

NANANGO STATE SCHOOL



STUDENT CODE OF CONDUCT

2026

Excellence in Every State School

Every Queensland state school is a school of choice, where every student of every background, ability or culture is empowered to realise their full potential. True excellence is only possible when founded in equity. Clear and consistent performance and accountability expectations support a shared understanding of how schools, regions and the centre work together to improve outcomes for every student. Within a connected system, every school will deliver excellence through high expectations, a positive learning culture and quality teaching and learning across each phase of a student's learning journey.



***We are
Respectful***

We are Safe

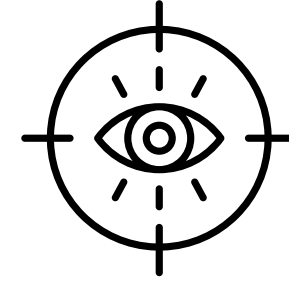
***We are Active
Learners***



STUDENT CODE OF CONDUCT

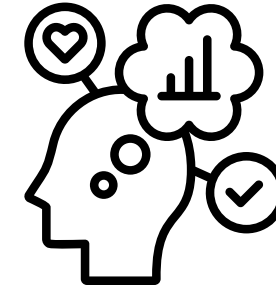
OUR VISION

*Together, Igniting and Empowering
Bright Futures*



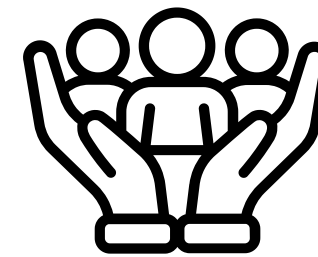
OUR BELIEFS

*Every Child Matters, Every Day
All Students Can Be High Achievers
Every Student Deserves an Exceptional Teacher*



OUR VALUES

*We Are Safe
We Are Respectful
We Are Active Learners*



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Endorsement

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Principal Signature:

Date: 16/02/2026

P&C President Name: Melita Marshall

P&C President Signature:

Date: 16/02/2026

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Purpose

Nanango State School is committed to providing a safe, respectful and supportive learning environment for all members of our school community; students, parents, staff, visitors and our school's partners. The document is regularly referred to and updated to ensure the school's approach is supportive, relevant, clear and consistent.

The Nanango State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective schoolwide approach to student engagement.

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

The underlying research and principles that inform the code come from **'Teach Like a Champion 3.0'** and the **'The Resilience Project'**. Both of these sources focus on teaching and understanding the whole child and their learning in a proactive and meaningful way, moving away from a punitive model of addressing behaviour towards one that seeks to teach and empower.

Principal's Foreword

Nanango State School (NSS) is an established school in the South Burnett that aims to develop a community of learners with high expectations and offer them opportunities to reach their full potential. Every staff member endeavours to create a learning environment that is engaging and promotes and models positive learning and social and communication skills so that our students can positively and respectfully contribute to their communities.

The NSS core values of We are Safe, We are Respectful and We are Active Learners are embedded within our school community. By living these values, we are supporting students to be confident and informed citizens who can contribute to our community in times of rapid change.

Nanango State School staff understand that behaviour is a form of communication, meaning when a student is not following the expected behaviours, they are telling us that they don't understand **how** to behave in the expected way. Because of this, we take an educative approach to managing student behaviour and understand that mistakes are an opportunity to learn. In addition to this, NSS staff are proactive and invest time in teaching students to have Gratitude, Empathy and Mindfulness through the Social Emotional learning with the Resilience Project. Our Student Code of Conduct provides an overview of the school's local policies. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Consultation

The Nanango State School Student Code of Conduct was developed in collaboration with our school community.

Consultation was undertaken through committee meetings, staff meetings, teacher aide meetings, leadership meetings, Student Council meetings, P&C Meetings and with the support of the regional Maximising Learning Team.

A review of current school data relating to student achievement, attendance, student disciplinary absences and behaviour incidents, also informed the development of this document.

To support the implementation of the Nanango State School Student Code of Conduct, communication with the school community will occur through P&C meetings, promotion through the school website, newsletter and social media posts.

Enrolment packs will contain a copy of the Nanango State School Student Code of Conduct, and it can also be found on our school's website. The Nanango State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.

Whole-School Approach to Student Engagement

Nanango State School (NSS) believes that engagement occurs through the development of strong partnerships with families, respectful relationships between staff and students, equipping students with lifelong wellbeing habits and resilience, engaging curriculum, motivating pedagogy and finally, teaching, addressing and reteaching behaviours when required. This is a whole-school proactive approach that compliments the school's priority of *Belonging and Engagement*. Our Student Code of Conduct outlines the many student-centred, proactive means of building an inclusive school culture in which preferred, socially acceptable behaviours, the prevention of non-preferred behaviours, and response to unacceptable behaviours occur.

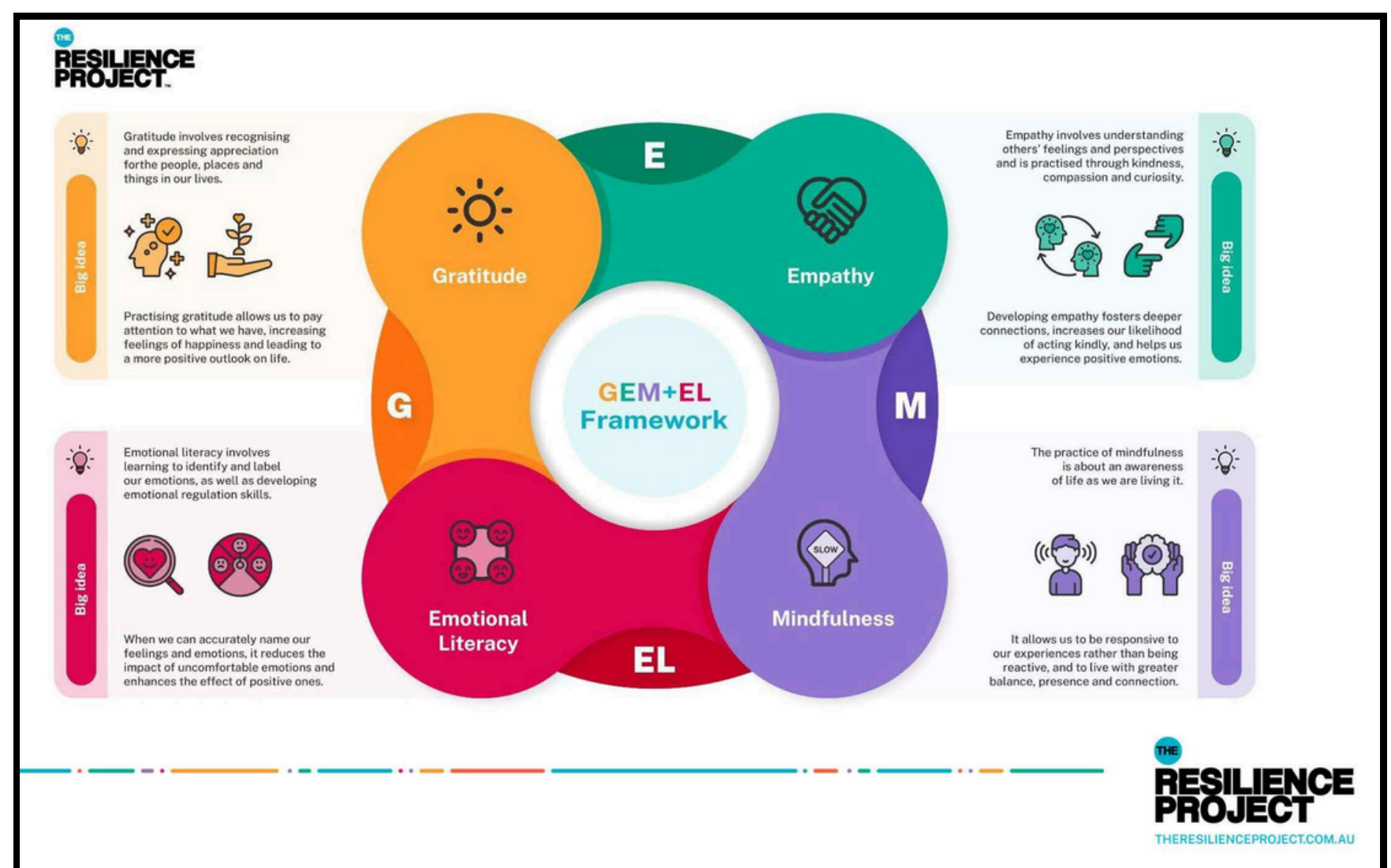
Through this, shared expectations for student behaviour are clear and explicit, assisting NSS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

