WOREE STATE HIGH SCHOOL

STUDENT CODE OF CONDUCT 2025 - 2026

Equity and Excellence: Realising the Potential of Every Student

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

Queensland Department of Education

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Principal's Forward

Woree State High School has provided an excellent education to the students of southern Cairns since its inception in 1985. The school has a tradition of excellence in academic achievement, vocational training, sport, the arts and community engagement. This is demonstrated by many of our students who have gone on to have outstanding careers and are making significant contributions to our community and society.

Our school vision is Everybody Succeeding Everyday.

The School values are Safety, Respect And Learning and underpin the school's Positive Behaviour and Learning Framework. These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be safe, responsible and respectful young people who are focused on their learning goals and have the resilience and confidence to work through challenges.

In order to achieve our vision, we are growing a culture based upon a positive caring environment; high standards of work, behaviour, correct uniform; innovative and individualized learning pathways and high levels of student support. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Woree State High School is a modern school catering for the diverse education needs and aspirations of our students.

The school has as its main campus Woree State High School located on Rigg Street.

Our Year 11 and 12 MarineTech students complete their studies at the Great Barrier Reef International Marine College (IMC) in Portsmith.

The school also operates the Cairns Hospital School Campus on behalf of the Queensland Hospital School which caters for students requiring extended periods of stay in hospital.

Additionally, our school-based apprentices and trainees are located in various work placements across the Cairns Region.

The key to a great school is great teaching. Woree State High School is committed to the continual improvement and professional development of all staff. The school's pedagogy framework is based on the Universal Design for Learning which aims to improve and optimize teaching and learning for all students based on scientific insights into how humans learn. All Woree State High School staff are dedicated to helping all students achieve their potential.

Woree State High School staff take an educative approach to discipline, believing that behaviour can be taught and that mistakes are opportunities for everyone to learn. The Student Code of Conduct provides a clear explanation of what is expected from students and how they will be supported to meet those expectations. The document also outlines the targeted and intensive support available to students relevant to their needs.

Woree State High School utilises Restorative Practices aiming to create an ethos of respect, inclusion, cooperation, accountability and responsibility. Restorative Practices is a positive approach that works with students, rather than doing things to them or for them. A restorative approach focuses on building and maintaining positive relationships across the whole school community.

Parents and Carers play a vital role in helping their student to achieve their potential at Woree State High School. Supporting students to attend school daily; and complete homework, assignments and assessment pieces, are vital areas of parental support for learning. I look forward to working with all students, parents and carers so that they may reach their potential.

Maurice Andrejic

Principal

Learning and Behaviour Statement

1. Purpose

The Woree High School's purpose is to have Everyone Succeeding Everyday.

The school is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/carers and volunteers. We want students to have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Woree State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and effective whole school approach to discipline. It is designed to facilitate high standards of behavior so that the learning and teaching in our school can be effective and students can participate positively within our school community. We want to ensure a safe workplace for students and staff.

The Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behavior are clear to everyone. This assists us in creating and maintaining a positive and productive learning and teaching environment where all community members have clear and consistent expectations and understandings of their role in the educational process.

2. Core Values

The Woree State High School fundamental values revolve around Safety, Respect, and Learning, and these principles are the driving force behind our inclusive approach to education and are encapsulated in the motto "Everyone Succeeding Everyday."

Learner Expectations

1. In the Classroom

2. In All Settings

SAFE RESPECTFUL LEARNERS

Everyone Succeeding Everyday

SAFE

We:

- Are in the right place at the right time
- Regulate our emotions
- Look out for ourselves and each other
- Respect others and their personal boundaries
- Stay within school grounds and designated areas

RESPECTFUL

We:

- Follow all instructions promptly
- Speak politely and respectfully to others at all times
- Include and value others
- Wear school uniform correctly

LEARNERS

We:

- Apply a growth mindset
- Demonstrate resilience and persistence
- Are prepared and organised
- Participate positively in learning

Student Rights and Responsibilities - Positive Behaviour for Learning Matrix

	We Are Safe	We Are Respectful	We Are Learners
All Settings	We: • Are in the right place at the right time • Regulate our emotions • Look out for ourselves and each other • Respect others and their personal boundaries • Stay within school grounds and designated areas	We: • Follow all instructions promptly • Speak politely and respectfully to others at all times • Include and value others • Wear the school uniform correctly	We: • Apply a growth mindset • Demonstrate resilience and persistence • Are prepared and organised • Participate positively in learning
Learning Areas	We: • Use equipment for its intended purpose • Attend all classes • Place bags in the correct area • Enter/exit in an orderly manner	We: • Demonstrate respectful body language that helps learning • Put mobile phones and electronic devices away and out of sight • Gain permission to move about or leave the room	We: • Have learning equipment ready • Set personal goals for success • Work through challenges
Outdoor Areas	We: • Play school-approved games • Move off the oval in wet weather • Resolve conflicts peacefully or ask staff to help	We: • Return equipment • Play fairly • Include others • Put rubbish in the correct bin • Recycle using the green bins	We: • Leave the oval on first bell • Encourage others to learn and participate • Move to class on time
Technology	We: • Keep personal details confidential online	We: • Keep laptops and labs free of food and drink • Place laptops on charge after use	We: • Use technology for intended learning
Toilets	We: • Leave the area clean and tidy after use • Use toilets and washbasins appropriately • Report behaviour issues or damage immediately	We: • Have one person per cubicle • Leave when finished and return to class immediately • Use toilet paper and sanitary items appropriately • Respect others' privacy	We: • Ask teachers' written permission to go to toilets if in class time • Return from the toilet quickly and quietly • Limit toilet use during learning time
Tuckshop	We: • Line up politely and wait our turn • Speak quietly	We: • Keep the area clean and put rubbish in the bin • Move away once served	We: • Make healthy choices • Finish eating before entering class
Buses and Travel	We: • Stay in our seats • Report incidents to bus driver • Follow all road rules	We: • Keep buses clean • Take care of ourselves, others and property • Wait patiently in line to get on and off the bus	We: • Use transport to arrive at school and home on time
Off Campus Activities	We: • Follow the rules/conditions of venue • Are sun safe • Use all equipment appropriately	We: • Represent the school with pride • Always wear school uniform unless otherwise stated • Interact politely with members of community	We: • Bring necessary items and are prepared • Listen attentively • Engage in all activities • Return consent forms by due date
Walkways and Transitions	We: • Walk and keep left • Are aware of others	We: • Move quietly • Arrive on time to class	We: • Model for others the appropriate behaviour
Assembly and Formal Events	We: • Sit where instructed	We: • Enter and exit quietly • Listen respectfully	We: • Pay attention and actively listen

