchool under Support. The OneSchool behaviour record will show the PCL Re-teach strategy. Parents are notified by a Deputy Principal if their child is required to attend a PCL Re-teach.

# APPENDIX 2 – TMSS EXPECTATIONS – PCL TEACHING MATRIX.

## TMSS Expectations 2025 PCL Teaching Matrix



BE  
SAFE



BE  
RESPECTFUL



BE A  
LEARNER



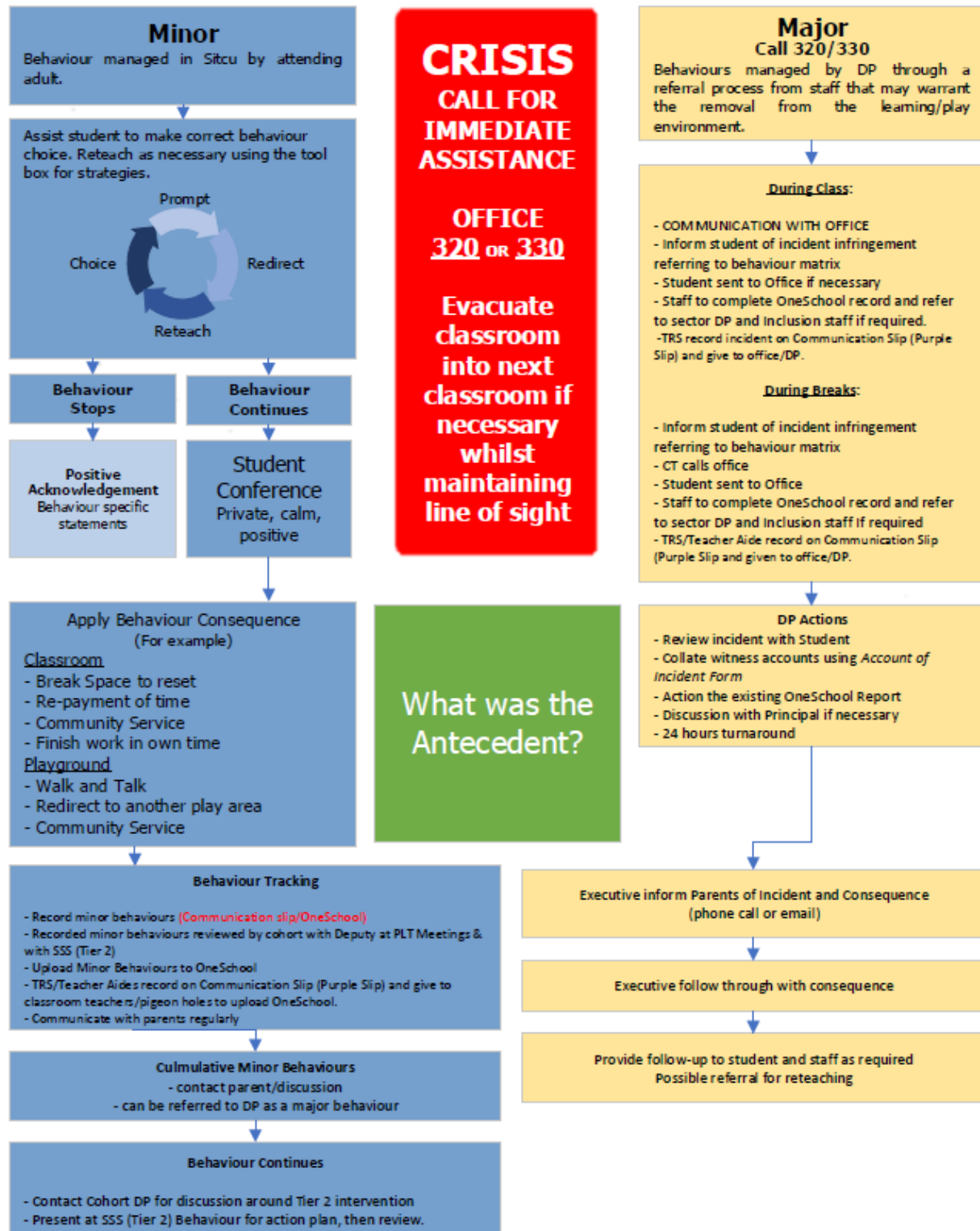
At TMSS, we will:	In the learning spaces we will:	In the school grounds we will:	In the community we will:
1. Keep our hands and feet to ourselves at all times. 2. Move around safely and sensibly.	3. Line up and only enter or exit the classroom with staff permission. 4. Be cyber safe.	5. Be sun safe. 6. Use the bathrooms appropriately. 7. Eat in our designated eating area and do not share food with others. 8. Play in the correct areas.	9. Follow the bus code of conduct guidelines when travelling on the bus.
10. Use manners and be polite when communicating with others at all times including online. 11. Be respectful of all property. 12. Follow staff instructions first time, every time	13. Respect other students' right to learn and the teacher's right to teach. 14. Be punctual and ready to learn.	15. Be tolerant, inclusive and a good sport. 16. Respect the school grounds by being environmentally friendly.	17. Reflect the school expectations at all times.
18. Set goals and work towards achieving them. 19. Use feedback to improve our work.	20. Be willing to learn and apply a Growth Mindset.	21. Use the Hi 5 strategy.	22. Use school excursions and camps as learning opportunities.