The Resilience Project

Based on the principles of Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy, The Resilience Project (TRP) equips students with lifelong wellbeing habits, builds educator resilience and empowers families to support wellbeing at home.

TRP has been shown to have measurable impacts on students by:

- Increasing student confidence and self-esteem - which will have a flow on effect for improved academic performance and outcomes
- Building stronger relationships - understanding social situations, reducing misunderstandings
- Increasing the ability to understand and express emotions
- Creating more supportive classrooms
- Reducing depressive and anxious symptoms



TRP is a whole-school approach:

- Support for students, staff and parents
- Explicitly teaching positive mental health strategies that are evidence-based
- Building a stronger wellbeing culture across our whole school community to improve the wellbeing for everyone

Celebrating our GEMs:

Along with supporting and teaching our students, staff and families through TRP, we will also be celebrating student achievement and wellbeing through the 'Student GEM of the Week,' award to be presented on parades.

'Staff GEM of the Week,' is an opportunity to celebrate the great work our staff, teachers, aides and support staff do each and every day.

The 'Sparkle Space'

The Sparkle Space is an exciting, shared space that can be used for:

- students as a reset, regulation space
- 1:1 or small group sessions
- RAH rewards
- classroom rewards



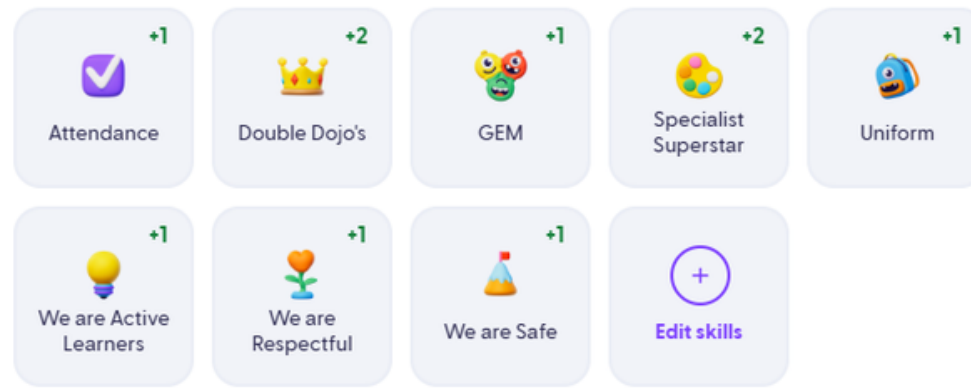
Class Dojo

Class Dojo is an online platform that serves two main functions:

- supports teacher and family collaboration through 'Class Story' and private messaging, and
- acknowledges positive behaviours through the Dojo Point system

Class Dojo is used schoolwide to positively acknowledge students on the right track. When they are spotted following the school values, wearing their uniforms, making great choices in their specialist lessons, embodying the GEM values, and attendance at school, staff can assign Dojo Points. When a student receives 25 Dojo Points (and increments of 25 thereafter), they choose their reward which may include one of the following (classroom dependent):

- Prize box
- 10 minutes of free time
- Lunch with the teacher
- VIP seating for the day
- Teacher for a session
- Show and share



Students' individual Dojo Points contribute to whole class points. When the class reach a combined total of 1500 points (and increments of 1500 thereafter), they collaboratively choose a whole class reward which may include one of the following (classroom dependent):

- Free time on laptops
- Free time on forts/in hall
- Class game
- Cooking activity
- Art activity
- Pizza party
- Movie



In addition to the point categories listed above, there are two schoolwide goals that students can earn points for:

- Playground Positives - when students are spotted following the school expectations during eating/playtime
- Reading at Home (RAH) - when students return their RAH books demonstrating they have been logging reading minutes

Schoolwide points are acknowledged on parade and when the whole school total reaches 1000 points, students earn an end of term Dojo Day! Dojo Day will vary depending on the term, but may include events such a colour run, free swim at the pool, obstacle course, movie in the hall, disco or free dress day.

Behaviour Expectations Matrix

Nanango State School has collaboratively developed an Expectations Matrix that aligns with our school values of We are Safe, We Are Respectful, and We are Active Learners. The Matrix outlines the behavioural expectations across a variety of settings, and is explicitly taught and reinforced to students.