Whole School Approach to Discipline

Woree State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

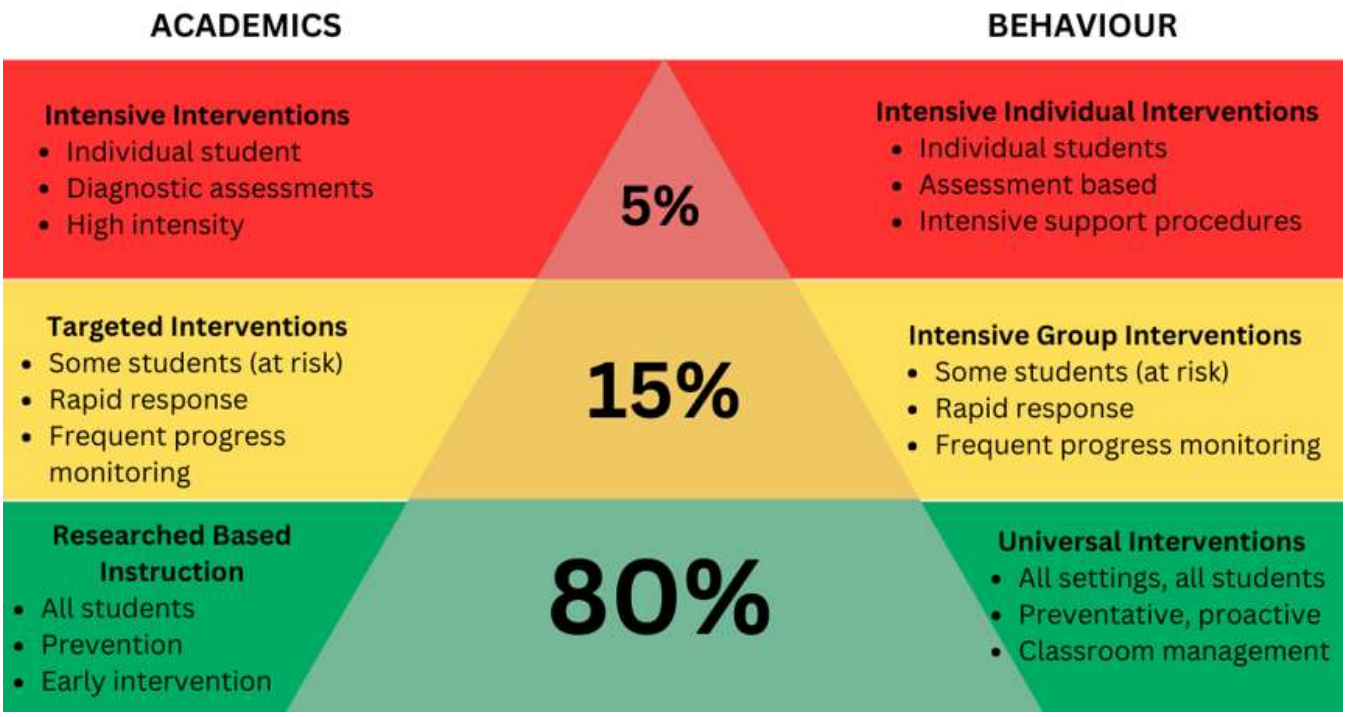
At Woree SHS we believe discipline is about more than punishment. It is our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing explicit instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to reflect, re-teach and re-engage.

The development of the Woree SHS Student Code of Conduct is an opportunity to explain the PBL framework with parents/carers and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Through PBL, the aim of school staff is to create and maintain supportive and disciplined learning environments so that our students are safe, respectful learners.

Our 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 PBL expectations in place for students, being Safety, Respect, and Learning.

Three tiers of intervention exist within the system:

- Tier 1 interventions at the "whole school" (green zone) level are provided to all students
- Around 15% of students in a typical school have moderate, ongoing problem behaviour and will need additional Tier 2 or "targeted" (yellow zone) level of supports
- Students with the most challenging behaviours, around 5%, may require Tier 3 or "intensive" (red zone) level of supports, involving highly individualised interventions.



Disciplinary Consequences

The disciplinary consequences model used at Woree SHS follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school Behavour Team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

Whole School Behaviours - At this level, students are on task and positive reinforcement is appropriate

Positive Proactive Strategies Classroom

- Explicit teaching of rules & expected behaviours
- Class program differentiation – resources, teaching strategies, products and feedback
- 4 Dimensions framework
- Schoolwide Norms: Structures, routines and procedures
- Parent/Carer teacher communication
- Report cards
- Problem Solving Models
- Positive Behaviour for Learning Program
- Teaching Personal and Social Capabilities within the curriculum

Whole School

- Positive Behaviour for Learning Framework
- Social skills programs (Resilience Project)
- Reboot curriculum and procedures
- School process to appraise, profile and support students with special needs
- Assembly awards
- Data Collection
- Teacher Professional Development

Response Strategies

Positive reinforcement of appropriate behaviours and positive achievements could include:

- Verbal reinforcement
- Record of achievements for formal acknowledgement
- Phone calls/letters/emails to parents/carers to acknowledge good behaviours and achievements
- Rewards system
- PBL postcards/ certificates
- Woree Way awards determined from effort and behaviour criteria