# APPENDIX 3 – BEHAVIOUR FLOWCHART



## Tamborine Mountain State School Behaviour Management Flow Chart



## APPENDIX 4 – POSITIVE CULTURE RECOGNITION

### FREQUENT AND REPETITIVE

- Verbal praise, high fives, non-visual signs
- B Bucks to earn reward points (25 – 250) includes Bronze/Silver/Gold/Diamond certificates
- Postcards sent home to students and parents
- Phone calls to parents by Principal, Deputy Principal(s) and class teachers

### SHORT TERM

- Student of the Week certificates presented on whole school assemblies and photos displayed in the office
- Principal's Lunch
- Name/achievements published in the newsletters
- Work displayed in the foyer of the office
- Work shown to the Principal/Deputy Principal(s)
- Class collective rewards negotiated with class teacher

### LONG TERM

- Principal's Award
- PCL Prizes
- Bronze Certificates
- Silver Certificates
- Gold Certificates (awarded at assembly)
- Diamond certificates (awarded at assembly)

# APPENDIX 5 – MINOR AND MAJOR PCL GUIDE TO MAKING JUDGEMENT

OneSchool Behaviour Category	OneSchool Definition	Non-examples	Minor Examples Behaviour managed in situ by attending adult.	Major Examples Behaviour managed by DP through referral process from staff that may warrant the removal from the learning/play environment.
<b>Abusive language</b>	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	Loud voices. Shouting. Relaying incidents of swearing by another student.	Inadvertent/accidental.	Messages delivered with intent and directed towards someone/others.
<b>Academic Misconduct</b>	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Limited participation in group work.	Looking at another student's work during a test.	Intentionally uses another student's work to pass off as their own. Plagiarising of any nature including copying and pasting research gathered from the internet.
<b>Bomb Threat/False Alarm</b>	Student delivers a message of possible explosive materials being on campus, near campus and/or pending explosion.			Student delivers a message of possible explosive materials being on campus, near campus and/or pending explosion.
<b>Bullying</b>	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.			Repeated physical behaviours such as hitting and kicking. Repeated verbal behaviours e.g., teasing / name-calling, sounds directed at student. Repeated physical threats/ intimidation. Repeated social exclusion. Inappropriate touching. Mob mentality. Racism. Sexual harassment. Social media. Cyberbullying. Taunting. Encouraging others to do any of the above. Bystander behaviour.
<b>Defiance</b>	Student refuses to follow directions given by school staff.	One-off refusal to follow direction. Raising voice. Challenging directions.	Leaving class without permission but returning with or without prompting. Back-chatting. Walking away when addressed by an adult. Rolling eyes. One-off refusal to respond.	Yelling at an adult. Making threats to the safety of staff. Deliberate refusal to respond to directions. Throwing objects at staff. Intimidation. Refusal to come out of an unsafe area. Offensive gestures.