Expectations Matrix As a Responsible Nanango State School Community			
	We are Safe	We are Respectful	We are Active Learners
ALL AREAS	Keep your hands and feet to yourself. Walk on stairs, hard surfaces and keep left. Remain within the school grounds after arriving and before leaving at the end of the day. Ask and wait for permission to leave an area. Respond to bells and alarms. Leave all electronic devices at home. Leave toys and playing cards at home. Be a problem solver - use the High Five strategy	Follow school routines. Speak truthfully using a calm voice and kind words. Take turns. Keep all areas tidy. Care for your own, and others' belongings. Listen to and follow staff instruction. Dress in school uniform to show your pride. Care for all equipment. Treat others as you would like to be treated. Be a GEM student by demonstrating Gratitude, Empathy and Mindfulness.	Attempt all tasks to the best of your ability. Listen carefully when others speak to understand. Have all materials ready. Ask for help by raising your hand. Cooperate with others at all times. Accept feedback and consequences.
LEARNING ENVIRONMENTS	Use all equipment, facilities and ICT for their intended purpose and return when finished. Only be in the classroom when a teacher is present.	Be in class before the second bell Raise your hand when you wish to speak. Ask for permission to go to the toilet.	SLANT (Sit Up, Listen and Respond, Ask and Answer, Nod, Track). Use Habits of Discussion when engaged in conversation.
TOILETS	Follow toilet routine. Use toilet, soap and paper towel for their purpose.	Respect the privacy of others. Remain in own cubicle.	Use the toilet appropriately Report any problems in the toilets immediately to staff. Avoid using learning time to go to the toilets or bubblers.
TRANSITION	Only use the walkways and verandahs for your class. Use the transit path that goes directly to your destination. Walk on concrete and hard surfaces.	Transit in two class lines, quietly. Enter and exit areas when a staff member is present.	Listen to and enact teacher feedback on transitioning.
PLAYGROUND	Play in designated areas only. Use play equipment for its intended purpose. Wear a broad brimmed hat when in the sun. Walk up or down Library stairs and ramp. Always go down slides.	Be kind to others and share equipment and areas. Take direction from staff and ambassadors. When speaking to a teacher during playground conversation, listen and answer questions truthfully.	Communicate what the agreed rules of the game are before you play. Follow the rules of play. Use the assigned play fort only. Once in the Library or Structured Play areas you stay there for the entire break. Accept feedback and consequences.
PARADE	Walk in two class lines along the transit paths to parade. Sit with your class group in the hall. Follow all staff instruction.	Stand tall, hands to the side or folded front/back for Acknowledgement of Country and the National Anthem. Be an active listener, avoid speaking to those sitting near you and track the speaker. When receiving awards, approach with your head high, wear a smile, shake hands and speak with kindness. Congratulate peers.	Listen to and enact the messages on parade, in the GEM lesson and before school. Sit in SLANT.
TRANSPORT	Sit in bus lines and wait for staff instructions. Use crossings. Wait for cars to stop before moving towards them. Walk your bike out of the school grounds and on sidewalks. Wear a helmet/seatbelt.	Listen and follow instructions from crossing guards. Follow instructions from teachers and parents promptly.	Move to bus area quickly at end of day. Wait for staff instructions before moving towards bus. Use bikes, skateboards and scooters for their intended use and in the appropriate place.

When students are following these expectations, the school becomes a safe and engaging learning environment where students thrive.

Students receive Dojo Points when they are noticed following these expectations, and encouraging others to do so as well.

Teach Like a Champion (TLaC)

At Nanango State School, we believe students learn best when they are supported by a safe, engaging, and well-structured learning environment. We recognise that proactive approaches have a far greater impact than reactive responses. To uphold this belief, we implement a range of techniques and strategies from Teach Like a Champion (TLaC) framework, authored by Doug Lemov.

Teach Like a **CHAMPION**[®]

Teach Like a Champion 3.0 – Techniques Placement



Part One – Preparation and Check for Understanding		Part Two – Academic Excellence		
Lesson Preparation	Check for Understanding	Academic Ethos	Lesson Structure	Pacing
1. Exemplar Planning – Write the answers to the questions you will ask so you are able to efficiently correct students' work and easily identify misconceptions.	6. Replace Self Report – Replace functionally rhetorical questions with more objective forms of impromptu assessment.	15. No Opt Out – Turn 'I don't know' into success by ensuring that students who won't try or can't answer practice getting it right.	20. Do Now – Use a short activity that students can complete without instruction or direction from you to start each session. This lets the learning start before you even begin teaching.	27. Change the Pace – Establish a productive pace in your classroom. Create 'fast' or 'slow' moments in a lesson by shifting activity types or formats.
2. Plan for Error – Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.	7. Retrieval Practice – Provide opportunities in a lesson to retrieve information from previous lessons in strategic ways and at strategic times.	16. Right is Right – When you respond to answers in class, hold out for answers that are 'all the way right' or all the way to your standards of rigour.	21. Take the Steps – Break down complex tasks into steps that form a path for student mastery.	28. Brighten the Lines – Ensure that changes in activities and lessons are perceived clearly by making beginning and endings of activities visible and crisp.
3. Delivery Moves – Engage your students with questions – cold calls, stop and jots, turns and segues. Plan who you will call on, time stamps and segues.	8. Standardise the Format – Streamline observations by designing materials and space so that you're looking at the same, consistent place every time for the data you need.	17. Stretch It – Reward 'right' answers with harder questions.	22. Board – Paper – Model and shape how students should take notes to capture information you present.	29. All Hands – Leverage hand raising to positively impact pacing. Manage and vary the way that students raise their hands, as well as the methods you use to call on them.
4. Double Plan – As you plan a lesson, plan what students will be doing at each point in class.	9. Active Observation – Decide what you are looking for and maintain focus in the face of distractions. Write observations so they can be reviewed and tracked.	18. Format Matters – Help your students practice responding in a format that communicates the worthiness of their ideas.	23. Accountable Independent Reading – Plan for periods of sustained, focused independent reading with challenging texts. Access reading and embed within the curriculum.	30. Work the Clock – Measure time – your greatest resource as a teacher – intentionally, strategically and often to shape both you and your students' experiences in the classroom.
5. Knowledge Organisers – Create a one-page document that outlines the most important knowledge a student needs to engage in a unit of learning.	10. Show Me – Flip the classroom dynamic in which the teacher gleans data from a passive group of students. Have students actively show evidence of their understanding.	19. Without Apology – Embrace – rather than apologise for- rigorous content, academic challenge and the necessary hard work.	24. FASE Reading (Control the Game) F – Fluency A – Accountability S – Social E – Expressive Ask students to read aloud frequently, but manage the process to ensure fluency, accountability, sharing and expression.	31. Every Minute Matters – Respect students' time by spending every minute productively.
	11. Affirmative Checking – Insert specific points into your lesson when students must get confirmation that their work is correct, productive or sufficiently rigorous before moving on to the next stage.		25. Circulate – Move strategically around the room during all parts of the lesson. Ensure the space is designed to allow for easy movement.	
	12. Culture of Error – Create an environment where your students feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.		26. Exit Ticket – End each lesson with an explicit assessment of your objective that you can use to evaluate your (and your students') success.	
	13. Show Call – Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing – regardless of who volunteers to share.			
	14. Own and Track – Have students correct or revise their own work, fostering an environment of accountability for the correct answer.			