Targeted Behaviours - Inappropriate student behaviours to be dealt with at this level may include:

- Low level inappropriate language
- Non-compliance with school uniform policy
- Harassment and bullying of other students and staff, including cyber bullying
- Minor classroom and playground behavioural incidents
- Ignoring instruction
- Lateness to class
- Littering

Positive Proactive Strategies

- Monitoring
- Reteach expected behaviours
- Communication with parents/carers
- Restorative chat/ Mediation
- Cool down time
- 4 Dimensions framework
- Time Out card
- Alternative lunch program
- Change location, remove object
- Parent/Carer meetings
- RTI referral

Response Strategies

Teacher initiated actions could include:

- Student check in
- Restorative chat
- Verbal negotiation
- Behaviour monitoring sheets
- Reminder of classroom expectations
- Time Out to calm down and re-join class
- In class separation or isolation
- Removal from classroom for one-on-one resolution
- Assign student to accompany a teacher on playground duty
- Community service
- Assign student a lunchtime or after school detention
- Contact with parents/carers
- Reflection room referral

NB: Teacher will record all Reflection Room incidents into OneSchool and phone home. If repeated applications of the above actions produce no improvement in the student's behaviour, then the student will be referred to the Junior/Senior HOD or DP for action.

Intensive Behaviours - Inappropriate student behaviours to be dealt with at this level may include:

- Continued and repeated Targeted behaviours
- Referrals from Year Level Coordinators, HODs
- Bullying, including cyberbullying
- Harassment
- Theft
- Truancy
- Defiance
- Verbal abuse
- Unauthorised leaving of school grounds
- Physical aggression; inappropriate physical contact
- Possession of illegal; banned items
- Threats / intimidation
- Vandalism/graffiti
- Sexual harassment
- Sexual misconduct
- Any behaviour inside or outside the school that damages the reputation or affects good order and management of the school

Positive Proactive Strategies

- Gather and monitor data
- Reteach expected behaviours
- Communication with parents/carers
- Cool down/ time out card
- Individual Behaviour Support Plans including daily monitoring and feedback
- Alternative program
- Change location, move object
- Parent/Carer meetings
- RTI referral
- Restorative Practices
- Referral to external agency
- Re-entry agreement

Response Strategies

Junior/ Senior HOD and DP in consultation with the class teacher will initiate actions which could include:

- Behaviour monitoring sheet
- Restorative chat
- Restorative class conference
- Circle Time
- Peer mediation or Restorative Conference
- Referral for assessment and specialist support – Support Teacher - Learning Difficulties, Student Support Teacher, and Guidance Officer.
- Individual Behaviour Support Plan
- Lunch or after school detention
- Community service
- Restitution – parent/carer contact
- Parent/Carer contact – referral
- Referral to Deputy Principal
- Suspension
- Mandatory reporting to Police or Child Safety if warranted

NB: Record all incidents and actions into OneSchool and phone home.

<table>
<tr><td colspan="2">Dangerous and/or Unlawful Student Behaviours | Inappropriate student behaviours to be dealt with at this level may include:</td></tr>
<tr><td>• Extreme or repeated incidence/s of intensive behaviour
• Possession of drugs
• Under the influence of an illicit drug while at school
• Supply of drugs</td><td>• Possession of a weapon/ dangerous substances/ contraband
• Use of a weapon
• Violent assault
• Sexual assault</td></tr>
<tr><td>Positive Proactive Strategies

• Counselling
• Case Management
• Student Support Team assistance
• Referral to external agencies
• Senior Education Training & Pathway Plan review
• Alternative pathways</td><td>Response Strategies

The Principal, in consultation with Deputy Principals and GO determines the most appropriate course of action which may include any of the following:
• Individual Behaviour Agreement
• Parent/Carer interview
• Community Accountability Conference
• Police notification
• Mandatory reporting to Police or Child Safety
• Suspension
• Exclusion
• Discipline Improvement Plan
• Cancellation of enrolment</td></tr>
</table>

Consideration of Individual Circumstances

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. 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 Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

Woree State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and nonviolent consequences for inappropriate behaviour, using a least to most intrusive continuum of response.
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

And recognising the rights of all students to:

- Express opinion in an appropriate manner and at the appropriate time
- Work and learn in a safe environment regardless of age, gender, disability, cultural background socioeconomic situation, and
- Receive adjustments appropriate to their learning and/or impairment needs

Inclusive Statement

Woree State High School is committed to inclusive schooling and teaching practices. This involves best practice to maximise the outcomes for all students through the effective identification and reduction of barriers to learning.

We are committed to support all students with suitable adjustments and provisions within the curriculum that will ensure meaningful engagement within the school community, whilst enabling each student to work and achieve at the appropriate level for their learning needs. We believe in setting high, yet achievable expectations, as well as valuing and celebrating diversity in others and ourselves. Teaching practices are evidence-based and focus on success in all areas for every student.

Woree State High School staff supports an engaging, supportive and safe learning environment. Special Education teachers, EAL/D teachers and teacher aides work together with classroom teachers, assisting each individual student to improve himself or herself academically, socially and emotionally.

We identify and acknowledge students' individual strengths, encouraging and enabling them to develop social skills to improve communication. We aim to prepare each individual for active citizenship in school and the wider community.

The Queensland Government is committed to providing safe, supportive, inclusive and disciplined learning environments that provide educational opportunities for all Queensland students. The department endorses a whole-school approach to improving student learning, and places emphasis on every student succeeding. All Queensland State schools are required to adhere to the Disability Discrimination Act 1992 (DDA), the Disability Standards for Education 2005 (DSE) and the EQ Inclusion Policy. Schools and teachers are therefore legally obligated to make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability

Student Wellbeing

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.

Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for Queensland's future. We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal — without one, the other will not happen. Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.