<b>Disrespect</b>	Student intentionally delivers socially rude or dismissive messages to adults or students.	Relaying incidents.	One off incident. Leaving class without permission but returning with or without prompting. Back-chatting. Walking away when addressed by an adult. Rolling eyes. One-off refusal to respond.	Intentionally targeted. Ongoing. Across multiple situations.
<b>Disruption</b>	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Making noises that are related to a disability. Calling out answers to questions out of enthusiasm.	Calling out. Continual talking to or interrupting the learning of another students. Tapping items. Wandering around the room. Making disruptive noises/ whistling. Disruptive fidgeting and fiddling. Disrupting others whilst walking through school.	Daily disruptive behaviours that cause cessation of learning for all students. Examples including but not limited to: Not complying with directions of a staff member. Constant yelling. Out of seat or moving furniture without permission. Irrational behaviour.
<b>Dress code</b>	Student wears clothing that breaches the school's and P&C's uniform policy, is not within the dress code guidelines defined by the school.	Not wearing an item of uniform accompanied by parent/carer communication. Not wearing the correct uniform where there are genuine mitigating circumstances. Religious headwear/jewellery. Anxiety beads with parent permission.	One-off not wearing correct uniform. Weather impact/forgetting sports uniform. Collection of a uniform pass (Green slip).	Pattern and intent of not wearing the correct uniform despite repeated intervention and communication to parents/carers. Refusing to change into school-provided uniform. Wearing clothing of an offensive nature or that contravenes WHS and Sun Smart policies on a Free Dress Day.
<b>Falsifying Documents</b>	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Not sharing school letters with parent/carer.	Not returning signed parent letters to school.	Signing and returning a parent consent letter without their knowledge.
<b>Fighting</b>	Student is involved in mutual participation in an incident involving physical violence.			Intentional fighting with another student(s) with the aim to cause harm.
<b>Harassment</b>	Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, gender (including identity), race, religion, disability, physical features or other identity characteristics.	'One-off' altercation. Friendship difficulties. Laughing at someone in class. Not talking to someone due to conflict. One-off 'name-calling'.	One-off altercation (record as Physical Misconduct). Mocking others. Taking hats over a sustained time period. Nicknames based on names. Name calling. Play fighting.	Repeated verbal threats/ intimidation/ teasing / name-calling. Repeated social exclusion. Mob mentality. Encouraging others to do any of the above. Repeated sounds directed at students. Harmful messages in any form directed at others in relation to an identity characteristic. Social media taunting. Bystander behaviour. Exposing bodily parts to others.
<b>Other – charge</b>	Principal is reasonably satisfied that the student has			Principal is reasonably satisfied that the

related suspension	been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.			student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals, or flora or fauna.	Accidental contact during activity.	Rough play. Play that has become dangerous. Intentional stepping on heels.	Hitting, kicking, spitting, headlock, hair-pulling, wrestling, biting, strangling, pinching, slapping, squeezing, arm burns, shoving. Pulling or removing clothing off another student (e.g. dacking). Tackling or aggressive physical contact during games. Deliberately tripping. Intent to cause injury. Touching others inappropriately. Exposing bodily parts to others. Taking chairs from under someone. Cutting the hair of another child.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Accidental breakage of equipment or stationery.	One-off not returning borrowed sports equipment. Littering. Drawing on themselves and others.	Vandalism, graffiti, deliberate misuse of equipment in an unsafe manner. Scratching into desks, walls, tidy trays. Inappropriate use of bathrooms e.g. spit-balling. Not using the play equipment or the rainforest for intended use. Drawing on or deliberately destroying stationery and furniture. Intentionally defacing or destructing of others' property. Ripping up books.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Accidental misuse of sporting equipment. Malfunction of the property item.	Inappropriate use of sporting equipment in a silly and unsafe manner. Throwing items in the learning space without intent to harm.	Intentionally using an object to cause harm to others. Using outdoor playground equipment to harm others. Bringing items from home to cause harm to others.
Refusal to participate in the educational	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Not having requisite literacy/ numeracy or other skills to attempt or complete a task.	Delayed compliance and reluctance to begin task as instructed. Avoidance strategy – tissues, toilet requests, drinks, finding stationery.	Complete refusal to participate in a directed activity in any learning space.