Teach Like a **CHAMPION**[®]

Teach Like a Champion 3.0 – Techniques Placement



Ratio			Culture of Engagement		
Building Ration Through Questioning	Building Ratio Through Writing	Building Ration Through Discussion	Procedures and Routines	High Behavioural Expectations	Building Motivation and Trust
32. Phrasing Fundamentals – Ask questions that have an influence on the degree of thinking and answering. Make questions engaging and encourage answering.	38. Everybody Writes – Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.	43. Turn and Talk – Encourage students to better formulate their thoughts by including short, contained pair discussions – but make sure to design them for maximum efficiency and accountability.	47. Threshold and Strong Start – Meet your students at the door, setting expectations before they enter the classroom. Design and establish an efficient routine for students to enter and begin their Do Now.	52. What To Do – Use specific, concrete, sequential and observable directions to tell students what to do, as opposed to what not to do.	59. Positive Framing – Guide students to do better while motivating and inspiring them by using a positive tone to deliver constructive feedback.
33. Wait Time – Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.	39. Silent Solo – Plan time for students to have sustained silent writing.	44. Habits of Discussion – Make your discussions more productive and enjoyable by normalising a set of ground rules or 'habits' that allow discussion to be more efficiently cohesive and connected.	48. Habits of Attention (SLANT) – Establish routines that cause students to focus their attention during class and build stronger attentional habits.	53. Radar and Be Seen Looking – Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking.	60. Precise Praise – Make your positive reinforcement strategic. Differentiate between acknowledgement and praise.
34. Cold Call – Call on students regardless of whether they've raised their hands.	40. Front the Writing – Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.	45. Batch Process – Give more ownership and autonomy to students – particularly when your goal is a discussion – by allowing for student discussion without teacher mediation.	49. Engineer Efficiency – Teach students the simplest and fastest procedure for executing key classroom tasks, then practice so that it becomes a routine.	54. Making Expectations Visible – Ask students to do something visible so it is easier to manage and monitor. If you see it you can manage it.	61. Warm/Strict – Be both warm and strict at the same time to send a message of high expectations.
35. Call and Response – Ask your class to answer questions in unison from time to time to build energetic, positive engagement.	41. Art of the Sentence – Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.	46. Disciplined Discussion – Maintain the topic of discussion by encouraging focus and self-awareness.	50. Routine Building – Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual.	55. Least Invasive Intervention – Maximise teaching time and minimise 'drama' by using the subtlest and least invasive tactic possible to correct off-task students.	62. Emotional Constancy – Manage your emotions to consistently promote student learning and achievement.
36. Means of Participation (MOP) – Create a series of familiar routines for how content will be engaged. Invest time in planning them and make the signals clear to students.	42 Regular Revision – Make it a habit to regularly revise student writing, not just assessment tasks.		51. Do It Again – Give students more practice when they're not up to speed – not just doing something again but doing it better and striving to do their best.	56. Firm, Calm Finesse – Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise.	63. Joy Factor – Celebrate the work of learning as you go.
37. Break it Down – When a student makes an error, provide just enough help to allow them to 'solve' as much of the original problem as they can.				57. Art of the Consequence – Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalised.	
			Strong Voice – Affirm your authority through intentional verbal and nonverbal habits, especially at moments when you need control.		

Consideration of Individual Circumstances

Staff at Nanango 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. Staff take individual circumstances and contributing factors into consideration when making decisions about the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. The school community can be assured that school staff take all matters very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.



Investigating Behaviour Reports

Behaviours that occur on the school premises and are reported to or witnessed by school staff follow a process of investigation through to consequence/outcome. Behaviours are classified into two types, minor and major. Minor behaviours are those that do not require intervention from the school's leadership team and are generally responded to by the student's class teacher or reporting staff member. Major behaviours require the intervention of the school's leadership team as the safety of students and/or the ability of the student and others' learning, safety or wellbeing is compromised despite interventions.

In the case of a behaviour being reported, there will be times when it is necessary to investigate the incident to establish the facts and ensure the response is appropriate to the individual students involved. Students who are bystanders, eye witnesses or directly involved may be required to partake in an interview. Investigations occur in a timely fashion to ensure relevant information is not lost. In any investigation, individuals witnessing or participating in the incident will have varying recollections of what occurred. In the event of this, the staff member investigating will establish known and agreed facts. They determine the severity of the actions and where possible, the intent behind the action occurring. Once facts have been established, decisions are made based on these known and agreed facts. Students who were involved in the incident will, wherever possible, give their statement. They will discuss the known facts with the investigator and be informed of follow-up consequences if deemed appropriate. The use of the CCTV cameras can also be referred to in an instance where it is difficult to determine agreed facts.

Where a consequence occurs due to a major event the school will attempt to inform the primary contact of the incident and subsequent consequence. In instances where there is harm or suspected harm, such as physical or emotional wrongdoing, the school will contact the primary parent/carer of these students.

Consequences for student action are also of varying degree and the school makes every effort to ensure these are relevant to the student's actions and match the level of behaviour demonstrated by the student. Some examples of consequences for minor and major behaviours are listed in the *Disciplinary Consequences* section.

Differentiation of Instruction

Nanango State School is a supportive school environment that provides differentiated teaching to respond to the learning needs of all students. This involves using the TLaC techniques to teach expected behaviours and provide opportunities for students to practise.

Teachers at Nanango State School may vary content, how it is taught and how students can demonstrate what they know as part of a differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning, and to demonstrate their learning.

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Differentiated and Explicit Teaching and Tools

Differentiated and explicit teaching is for all students. At Nanango State School, we explicitly teach all students the expectations as outlined on the Expectations Matrix. In addition, we teach weekly lessons from the Resilience Project. The 45-minute lessons cover many topics but are centred around the GEMS + EL (Gratitude, Empathy, Mindfulness and Emotional Literacy).

Gratitude involves recognising and expressing appreciation for the people, places and things in our lives. Practising gratitude allows us to pay attention to what we have, increasing feelings of happiness and leading to a more positive outlook on life.

Empathy involves understanding others' feelings and perspectives and is practised through kindness, compassion and curiosity. Developing empathy fosters deeper connections, increases our likelihood of acting kindly, and helps us experience positive emotions.

Mindfulness is about awareness of life as we are living it. Being mindful allows us to be responsive to our experiences rather than being reactive and to live with greater balance, presence and connection.

Emotional Literacy involves learning to identify and label our emotions, as well as developing emotional regulation skills. When we accurately name our feelings and emotions, it reduces the impact of uncomfortable emotions and enhances the effect of positive ones.