Woree State High School aims to provide an inclusive environment that nurtures the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

1. Student Support Services

Woree SHS is proud to have a comprehensive Student Support Services Team 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 the school to seek assistance or advice. If they are unable to assist, they will help to ensure the student is connected to the appropriate representative of the Student Support Services Team.

Members of the the Student Support Services Team sit on the Response to Intervention (RTI) Team which responds to students requiring additional support through the following processes:

- In-school referral process to seek assistance in supporting students with targeted-level needs.
- Use of data to accurately identify students requiring targeted support, as well as for evaluation and exit from targeted support programs.
- Team approach to supporting students: may include student, parents, teachers, Guidance Officer, the Principal, and other relevant stakeholders as required (e.g. external agencies).
- Consulting with school-based specialists including the Student Support Services Team and/or staff from the Diverse Learning Program

2. Student Support Services Team

Role	What They Do
Guidance officers (x2)	• General counselling • Career counselling • Complex Case Management • ESP Case Management • Social/emotional concerns • Mental health concerns • Psychometric assessments • Subject selection • Referrals to external agencies • Student protection • University/TAFE matters
Social Worker	• Conducts psychosocial assessments • Provides ongoing therapeutic support to eligible students • Provides referrals to external agencies, • Provides strategies to support students mental and emotional well-being • Works collaboratively with the school and the community.
Community Education Counsellor	• Indigenous student and family counselling • Home visits • Case management • Indigenous leadership • Cultural awareness training among staff • Connections with Indigenous community and elders • Partnerships with indigenous support organisations • QATSIF • Monitor student attendance and grades
Youth Support Coordinator	• Early intervention counselling, working with families • Determine and implement strategies • Enhance student social skills through strengths-based approach • Provides mentoring and one on One support linking students with internal and external supports.
Student Support Officer	• Develop student capacity, resilience and life skills through a range of alternate education programs. • Provides mentoring and one on one support linking students with internal and external supports. • Works with families and care givers to promote and improve relationships between school, community and homelife.
School Based Youth Health Nurse	• Mental Health • Sexual Health • Tobacco, alcohol and other substance use • Liaising with Queensland Health
School Chaplain	• Pastoral care • provides support around making friends and healing friendships and relationships • Connections to SU camps • Connections to local churches, youth groups and community support
Clontarf Foundation	• Improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men
Year Coordinator	• Responsible for student welfare at each year level • Provides continuity of contact for students and their families through the years of schooling • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging to the home group, year level and school. • Set a positive tone for the cohort focusing on a growth mindset • Celebrate success of the cohort • Develop leadership and service

Head of Department - Engagement	• Creates exciting lessons and programs to engage students, using technology and personalised learning, while also promoting an inclusive classroom. • Inspires as a role model and collaborate with other teachers, involve parents, and engage with the community to enhance education.
Head of Department - Junior / Senior	• Responsible for monitoring on how well junior and senior students are doing in their studies, their behaviour, whether they come to school regularly, and how they're feeling emotionally and socially. This helps the school understand how students are doing as a whole and to provide help if students need it, making sure they have positive learning experiences and the best chance to reach their potential.
Head of Department - Inclusion	• Creates a more inclusive and equitable educational environment for students with disabilities. This role encompasses advocating for policy changes, developing comprehensive inclusion plans, and collaborating with educators, parents, and the community to ensure that all students have equal access to quality education.

3. Student Support Programs

Program	Description	Support
7UP	The "7UP" program is designed as a transitional framework for Year 7 students who are grappling with challenges such as negative behaviour and poor classroom etiquette during their transition to high school. This initiative employs a foundational approach to reintroduce students to constructive behavioural traits, integrating engaging activities to facilitate learning, and nurturing confidence and resilience	Confidence and resilience.
Back On Track	"Back On Track" is a comprehensive program designed to engage and support students who face challenges in connecting with their education. The program aims to empower each student through practical activities and positive support, with the goal of instilling a sense of empowerment, self-identity, community connection, and future direction.	Empowerment, self-identity, community connection.
Building Stronger Sistas	Engagement program, which uses sport and wellbeing as a vehicle to engage and empower Aboriginal and Torres Strait Islander girls	Indigenous education, resilience, healthy relationships
Clontarf	Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equip them to participate more meaningfully in society.	Developing the values, skills and abilities that will assist the boys to transition into meaningful employment and achieve better life outcomes.
EEE	" Engage, Empower, Elevate" (EEE) is a program dedicated to the enhancement of personal and social capabilities through pragmatic activities. It offers students opportunities to acquire skills that facilitate their reintegration into mainstream classroom environments.	Enhancing attendance and behaviour, and development of social & emotional competencies
Empower	The "Empower" program caters to young women in Year 10 who may be encountering academic or social isolation. This initiative aims to equip participants with skills in confidence, resilience, teamwork, and health and safety, extending beyond the school environment.	Positive strategies for behaviour management and collaboration with community networks to foster efficacy and mutual respect.
Love Bites	Love Bites is an educational program focused on fostering respectful relationships among young individuals. The curriculum encompasses a comprehensive exploration of friendship dynamics, power dynamics within relationships.	Cultivating healthy and respectful relationships.
Man It Up	"Man It Up" focuses on working with male students in Years 9 & 10, concentrating on the development of skills in confidence, resilience, teamwork, and health and safety, particularly outside the school setting. Collaborations with community networks are integral to cultivating efficacy and respect among participants.	Skills development, resilience & confidence building, community development, health and wellbeing
On Trek	The "On Trek" program has been conceived to furnish educational institutions with an alternative educational trajectory for students who are disengaging from traditional learning methods. This initiative caters to students who would benefit from practical learning.	Specialized avenue of learning for students who require an additional level of care and support.
Step Up	"Step Up" is tailored for Year 9 students, focusing on re-engagement by delving into shared norms and values. The program enables a comprehensive understanding of students' actions and choices.	Collaborative decision-making and fostering self-responsibility, respect, safety, and empathy are central to the program's outcomes.
Wheel of Wellbeing	The "Wheel of Wellbeing" program employs strength-based activities to enhance student wellbeing.	Improving student wellbeing through constructive and empowering activities.
Woree Youth Advisory Committee	The Committee serves as a formal conduit for communication and consultation among students. This includes matters pertaining to the efficacy of new policies, infrastructure, programs, and services targeting youth, as well as interactions with youth-oriented organizations.	Youth consultation, skills development, community development