program of the school		Complaining about task being boring or stupid.	Refusal to complete work	
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.			Bringing drugs to school. Drug use, selling drugs, holding/ storing drugs for others, buying drugs.
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using vapes, tobacco, alcohol, other prohibited substances or implements.			Smoking tobacco, vaping, distributing or selling cigarettes/e-cigarettes/vapes. Drinking alcohol at school, arriving to school under the influence of alcohol. Using and/or sharing pain killers. Consuming energy drinks. Using asthma puffer inappropriately.
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Forgetting student log-on, unintentionally not saving work so as to make it retrievable.	Use of device for off-task purpose. Interfering with other's device. One-off inappropriate browser searching. Unacceptable language use in documents. Intentionally not packing away correctly. Refusal to turn off/log off devices. Taking photos of others without permission. Inappropriate use of smart watches. Not handing mobile phone to the office before school.	Accessing/ distributing inappropriate materials via email/Teams. Purposefully tampering with hardware or software (e.g. switching keys). Changing computer/device settings. Deleting folders, their own or others, without instruction. Taking and sharing inappropriate photos. Using another student's logon. Inappropriate use of social media and email/Teams. Unauthorised access to the school server.
Theft	Student is involved by being in possession of, having passed on or being responsible for removing school or someone else's property.	Mistakenly collects a similar item as their own.	In possession of others' property without intention.	Intentionally plans and takes someone else's possession and passes it off as their own. Being a part of a group that collectively steals from others.
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Lateness to class (explained).	Absent from one scheduled class as a result of a welfare concern.	Absent from the one scheduled class. Hiding in school grounds with the intent not to be found.
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).			Not arrive at school or leaves the school grounds during the day.
Use/ possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property			Possession of combustible items at school to show peers.



	damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).			Uses combustible items at school. Causes harm/damage using combustible items.
Use/ possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.			Possession of weapons at school to show peers. Uses weapons items at school. Causes harm/damage using weapons.

## APPENDIX 6 – HIGH 5 ANTI-BULLYING MODEL



### What is Hi 5?

It is an effective strategy to develop problem-solving strategies for our students.

- A whole school approach that can also eradicate bullying.
- It is a 5-step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

### Do the Hi 5:-

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel ..... when you..... because.....
- "Please leave me alone."

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, but don't run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- "I asked you to leave me alone."

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

Reporting vs Dobbing:

Students need to know the difference between reporting and dobbing.

- **Reporting** is helping yourself and/or others to be safe.
- **Dobbing** is trying to get someone in trouble.

Reporting:

- Students should in most circumstances attempt to problem- solve themselves first.
- Unsuccessful after doing Hi 5 steps- see staff member.

Immediate reporting situations:

- If the issue involves threats to a student's **health** or **safety** - students to report immediately to a staff member.
- They are not to solve problem themselves. e.g., Incidents of physical danger - Child running out of school gates

Success occurs when children can not only **talk the talk** but **walk the walk**.

## APPENDIX 7 – VALUES AND EXPECTATIONS

<b>OVERVIEW</b>	The school values the <b>desire to learn, respectful behaviour</b> and <b>attitudes</b> and <b>high personal expectations</b> .
<b>FOCUS</b>	Be Safe, Be Respectful, Be a Learner
<b>VALUES</b>	<ul style="list-style-type: none"> <li>• <b>Care and Compassion</b> - Care for self and others</li> <li>• <b>Doing Your Best</b> - Seek to accomplish something worthy and admirable, try hard, pursue excellence</li> <li>• <b>Fair Go</b> - Pursue and protect the common good where all people are treated fairly for a just society</li> <li>• <b>Freedom</b> - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others</li> <li>• <b>Honesty and Trustworthiness</b> - Be honest, sincere and seek the truth</li> <li>• <b>Integrity</b> - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds</li> <li>• <b>Respect</b> - Treat others with consideration and regard, respect another person's point of view. Respect the school by wearing your school uniform with pride</li> <li>• <b>Accountability</b> - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment</li> <li>• <b>Understanding, Tolerance and Inclusion</b> - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others</li> </ul>