Focused Teaching and Tools

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. 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 Nanango State School to provide focused teaching. Focused teaching is aligned to the school values and Expectations Matrix, and student progress is monitored to identify those who:

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

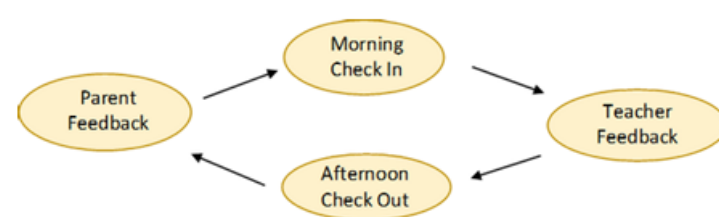
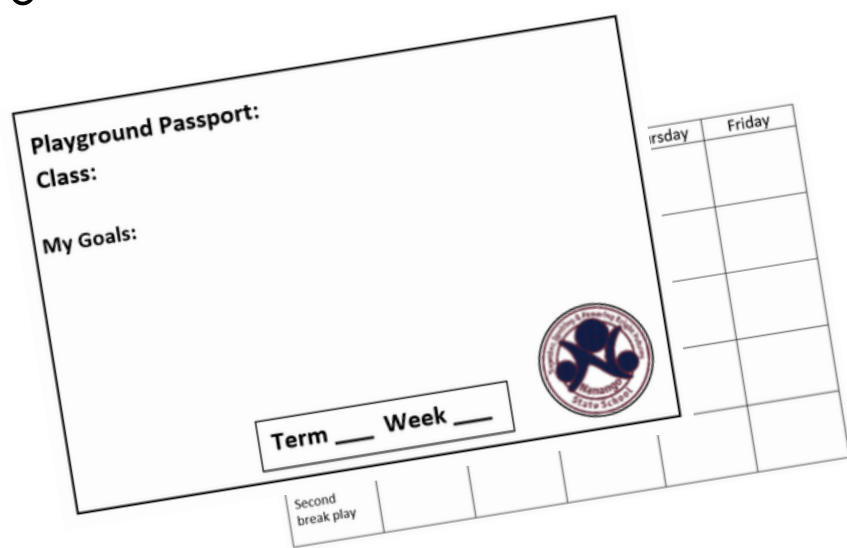
Nanango State School has a range of support staff, in addition to Classroom Teachers, to deliver focused teaching to students who need more support to meet expectations. This can be individual or group-based, and is seen as a supportive measure. These may include:

Passports: Passports may be set up in the classroom or in the playground. Individual goals, with an opportunity for timely feedback, supports students in understanding and following expectations. At times, passports are useful in a group situation to allow space and time for ongoing social issues to settle and respond to intervention. Passports are generally in place for a week or two; extensions beyond this are arranged in consultation with parents.

Check-In/Check-Out: A check-in/check-out process can be used to support students who need help improving an ongoing situation. It may involve a simple morning check-in to guide a student's focus, or a full cycle with check-ins throughout the day and a final check-out in the afternoon. The system is flexible and can be used on its own or alongside passports. A designated staff member meets with the student at key times—such as before class, around play breaks, and at the end of the day—to address issues promptly and to provide encouragement and connection.

Targeted Social Skilling Groups: Targeted social-skilling groups may be offered for students who need additional support. These groups vary in structure depending on student needs and are typically facilitated by the school's Social Worker or Wellbeing Officer. The duration can range from a few sessions to a longer program, depending on the focus. The school will consult with parents before involving a student.

Sensory Tools: Sensory tools are used to support regulation, focus, and participation so students are ready to learn. A sensory-informed classroom naturally accommodates a range of sensory needs, recognising that students learn and respond differently. When sensory supports are available, students will use them in different ways depending on what their bodies need and when they need it. Embedding these tools into everyday routines encourages all students to use them, reducing any sense of stigma. By creating a sensory-informed environment, teachers promote a culture of inclusion, acceptance, and differentiation. Ultimately, sensory tools help students regulate their energy level so they can engage, interact, and develop the skills needed for success—whether that involves social skills, emotional regulation, attention, organisation, or classroom behaviour.



Intensive Teaching and Tools

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2-5% of the student population who require **Intensive teaching** to achieve behavioural expectations. Nanango State School offers intensive teaching and support for students who demonstrate challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious harm (physical or psychological) to the student or to others. Students may require intensive teaching and support for a short or more prolonged period and for a particular behaviour or academic need. These decisions are based on data gathered and in consultation with the student's parents or caregivers.

Intensive teaching and support may include:

- Referral to the Student Services Team (SS) for review of behaviours and assignment of a case manager
- Guidance Officer support
- Academic restructuring
- Individual Behaviour Support Plan (IBSP)
- Functional Behaviour Assessment (FBA)
- Risk Assessment Plans
- Outside agency support
- Part Time Education Plan - in consultation with the family



Disciplinary Consequences

The disciplinary consequences model used at Nanango State School follows the same differentiated layers used in the *whole-school approach to student engagement*.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised.

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 the school administration team for determination of a disciplinary consequence.

For a small number of students 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.

The differentiated responses to student behaviour can be organised into three tiers, with increasing intensity of support and/or consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Tier 1: Response to low level, minor behaviours

Class teacher provides in-class or in-school disciplinary responses to low-level or minor student behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines - 'Do it Again'
- 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
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Redirection
- Natural Consequence
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide choice where appropriate
- Prompt student to take a break or time away in class
- Time out
- Buddy Class
- Private discussion with student about expected behaviour
- In class detention - during playtime
- Restorative Practices

Tier 2: Response to continued minor behaviours and major behaviours

Teacher is supported by other school-based staff to address student behaviour. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan, Playground/Classroom Passport)
- Targeted skills teaching in small group
- After-hours detention
- Office time-out
- Behavioural contract
- Natural consequence
- Counselling and guidance support
- Self-monitoring plan
- Check in-check out strategy
- Referral to Student Services for team-based problem solving
- Stakeholder meeting with parents and/or external agencies
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

Tier 3: Major behaviours that require urgent attention

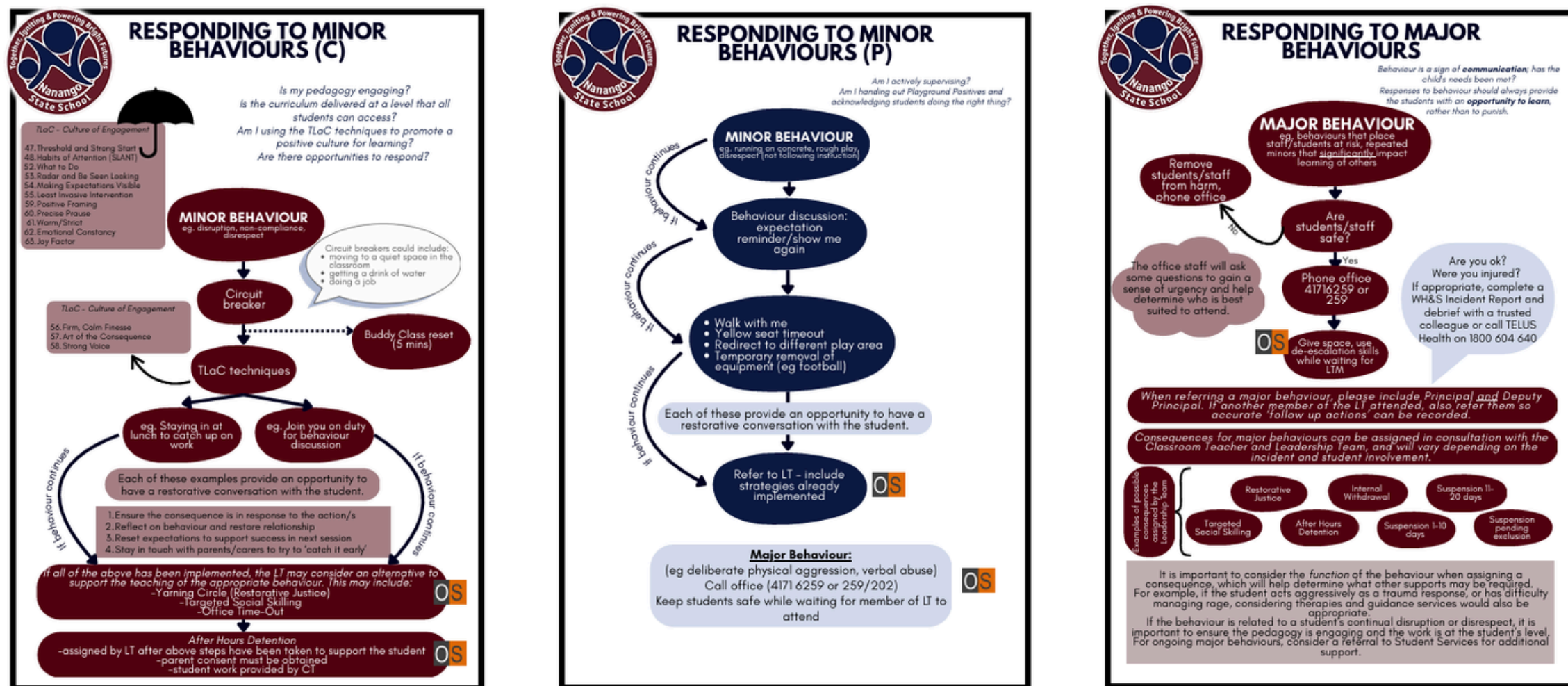
School leadership team work in consultation with the classroom teacher and Student Services team to address persistent or ongoing student behaviour. This may include:

- Functional Behaviour Assessment (FBA)
- Individual Behaviour Support Plan (IBSP)
- 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)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

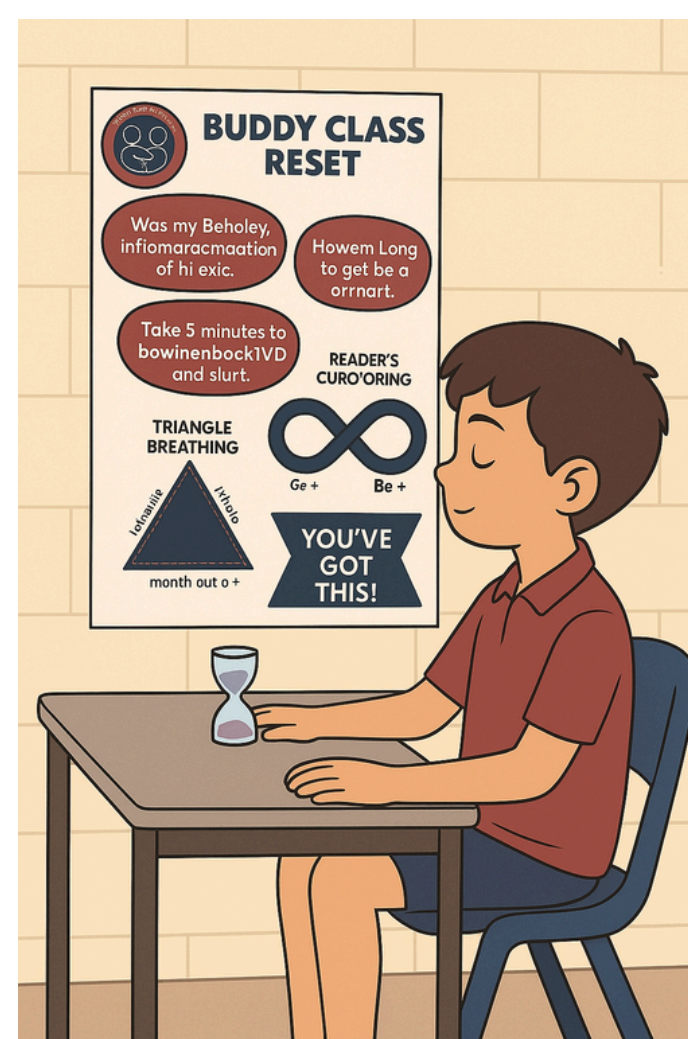
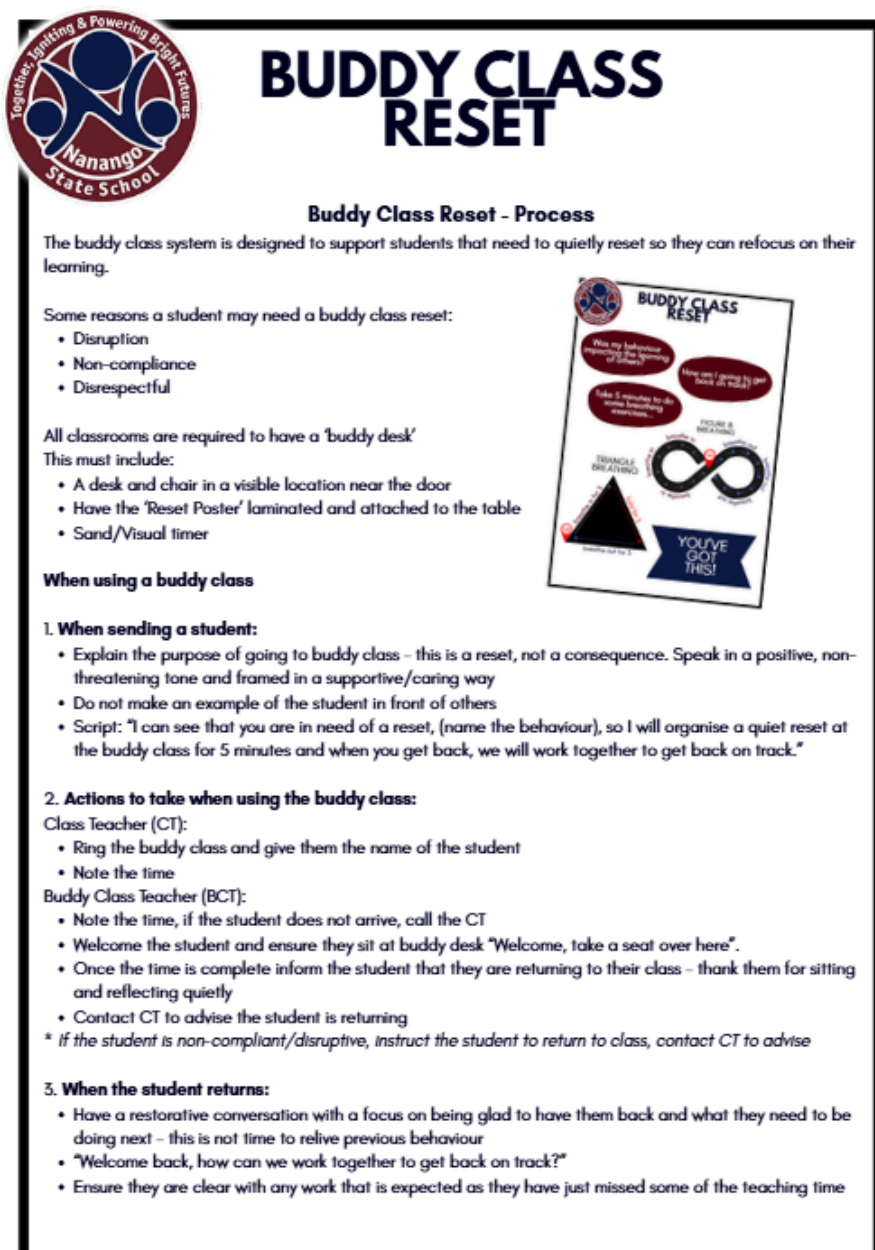
To support Nanango State School staff to make sound decisions around managing behaviour and applying a disciplinary consequence, a range of resources have been made available.