Legislative Delegations

In this section of the Woree State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

- Education (General Provisions) Act 2006 Director-General’s delegations
- Education (General Provisions) Act 2006 Minister’s delegations
- Education (General Provisions) Regulation 2017 Director-General’s delegations

Department of Education

WOREE STATE HIGH SCHOOL

Instrument of Authorisation

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

I, MAURICE ANDREJIC, Principal of WOREE STATE HIGH SCHOOL, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

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

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

The effect of this authorisation is as follows:

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

MAURICE ANDREJIC
WOREE STATE HIGH SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

03/02/2025
DATE

WOREE STATE HIGH SCHOOL

Department of Education

Woree State High School

Instrument of Authorisation

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

I, MAURICE ANDREJIC, Principal of WOREE STATE HIGH SCHOOL, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

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

MAURICE ANDREJIC
WOREE STATE HIGH SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

03/02/2025
DATE

School Policies

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

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

Restrictive Practices

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

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

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

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

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensuring transparency and accountability
- Placing importance on communication and consultation with parents and carers
- Maximising the opportunity for positive outcomes, and
- Aiming to reduce or eliminate the use of restrictive practices.

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. As such, evacuation and lockdown procedures are documented, visible and regularly practised, and staff are familiar with the following guidelines. Students must follow staff instructions and school protocols.

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

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

Basic Defusing Strategies for Staff

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.

School Disciplinary Absences

At Woree State High School, the use of a School Disciplinary Absence (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.

An 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)

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

1. Re-entry Following Suspension Meeting

Students who are suspended from Woree State High School are requested to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/carers, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for Woree State High School staff to set the student up for future success and strengthen home-school communication.

2. Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via the Student Disciplinary Absence letter. Re-entry meetings are short, taking less than 20 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/carer. The inclusion of Student Support Services staff may also offer important advice to ensure a successful outcome to the re- entry meeting. The Student Support Services staff member may be assigned as the specific person for the student to seek ongoing or future assistance in making appropriate choices and may be one of the following:

- Guidance Officers
- Community Education Counsellor
- Youth Support Co-ordinators
- Chaplain / School Based Youth Health Nurse
- Clontarf Academy Foundation Staff

3. Re-entry Meeting Structure

The structure of the re-entry meeting may include points of discussions outlined below. Where additional items are raised for discussion that are not suitable to the re-entry process, a separate arrangement will be made to meet with the parents/carers at a later date and time. The re-entry meeting is narrowly focused on making the student and their family feel welcomed back into the college community.

Points of discussion include:

- Welcome back to the school
- Check in on student wellbeing
- Discuss supports for the student to assist in re-engagement with schooling following suspension
- Offer information about supports available (e.g. Student Support Services staff member)
- Set a date for follow-up if required

4. Reasonable Adjustments

In planning the re-entry meeting, Woree State High School staff will consider reasonable adjustments needed to support the attendance and engagement of the student.

5. Cancellation of Enrolment

Cancellation of Enrolment (COE) is a serious disciplinary consequence. A student's enrolment can be cancelled for persistently refusing to participate in the education instruction provided at the school if they are post-compulsory school age (over 16 or finished Year 10).

Appropriate Use of Social Media Policy

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

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

Responsibilities

1. Student Responsibilities

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

- Before you post something online, ask yourself if the community or individual really need to know the information you are posting. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.

Students should

- Be mindful when commenting. Try to keep comments general and avoid posting anything that could identify individuals.
- Be mindful that if you post a picture of yourself or others in the Woree State High School uniform this will make you or others easily identifiable.

2. Parent Responsibilities

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

- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

3. Is It Appropriate to Comment or Post About Schools, Staff or Students?

Parental and community feedback is important for Woree State High School and the department. If you have a compliment or wish to bring a matter to our attention or enquiry about an issue at Woree State High School, the best approach is to speak directly to Woree State High School about the matter, rather than discussing it in a public forum.

Woree State High School uses social media to update parents of school notices, the Department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Keep comments calm and polite, just as you would over the telephone or by email.

If you encounter negative or derogatory content online which involves Woree State High School, hinders a child's learning and/or affects the Woree State High School community at large, contact the Woree State High School Principal via Principal@woreeshs.eq.edu.au.

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

4. What About Other People's Privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents/carers are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online. It is important to be mindful of posts where the Woree State High School uniform is represented.

5. What If I Encounter Problem Content?

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

- Refrain from responding
- Take a screen shot or print a copy of the concerning online content
- If you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but not print or share it. The url can be provided to the Principal, or police, as needed for escalation of serious concerns
- Block the offending user
- Report the content to the Principal and social media provider.

Preventing and Responding to Bullying

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 and Carers being positively engaged with their child's education contributes 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.

Wellbeing is at the heart of Woree State High School's School improvement planning. Our core business is to teach, and we recognise that we need to support and respond to students who have difficulty meeting behavioural expectations just as we would support and respond to those who have difficulty with curriculum content. Our staff support students to learn to cooperate with others, respect the rights of others and make effective plans to achieve their goals. Our aim is to create a supportive school environment in which students feel safe and respected, in line with Education Queensland's policy and the provisions of the Child Protection Act.

Our school and school community endorses the right to safety of all school community members. Bullying undermines this right and can prevent students from achieving their full potential educationally and socially. Bullying affects all members of the school community, not just the person who is demonstrating bullying behaviours or the person being bullied. Bullying can damage the supportive environment of the class and of the school in general. These outcomes are in direct contradiction to our goals and efforts to support all students and adults in our school community.