# APPENDIX 8 – BUS BEHAVIOUR CODE

## QUEENSLAND TRANSPORT CODE of CONDUCT

OVERVIEW	<p>To promote consistency in responding to breaches of the Bus Behaviour Code, behaviour problems have been divided into four categories.</p> <p>The lists below are not intended to be exhaustive, however, rather to be used as an indicator of the types of behaviours under each category. They are intended to be used as a guide by drivers and bus operators in relation to management of behaviour on their buses.</p>
UNACCEPTABLE BEHAVIOUR	<p>Unacceptable behaviour includes behaviours which may be irritating, unpleasant however, not physically dangerous behaviours:</p> <ul style="list-style-type: none"> <li>• failing to show a bus pass where required</li> <li>• eating on the bus (unless for medical reasons or with the permission of the driver)</li> <li>• using offensive language</li> <li>• inappropriate interactions by students with bus drivers</li> <li>• inappropriate use of mobile phones or cameras on the bus</li> <li>• excessive movement from seat to seat.</li> </ul>
DANGEROUS BEHAVIOUR	<p>Dangerous behaviour includes behaviours where there may be some physical danger to individuals:</p> <ul style="list-style-type: none"> <li>• distracting drivers by use of persistent noise</li> <li>• allowing any part of their body to protrude from the bus</li> <li>• grabbing trees through the windows</li> <li>• spitting</li> <li>• harassing and bullying other passengers</li> <li>• pushing and shoving when boarding or exiting the bus</li> <li>• stopping others from disembarking at their stop</li> <li>• verbally threatening drivers</li> <li>• standing on steps</li> <li>• pressing the stop button continually</li> <li>• swinging on bus handrails</li> <li>• repeated failure to wear a seatbelt where fitted</li> <li>• smoking</li> <li>• distracting drivers through use of mobile phones or hand-held computer games</li> <li>• using a mobile phone to send threatening messages, photographing others without consent.</li> </ul>
DANGEROUS AND DESTRUCTIVE BEHAVIOUR	<p>Dangerous and destructive behaviour includes behaviours which are very dangerous to individuals, or very destructive:</p> <ul style="list-style-type: none"> <li>• throwing objects that have the potential to cause harm or damage</li> <li>• fighting</li> <li>• marking or damaging bus property (breaking windows, slashing seats)</li> <li>• using a seat belt as a weapon</li> <li>• destruction of bus property</li> <li>• being under the influence of illegal drugs and/or alcohol.</li> </ul>
LIFE-THREATENING BEHAVIOUR	<p>Life-threatening behaviour – this includes highly dangerous behaviours:</p> <ul style="list-style-type: none"> <li>• physically attacking drivers or other passengers</li> <li>• pushing students out through the doors or windows</li> <li>• recklessly or negligently endangering the safety of other passengers or themselves</li> <li>• lighting a fire on the bus</li> <li>• interfering with the safe mechanical operation of the bus</li> <li>• threatening physical harm with a dangerous weapon.</li> </ul>
REPORTING	<p>If appropriate, bus drivers/operators should report any incident involving dangerous, destructive or life-threatening behaviour to the police for appropriate action.</p> <p><a href="https://translink.com.au/travel-with-us/school-travel/school-travel-info/code-of-conduct">https://translink.com.au/travel-with-us/school-travel/school-travel-info/code-of-conduct</a></p>

## APPENDIX 9 – UNIFORM POLICY

### Tamborine Mountain State School Uniform Policy

*(Reviewed and approved by P&C Exec June 2025)*

The official school colours of TMSS are royal blue, gold and sky blue. The school uniform reflects these official school colours.