Resources to Support Behaviour Management

A range of flowcharts have been created, through consultation, to support staff to make sound and fair decisions when managing student behaviour:



The Buddy Class system is also clearly documented to ensure all staff are following a consistent process:



In addition to the flowcharts and the buddy class process is the NSS Minor and Major behaviour classification placemat. This helps staff determine the severity of a particular behaviour (minor or major) which then helps them identify next steps, supports or consequences:

Behaviour	Definition	Minor	Major	Behaviour	Definition	Minor	Major		
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Phase 1: teacher / support staff Corrective and supportive response	Phase 2: teacher / support staff Corrective and supportive response Contact with parents Reasonable and suitable consequences	Phase 3: teacher and Admittance/Conscience Admittance/Conscience Corrective and supportive response Contact with parents Reasonable and suitable consequences Admittance/Conscience	Property misuse causing risk to others	Student engages in misuse of property, which may cause a risk of injury or harm to others, behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> Unsafe use of equipment Throwing objects Persistent refusal despite multiple attempts to re-engage Possession of any paraphernalia In the company of bystanders involved in substance misconduct 	<ul style="list-style-type: none"> Destruction of property, stealing or theft or school equipment Throwing objects in a dangerous and aggressive manner 	
Bullying	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 (e.g. bullying). Bullying may be obvious or hidden.	<ul style="list-style-type: none"> Inappropriate tone Disrespectful language—book chatting 	<ul style="list-style-type: none"> Inappropriate language comments about another person Derogatory/language Repeated inappropriate language (name-calling) 	<ul style="list-style-type: none"> Repeated inappropriate comments about another person Repeated intentional exclusion of others Aggressive gestures with the intent to intimidate 	Refusal to participate in education program	Student refuses to take part in activities or learning that are requested or expected as part of the educational program of the school.	<ul style="list-style-type: none"> Not attempting set tasks 	<ul style="list-style-type: none"> Possession of any paraphernalia In the company of bystanders involved in substance misconduct 	<ul style="list-style-type: none"> Possession/Use/stealing of drugs /prescription and/or stimulants or implements
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Refusal to follow instructions / engage in tasks / seating plan Failure to attend a detention 	<ul style="list-style-type: none"> Refusal to cooperate with adult direction. Repeated unco-operative behaviour Repeated failure to attend a detention Repeated refusal to engage in tasks 	<ul style="list-style-type: none"> Aggressive/defiant Repeated refusal to cooperate with adult direction Threatening language: gestures or actions 	Substance misconduct involving illegal substances	Student in possession of, has supplied or is using tobacco, alcohol, other prohibited substances, or implements.	<ul style="list-style-type: none"> Possession of tobacco and other legal substances paraphernalia 	<ul style="list-style-type: none"> In the company of bystanders involved in substance misconduct 	<ul style="list-style-type: none"> Use/stealing of alcohol, vape, tobacco, or other prohibited substances/ items
Disrespect	Student intentionally delivers socially rude or offensive messages to adults or students.	<ul style="list-style-type: none"> Ignoring instructions 	<ul style="list-style-type: none"> Repeated ignoring instructions Derivative hand gestures directed or soft 	Refer to relevant behaviour	Technology Violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device.	<ul style="list-style-type: none"> Refusal to hand in phone Using laptops for unintended purpose 	<ul style="list-style-type: none"> Accessing sites not approved 	<ul style="list-style-type: none"> Using technology to purposely cause harm to others
Disruption	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 incidents and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> Disruption of others learning e.g. through sustained noise / movement / interfering with others possessions or equipment 	<ul style="list-style-type: none"> Continued disruption of others learning e.g. through sustained noise / movement / interfering with others possessions or equipment 	<ul style="list-style-type: none"> Major classroom disruption and disobedience 	Theft	Student involved by being in possession of, having possession of, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> Hiding others belongings Using property w/o permissions 	<ul style="list-style-type: none"> Habitual/ongoing taking property/ without asking 	<ul style="list-style-type: none"> Stealing or theft of school or someone else's property with intent to conceal and/steal
Fighting	Student involved in mutual participation in or incident involving physical violence.	<ul style="list-style-type: none"> Play-fighting 	<ul style="list-style-type: none"> Pushing and/or shoving without intent to harm 	<ul style="list-style-type: none"> Fighting with the intent to harm 	Tuamoy (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).	<ul style="list-style-type: none"> Student exits class without permission but stays within eyeshot of staff 	<ul style="list-style-type: none"> Ongoing exiting of class without permission, or sits out of view of staff or in an unsafe location 	<ul style="list-style-type: none"> Student exits class without permission, and has left the school grounds Student arrives at school but then leaves before the start of the day
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	<ul style="list-style-type: none"> Minor harassment or inappropriate comments about others identity characteristics 	<ul style="list-style-type: none"> Repeated harassment about other identity characteristics Harassment via texting, email or social media 	<ul style="list-style-type: none"> Continual harassment or vilifying comment Sexual harassment Discrimination 	Use/possession of combustibles	Student is/was in possession of substances/objects ready/capable of causing bodily harm and/or property damage (e.g. matches, lighters, fireworks, petrol, lighter fluid, aerosol).	<ul style="list-style-type: none"> Student in possession of prohibited items 	<ul style="list-style-type: none"> Student conceals prohibited items or hides them 	<ul style="list-style-type: none"> Student uses prohibited items to cause damage to others or property
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, hot pulling, scolding, etc.). This includes premeditated acts or involvement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals or flora or fauna.		<ul style="list-style-type: none"> Promoting or provoking physical violence Low level physical interaction 	<ul style="list-style-type: none"> Acts of physical aggression that intentionally cause physical/emotional harm 	Use/possession of weapons	Student in possession of knives and guns (real or look alike) or other objects ready/capable of causing bodily harm.	<ul style="list-style-type: none"> Student in possession of prohibited items 	<ul style="list-style-type: none"> Student conceals prohibited items or hides them 	<ul style="list-style-type: none"> Student uses prohibited items to cause damage to others or property
Property damage	Student participates in an activity that results in destruction, damage or defilement of property.	<ul style="list-style-type: none"> Lack of care for others / school equipment Misuse of equipment 	<ul style="list-style-type: none"> Deliberate damage to school equipment Deliberate damage to school equipment 	<ul style="list-style-type: none"> Deliberate damage to school equipment Deliberate damage to school equipment 	Do not use: Dress Code, Tuamoy (Out of School), Academic Misconduct, Bomb Threat, Falsifying Documents, Other – Charge related suspension				

Recording Incidents on OneSchool

Behaviour incident records are key records not just for the classroom teacher and schools, but also for the Department more broadly. These records may be used to inform behaviour support initiatives or may become an important detail in a disciplinary decision. It is critical for the behaviour incident to be clear and concise.