Students, staff, parents and caregivers all have a shared responsibility to prevent, refrain from, and respond to bullying behaviour.

1. Responsibilities

1.1. Student Responsibilities

- Show respect for all members of the school community.
- Become an active bystander and support targets of bullying by:
  - Speaking up and letting the person doing the bullying know that what they are doing is bullying
  - Refusing to join in with the bullying and walk away
  - Helping the student who is being bullied to ask for help
  - Encouraging appropriate and modified behaviour of the bully if they are your friend.
- Attempt to resolve bullying by being direct and assertive.

- Understand the roles of people involved in bullying:
  - **Target**: The student who is the target of anti-social behaviour. They can be passive or provocative.
  - **Ring Leader:** Students who through their social power can direct bullying activity.
  - **Associates:** Students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
  - **Reinforcers:** Students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
  - **Outsiders/Bystanders:** Students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
  - **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.
- Record evidence and report bullying.

1.2. Parent/Carer Responsibilities

- Support the values of tolerance and respect in the home.
- Encourage children to exercise these values in all contexts including at school.
- Monitor your child and note changes in:
  - Loss of confidence, fearfulness or anxiety
  - Changes in eating or sleeping habits
  - Health problems, vague headaches or stomach aches
  - Unhappiness, tearfulness or mood swings, sudden temper tantrums
  - Reluctance to go to school, changes in academic performance
  - Lack of friends
  - Missing belongings or torn clothing
  - Sudden changes in communication patterns.
- Encourage their child to record evidence of bullying and report it.
- Provide support and encourage their child to seek help.
- Work with the school to resolve bullying issues.

1.3. Staff Responsibilities

- Model anti-bullying attitudes and behaviour.
- Encourage the teaching of tolerance, respect and valuing of difference and diversity through Key Learning Areas (in subject classes), Form Class time, parades, etc.
- Listen to and respond to reports of bullying.
- Provide support and refer as needed.
- Implement the Student Code of Conduct and the Preventing and Responding to Bullying Policy.

1.4. School Responsibilities

- Provide a range of curriculum materials to promote respect, resilience and an anti-bullying culture.
- Review the Preventing and Responding to Bullying Policy and procedures in response to need and feedback.
- Provide support to members of the school community who have been bullied.
- Work collaboratively with parents/carers to respond to specific incidents of serious bullying.

2. Definition

Is it bullying?

Single incidents, conflict or fights between equals, or a single act of social rejection, whether in person or online, are not defined as bullying.

However, these conflicts are still considered serious and need to be addressed and resolved. At Woree State High School our staff will work to respond to any matters raised of this nature in collaboration with students and parents/carers.

1.5. The Agreed National Definition for Australian Schools Describes Bullying

- 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). 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.

1.6. Woree State High School Definitions

Physical Bullying

When a person or group uses physical actions to bully – pinching, pushing, shoving, fighting or any unwelcome physical contact used intentionally to intimidate or hurt someone; inappropriate physical actions of a sexual nature (sexual harassment).

Verbal Bullying

Repeated name calling; insults; homophobic or racist remarks; remarks related to disability; offensive language; put-downs; derogatory comments of a sexual nature (sexual harassment).

Psychological Bullying

Threats; stalking; manipulation; extortion – physically or emotionally stronger student/s forcing weaker student/s to hand over lunches, money, etc.; stealing games, balls and personal effects from others; body language or subtle facial expressions in order to intimidate, threaten or silence.

Cyber / Electronic Bullying

Using technology to bully verbally, socially or psychologically.

Covert Bullying

Being deliberately excluded from games or interactions with peers; rumours, malicious gossip, lies.

3. How To Identify If a Student Is Being Bullied

Signs that may identify students who have been bullied, or those who bully others, include:

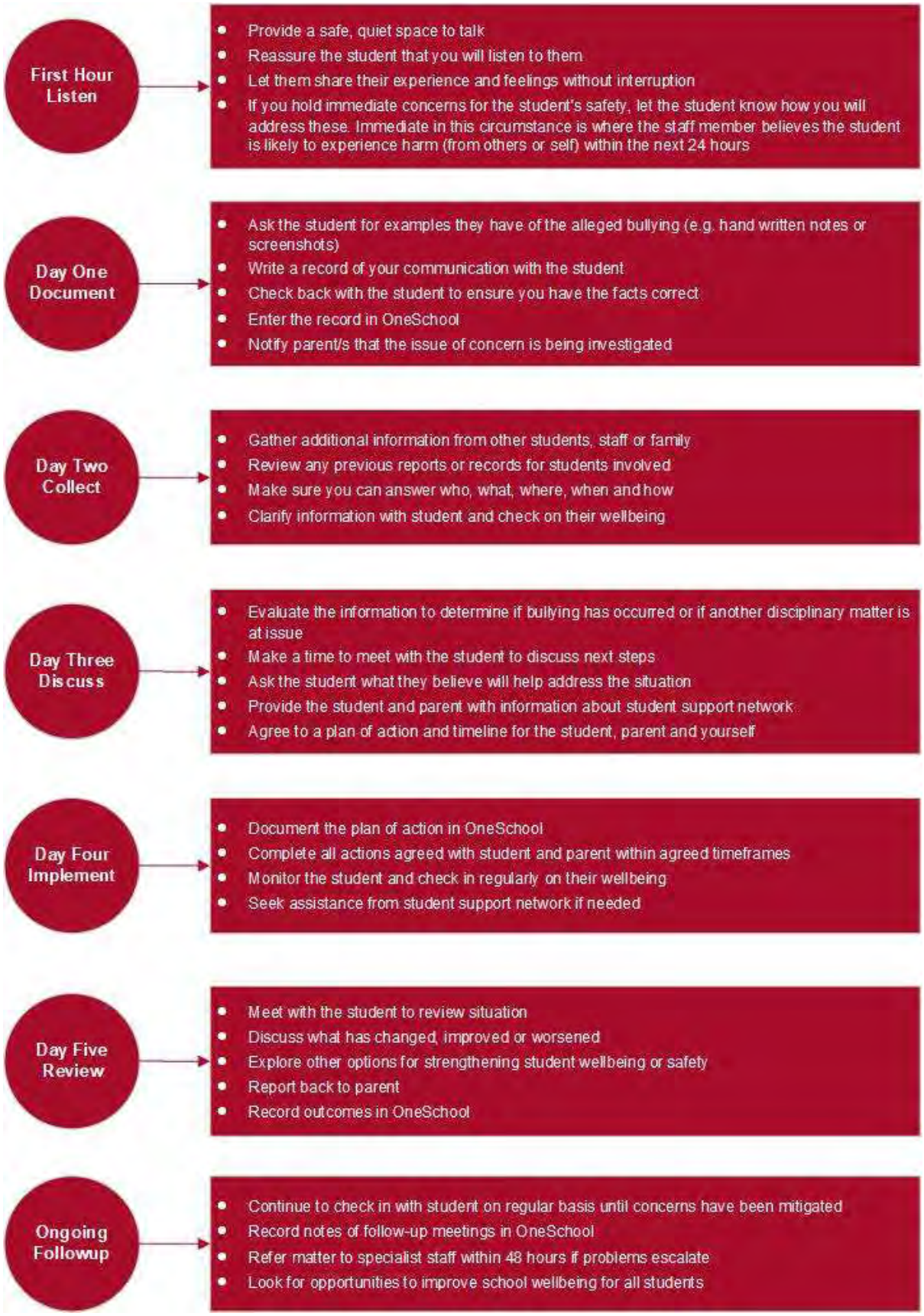
- Does not want to go to school
- Suddenly unable to sleep
- Becomes moody
- Frequently sick with vague symptoms
- Unexplained bruises
- School performance falls