#### The TMSS Uniform Requirements

The TMSS uniform comprises a range of items for summer and winter wear. This range includes:

- School blue & House colour hat – prep will have a yellow ribbon *(first one provided for you)*
- School polo shirt with emblem
- Year 6 students are supplied with a senior shirt by the P&C which may be worn in place of the polo shirt (except for formal events). Additional senior shirts may be purchased.
- School shorts- unisex, royal blue
- School skirt- royal blue with gold trim OR royal blue “skort” Culottes- royal blue
- School dress- sky blue dress fabric School tights- navy blue, black School tracksuit pants- royal blue
- School jumper and rain jacket - royal blue
- School sports T-shirts (to be worn on designated PE and sports days)
- School socks- navy blue or black
- Shoes- Solid black (no coloured trims), fully enclosed (Workplace Health and Safety Regulations require all students to wear footwear with substantial uppers; i.e., not sandals, thongs, canvas slip-ons etc)

All of these items (excluding shoes) may be conveniently purchased through the school uniform shop or via Flexischools. The Uniform Shop accepts cash/cheque or EFTPOS payments. (Second hand items are also available)

- Winter gloves, beanies and scarves are permitted to be worn outdoors before/after school and during lunchbreaks. School colours only (Navy or Royal blue). They can be purchased from local Kmart and Target stores, as well as online markets.

#### Restrictions on items allowed at school

The TMSS uniform policy places certain restrictions on what may be worn at school:

- Jeans are not an acceptable part of the school uniform at any time.
- Jewellery is to be restricted to any/all of the following: a watch, two pairs of sleepers/studs for pierced ears, one signet ring (flat) and any medical bracelets. Facial piercings are restricted to two earrings in the lobe and no other visible piercings - nose, helix, tongue etc are permitted.
- Make-up and nail polish are not appropriate for use at school. It will be removed if worn.

#### The uniform requirement at school-based events outside school

The TMSS uniform policy requires students to wear an appropriate uniform at school-based events outside the school. As a guideline, this would include:

- Excursions – standard school uniform
- Formal activities – a full school uniform, with any variations to be decided by the Principal or Deputy Principal, including School Captain blazers and dress shirt / pants / skirt
  - For choir and band performances - band uniform (including music shirt, black trousers, black shoes and black socks)

#### Loan Uniforms

Loan uniforms are available for students whose uniforms become unwearable during the day as well as to those who do not comply with the uniform requirements.

#### Administration of the policy

There will be a two-week period of grace at the beginning of the school year to allow for any late purchase of uniforms. Students who are out of school uniform for any legitimate reason should bring a note to the office. Students will receive a uniform “breach” – green slip. If students are frequently out of uniform, an email will be sent home reminding parents of the school uniform policy.

### Tamborine Mountain State School Hair Policy

- Hair longer than shoulder length is to be tied up with a hairband or ribbon (school colours). P&C Uniform Shop sells school coloured hair ties & scrunchies.
- Colouring of hair is to be of natural tones. Mohawk styles, shaved tracks and undercuts are not acceptable.
- Elaborate ribbons/bows (longer than 5cm) are not permitted. Ribbons/bows that are permitted are to be in school colours.

# APPENDIX 10 – ACCOUNT OF INCIDENT



## ACCOUNT OF INCIDENT

NAME

YEAR LEVEL

POSITION



Student



Teacher



Other

(Please Specify)

ASSISTED BY

The following assistance was provided in writing this statement:

DATE OF INCIDENT

TIME OF INCIDENT

am/pm

PLACE OF INCIDENT

PEOPLE PRESENT

ENSURE THE STATEMENT COVERS THE FOLLOWING POINTS

Where I was... What I saw and heard... What I did... Any other information relevant to the incident...