4. Who to Report Bullying to

Students report to	• Class teachers • Year Level Student Support Services Officer • Responsible Behaviour Officer • Head of Department Junior / Senior • Deputy Principal • Parents/Carers
Parents/Carers report to	• Class teacher • Year Level Student Support Services Officer • Responsible Behaviour Officer • Head of Department Junior / Senior • Deputy Principal • Principal
Bystanders report to	• Class teachers • Year Level Student Support Services Officer • Responsible Behaviour Officer • Head of Department Junior / Senior • Deputy Principal • Principal • Parents/Carers

Bullying Response Flowchart

The following flowchart explains the actions Woree State High School staff will take when they receive a report about student bullying, including bullying which may have occurred inside or outside of the school setting.



Cyberbullying

Cyberbullying is treated at Woree State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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/carers who wish to make a report about cyberbullying should approach their:

- Form Class Teacher
- Year Level Coordinator
- Responsible Behaviour Officer
- Head of Department Junior / Senior

It is important for students, parents/carers 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/Carers and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

Parents/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers 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.

Cybersafety and Reputation Management

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

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

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

Cyberbullying Response

How to manage online incidents that impact your school

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

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

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

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

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 any evidence of the online content or a potential unlawful online behaviour, where legally permissible. 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?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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.

NO

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 Cybercrime Online Reporting Network.
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.

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 as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or 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, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. 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.

Temporary Removal of Student Property Policy

This policy applies to all students under the school's jurisdiction which is defined as the school premises, school camps, excursions, activities associated with the school such as school sports, camps and dramatic productions, or any other activity where the staff assume responsibility. It also refers to students traveling to and from school, or when they are in school uniform, and as such, representing the school.

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
- Maintain and foster mutual respect between all Woree State High School staff and students
- To encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions
- To provide for the effective administration of matters relating to students of the school.

In determining what constitutes a reasonable time to retain student property, the Principal 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
- Maintaining the good order and management, and administration of the School.

State school staff may in certain circumstances remove student property without the consent of parents/carers or students. The limits on state school staff searching bags and accessing information from temporarily removed student property, such as mobile phones is detailed in the education department policy's fact sheet.

The Woree State High School Principal, Deputy Principals or staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

1. Responsibilities

1.1. Student Responsibilities

We can work together to keep weapons and other prohibited items out of the school. At Woree State High School, every member of the school community has the right to feel safe and be safe at school. A student must not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- Is prohibited as listed below
- 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 must collect their property as soon as possible when advised by the Principal or Woree State High School staff it is available for collection.

Students must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that is prohibited by the school. Prohibited items include:

- Mobile phones (Between 8.45am and 3.00pm)
- Electronic music devices and amplification devices
- Aerosol sprays
- Red foods and drinks such as energy drinks, slushies, fast foods purchased outside school
- Laser pointers
- Chewing gum, bubble gum
- Inappropriate or offensive material (racist material, pornography, extremist propaganda)
- Cutters, stanley knives, pen knives or sharps
- Illegal items or weapons (objects that could harm or threaten another person)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, lighters)
- Inappropriate computer games
- Drugs*
- Alcohol
- Poisons (e.g. weed killer, insecticides)
- Cigarettes / lighters / matches / tobacco / e-cigarettes / vapes

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

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

1.2. Parent/Carer Responsibilities

- Make sure your student knows what the laws and rules are about weapons including knives shanks, lighters, firearms, drugs and medications
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits
- Ensure your student does not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that is on the prohibited list
- Collect temporarily removed student property as soon as possible after being notified by the Principal or school staff that the property is available for collection

1.3. School Responsibilities

If a student is in the possession of, or is suspected of possession of a weapon or items on the prohibited list, the Principal (or delegated staff member) can:

- Search school property such as desks or cupboards
- Inform the police
- Confiscate the weapon until the police arrive
- Temporarily confiscate the student bag until the police arrive
- Choose serious disciplinary consequences including suspension or exclusion for the student.