SIGNATURE

DATE

ASSISTANCE PROVIDED BY (if applicable)

Name

Signature

Date

# APPENDIX 11 – COMMUNICATION SLIP (PURPLE SLIP)

## Communication Slip

Teacher Aide/Teacher Relief Scheme (TRS) Communication Slip														
STUDENT'S NAME										CLASS				
TA/TRS NAME														
TERM					WEEK									
MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Before School			Before School			Before School			Before School			Before School		
1 <sup>st</sup> Session	2 <sup>nd</sup> Session	3 <sup>rd</sup> Session	1 <sup>st</sup> Session	2 <sup>nd</sup> Session	3 <sup>rd</sup> Session	1 <sup>st</sup> Session	2 <sup>nd</sup> Session	3 <sup>rd</sup> Session	1 <sup>st</sup> Session	2 <sup>nd</sup> Session	3 <sup>rd</sup> Session	1 <sup>st</sup> Session	2 <sup>nd</sup> Session	3 <sup>rd</sup> Session
1 <sup>st</sup> Break Eating 1			1 <sup>st</sup> Break 2			1 <sup>st</sup> Break 3			2 <sup>nd</sup> Break Eating 4			2 <sup>nd</sup> Break 5		
After school			After school			After school			After school			After school		
DETAILS														
Classroom Teacher to record on OneSchool as a Contact/Minor Behaviour														

# APPENDIX 12 – STUDENT OF THE WEEK



**Certificate**  
of recognition

Presented to

**Tamborine Mountain State  
School**

Teacher

Student of the Week

Principal

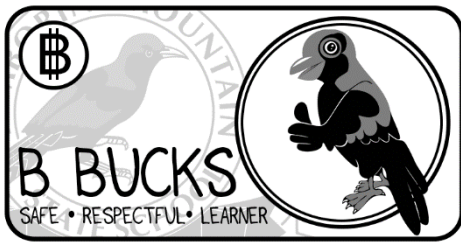
*5W - for a great start to a new year in a  
new school. Well done!*

Monday, 10 February 2020





# APPENDIX 13 – PCL AWARDS



B Buck



BB's Map



PCL Certificates



## APPENDIX 14 – POSITIVE CULTURE POSTERS



**THINK**  
BEFORE YOU SPEAK

**T** IS IT TRUE?

**H** IS IT HELPFUL?

**I** IS IT INSPIRING?

**N** IS IT NECESSARY?

**K** IS IT KIND?

**SRL**



## How big is my problem?

What is the cause?

What can be done?

**Big Problem**

- This is an emergency
- I am in danger or someone else is in danger
- I am seriously hurt or someone else is seriously hurt

- Move away from the danger
- Stop and think about what needs to be done
- Decide on what to do
- Get help from an adult
- Call 000 if needed

**Medium Problem**

- I am hurt or feel very sick
- I have been bullied repeatedly or harmed physically, verbally or emotionally
- I feel like I am losing control
- I have hurt another person
- Another child is very upset

- Ask an adult to help you resolve the problem
- Walk away from the bully and get help
- Take time out to calm down
- Say sorry to the person you hurt
- Be a kind and helpful friend and get help

**Small Problem**

- The worms are taking over
- I am nervous
- I feel a little bit sad
- I am hungry or thirsty
- I am feeling tired

- Be positive! Keep things in perspective
- Take a deep breath and remember that everyone gets nervous or sad sometimes
- Get something to eat or drink
- Rest

**Tiny Problem**

- Something is not quite right
- I need a pencil or an eraser
- I am too hot or cold
- I have no one to play with
- I feel a bit grumpy
- Someone accidentally knocked into me
- Someone hurt my feelings by saying something stupid

- Try to solve your own problem
- Take off or put on your jacket
- Look for friends and ask them if you can join their group
- Remember you can't always have everything you want
- Talk about how you feel

**No Problem**

- Everything is going well
- I can do my work
- I am playing with friends
- I am having fun

- Enjoy yourself
- Be kind and smile
- Learn as much as you can
- Look around and see if anyone looks a bit lonely and invite them to play with you

**SRL**



1

Tamborine Mountain State School

**SAFE**

At TMSS, we will...

Keep our hands  
and feet to ourselves  
at all times.



17

Tamborine Mountain State School

**RESPECTFUL**

At TMSS, we will...