Use Of Mobile Phones and Other Devices By Students Policy

1. Rationale

This policy has been developed to:

- Align with Education Queensland policy regarding mobile phones and smart devices
- Enhance academic performance, improve social interactions, and cultivate responsible technology usage among students
- Support students to be safe, respectful, learners
- Support student to manage their relationship with technology and develop long term healthy lifestyle habits; including developing the capacity to engage in developmentally appropriate and healthy activities during school break times that do not involve technology
- Create a:
  - focused and productive learning environment
  - minimize distractions
  - promote face-to-face interactions
  - ensure the safety and security of all students and staff

2. Scope

For the purposes of this policy, electronic devices not approved by the school are:

- Mobile phone
- Smart watch
- Camera
- iPod and music players
- Gaming device e.g. Nintendo Switch
- Bluetooth devices
- Laptop/ iPad/ Tablet that does not meet BYOD requirement

In this policy, electronic devices are collectively referred to as mobile phones.

3. Responsibilities

1.3. Student Responsibilities

This policy applies to all students in year 7 through to years 12. Student are reminded that all personal technology devices must be used at all times within the law.

At all times, students must follow the Mobile Phone and Other Devices Policy;

- Students may use mobile phones on the journey to and from school and are encouraged to use them responsibly
- Students are encouraged to:
  - Leave mobile phones at home
  - Switch it off and leave in their school bag for the duration of school day
  - Hand it in at student services for safe keeping and it can be collected at the end of the school day with no repercussions.
- Students may access their mobile phones before 8:45am and after 3:00pm every school day. All other times are mobile phone free.
- Electronic devices cannot be taken into formal assessment situations
- Use of electronic devices on excursions, camps and extended trips will be specified for the particular activity.

1.4. Parent/Carer Responsibilities

Parent/Carer Communication With Students

- Parents/Carers should support the policy by sending messages to mobile phones outside the mobile phone free period
- The school will communicate via text message to Parents/Carers should there be an emergency requiring evacuation or lock down
- Parents/Carers can expect to be contacted should their child require serious medical attention
- Parents/Carers are to contact the school's administration team in the case of an emergency requiring that a student be notified

Inappropriate Use of Mobile Phones Outside This Policy

- Parents/Carers accept responsibility for supervision and development of responsible use of mobile phones by their children
- Resources are available to Parents/Carers and students should they encounter issues with mobile phones

1.5. Staff Responsibilities

All staff at Woree State High School will:

- Model the appropriate use of mobile phones at school
- Use mobile phones to fulfil duties e.g. notify emergency services, report safety issues to administration, manage class rolls, notify parents/carers – particularly when not able to access their laptop devices
- Monitor the mobile phone free zones and times consistently
- Employ class routines to assist in achieving an interruption free environment e.g. designating space in the classrooms for students to place their bags
- Provide explicit instruction about the banned use of mobile phones.

4. Individual Exemptions

Individual students with documented and verified needs will work with the relevant Deputy Principal, or the Guidance Officer to consider the specific needs of the individual student, develop and enact a plan.

5. Security

Woree State High School cannot take responsibility for the loss, damage or theft of any electronic device that is brought to school.

6. Consequence of Misuse

All personal technology devices must be used at all times within the law.

- Students who misuse devices according to this policy will be subject to the Code of Conduct for students:
  - Staff member sights a student with their phone out and instructs to them to take it to the office. A OneSchool behaviour record will be completed as a minor behaviour infringement
  - Student is required to take their phone to the office and hand in. Student will receive a slip notifying this has occurred
  - Student can collect their phone at the end of the school day
- Multiple infringements will require parents/carers to collect the device from the office unless there are extenuating circumstances which, are determined by the Deputy Principal
- If students refuse to follow the above process, the behaviour incident will be referred to the Deputy or their delegate and may result in suspension from school
- Serious or repeated misuse will be treated as willful or persistent disobedience and could lead to suspension from school

Related Procedures and Guidelines

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

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

Resources

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

Complaints

Woree State High 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/carers need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early Resolution: Discuss Your Complaint with The School

The best place to raise any concerns is at the point where the problem or issue arose.

Parents/Carers are encouraged to make an appointment at the School to discuss their complaint with their child's teacher or the Principal.

Parent/Carers are also welcome to lodge their complaint in writing. The school's Complaint Form is available on the Woree SHS Website and should be emailed to principal@woreeshs.eq.edu.au Alternatively parent/carers can visit the school office to complete the form in person. In most circumstances, a staff member will be in contact with you.

Parent/Carers can also lodge a complaint through QGov.

2. Internal Review: Contact the Local Regional Office

if, after taking the early resolution step, Parents/Carers are dissatisfied with the outcome of their complaint or how the complaint was handled, they can ask the local regional office to conduct a review. They will 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 Parents/Carers are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman or Queensland Human Rights Commission, and request an independent, external review.

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.

Parent/Carers can make an anonymous complaint; however, please understand that if they do not identify the school, or if they advise that they do not wish the school to be contacted, it may limit how their complaint can be assessed and resolved. If no contact information is provided, the department cannot reply back.

Enrolment Agreement

I know and understand the Woree State High School:

- Purpose – Everybody Succeeding Everyday
- Values – Safety, Respect, Learning
- Learner Expectations
- Student Rights and Responsibilities – Positive Behaviour for Learning
- Whole School Approach to Discipline
- Disciplinary Consequences

I have read and understand the following School Policies as outlined in the Student Code of Conduct 2025-2026

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

I _____ (student name) of year _____

have read this document and associated policies and agree to fulfill all obligations outlined in the Woree State High School Student Code of Conduct 2025 – 2026

	Student		Parent/Carer		Woree SHS Staff Member
Name					
Signature					
Date	/ /		/ /		/ /

Endorsement

Maurice Andrejic
Principal
Date 03/03/2025

Fiona Free
School Supervisor
Date ??/??/2025