Reflect the school  
expectations  
at all times.



18

Tamborine Mountain State School

**LEARNER**

At TMSS, we will...

Set goals and  
work towards  
achieving them.



# APPENDIX 15 – CORRECTIVE STRATEGIES TOOLBOX

## CORRECTIVE STRATEGIES TOOLBOX: CLASSROOM



<b>SELECTIVE ATTENDING</b>	Deliberately give minimal attention to safe, off task or inappropriate behaviour.	Respectfully prompt the student who is off task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.	Acknowledge students' on task with the intention of encouraging others to copy.	State goal/expectation for session and reinforce with positive praise.	Intentionally use your proximity, body gestures and facial expression to encourage students to remain on task.	Encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.	Wait and look at your students for 5-10 seconds after giving an instruction.	Blocking secondary arguments exclusively focusing on what you want the student to do.	SAY STUDENT NAME	Gain attention, pause, direct.	Change seating arrangements	Modify seating plan if necessary.
<b>DISTRACTION DIVERSION</b>	A skilled diversion gives everyone a chance to take a moment to regroup and avoid behavioural cul-de-sacs. Examples such as: 'I need your help with...' 'Do you remember when...'	The prompts given cue students how to respond.	Be specific about what you want students to have on their desk/on the floor and follow through.	Give an instruction then allow time for student to follow through with request, allowing them to save face. Positive praise and recognition when the student follows instruction.	Wait, scan and pause between instructions to reinforce teacher presence. You can use body language encouraging here also.	Off cool off pass to allow student chance to save face and prevent escalating behaviour.	Mediation uses a restorative approach, which means the pupils find out what happened, and feelings behind the behaviour and what both parties feel is needed to put things right.	Conference with student to discuss behaviour goals for success. This can also be extended to communication home so parents are aware of behaviour goals.	STUDENT CONTRACT	Set specific behaviour goals with student, monitor and track using positive reinforcement when desired behaviour is modelled.	GIVING A CHOICE	Respectfully confront the student who is disrupting others, with the available choices and their logical consequences.
<b>PROMPT &amp; CUE</b>												
<b>REMOVING TEMPTING ITEMS FROM CLASSROOM</b>												
<b>WAIT TIME BETWEEN REQUEST AND FOLLOW THROUGH</b>												
<b>TEACHER PAUSE</b>												
<b>COOL OFF PASS/ REFLECTIVE TIME</b>												
<b>PEER MEDIATION</b>												
<b>CONFERENCE WITH PARENT/ STUDENT</b>												

# RESOURCES

Support is also available through the following government and community agencies:

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Department of Communities, Disability Services and Seniors](#)
- [Child and Youth Mental Health](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [TMSS Parent and Community Engagement Framework](#)
- [Parentline](#)
- [Queensland Department of Education Student Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## CONCLUSION

Tamborine Mountain State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue, they 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 school's 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](http://www.ombudsman.qld.gov.au). Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

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

# GLOSSARY

WORD/S or ACRONYM	DEFINITION
ADG	Assistant Director-General
AUSLAN	Australian Sign Language
AVT	Advisory Visiting Teacher
B Buck	Illustrated Reward Token
DDA	Disability Discrimination Act
DDG	Deputy Director-General
DG	Director-General
EI	Emotional Intelligence
FBA	Functional Behaviour Assessment
GO	Guidance Officer
GVC	Guaranteed and Viable Curriculum
IBSP	Individual Behaviour Support Plan
ICT	Information Communication Technology
OT	Occupational Therapist
P&C	Parents and Citizens Association
PCL	Positive Culture for Learning
PD	Professional Development
PLC	Positive Learning Centre
QCAT	Queensland Civil and Administrative Tribunal
QPS	Queensland Police Service
SCoC	Student Code of Conduct
SCP	School Child Psychologist
SDA	School Disciplinary Absence
SFD	Student Free Day
SGO	Senior Guidance Officer
SSS	Student Support Services
TA:SE	Teacher Aide: Student Engagement
TMSS	Tamborine Mountain State School