One School Behaviour Entry



1. Fill in all red asterisks (*) including Subject and any witnesses
 - This information does not need to be entered again into the 'Incident Details'.
2. Incident Details
 - Consider who the audience is (now and in the future) and how the way you have written the report will reflect you as a professional.
 - If you have observed or it has been reported to you, you have to find out what happened and record the FACTS ONLY. Remove all emotion.
 - Include who (full name of student/s and and/or adult) and what was observed (see, hear, feel, smell).
 - Behaviour to be described in specific, observable and measurable terms.
 - Use an asterisk to record facts.
 - Quote students, staff, parents directly, including swear words.
 - Write to the student "You put your head on the desk".
 - Should not mention "I" statements.
3. Behaviour Categories
 - Select those applicable (1 main behaviour and up to 2 secondary)
 - You can note all the behaviours observed in the 'incident details'.
4. Strategies
 - Select all you implemented in managing the behaviour.
5. Motivation for Behaviour
 - Use professional judgement, think about what happened directly after the behaviour.
 - Student will either be trying to obtain or avoid something.
 - For example, if a student has sworn at you and you walk away (and the behaviour stops) they are avoiding adult attention. If a student hits another student and gets the ball, they are obtaining tangible object.
6. Referrals
 - Refer class teacher if student is in a different class.
 - If minor incident type was selected, refer Class Teacher.
 - If major incident type was selected, refer Class Teacher, Deputy Principal and Principal.
 - If a member of the LT attended the incident (other than the DP/P), also refer them so they can record their follow up actions.
7. Record of Contact
 - Contact to be recorded as part of the incident record for ongoing minors and major behaviours.
 - Phone parent.
 - Leave message if no answer - who are you, so parents know when they return the call.
 - If no return call, move to next form of contact (email, Class Dojo, letter home with student).
8. Attachments (if necessary)
 - Add any notes if you have investigated and any photos.

*When recording Majors and Minors in multiple student incidents, only include the students who had major behaviours in a multiple incident labelled 'major'. If there were other students with minor behaviours, record this as a separate multiple behaviour minor incident, OR as a witness in the major behaviour.

*Reoccurring throughout the day: if minor behaviour is ongoing *despite* a range of behaviour interventions, parent contact, and pedagogy considerations, enter as a 'major' in one entry, not multiple minor entries.

*When recording student behaviour; include all teacher strategies to support student in making better behaviour choices.

School Disciplinary Absences (SDAs)

A **School Disciplinary Absence** (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal (or their delegate) as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Nanango State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal (or their delegate) when the behaviour is repeated despite support, other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

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

It is not mandatory for the student or their parents to attend a re-entry meeting.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 20 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

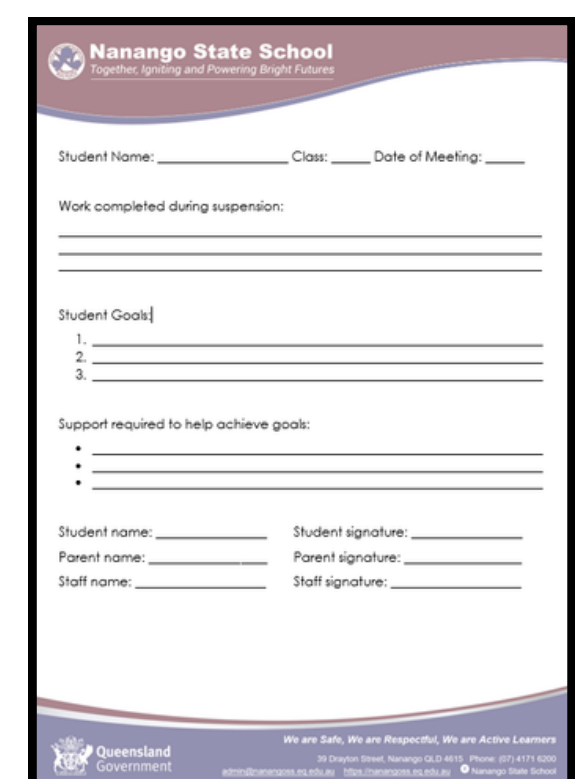
A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions that occurred during the meeting.

Structure

The structure of the re-entry meeting follows a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be focused on making the student and their family feel welcome back into the school community.

Discussion may include:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing if appropriate
- Set short-term achievable goals
- Offer information about supports available (e.g. Guidance Officer, Playground Passport)
- Thank student and parent/s for attending



The form is titled 'Nanango State School' with the tagline 'Together, Igniting and Powering Bright Futures'. It contains the following fields and sections:

- Student Name: _____ Class: _____ Date of Meeting: _____
- Work completed during suspension: _____
- Student Goals:
 1. _____
 2. _____
 3. _____
- Support required to help achieve goal:
 - _____
 - _____
 - _____
- Student name: _____ Student signature: _____
- Parent name: _____ Parent signature: _____
- Staff name: _____ Staff signature: _____

At the bottom, it features the Queensland Government logo and the motto 'We are Safe, We are Respectful, We are Active Learners'.

School Policies

Nanango State School has tailored school policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

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

Temporary Removal of Student Property

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items should not be brought to Nanango State School unless prior arrangement and agreement has been made with the school and will be removed for later parent collection:

- Large monetary notes (not used for payment or purchase related to school activity or event) (e.g. \$50 note)
- Toys (including trading cards such as Pokémon) that are brought to school may be lost, stolen or broken. It is not the school's responsibility to follow up on this, and students will be asked to put the items in their bag and not returned to school.

The following items are explicitly prohibited at Nanango 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
- vapes or tobacco products
- potentially dangerous items (e.g. blades, rope)
- over the counter and prescribed drugs* or illicit drugs
- 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).

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

Responsibilities

Nanango State School staff:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police should be called to make this determination.

Parents of students at Nanango State School:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is a toy that will cause student distress if stolen or broken
 - is prohibited according to the Nanango State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a respectful, safe, supportive or productive learning environment
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or school staff that the property is available for collection.

Students of Nanango State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is a toy that will cause student distress if stolen or broken
 - is prohibited according to the Nanango State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a respectful, safe, supportive or productive learning environment
- collect their property as soon as possible when advised by the Principal or school staff it is available for collection.

Use of Mobile Phones and Other Devices by Students

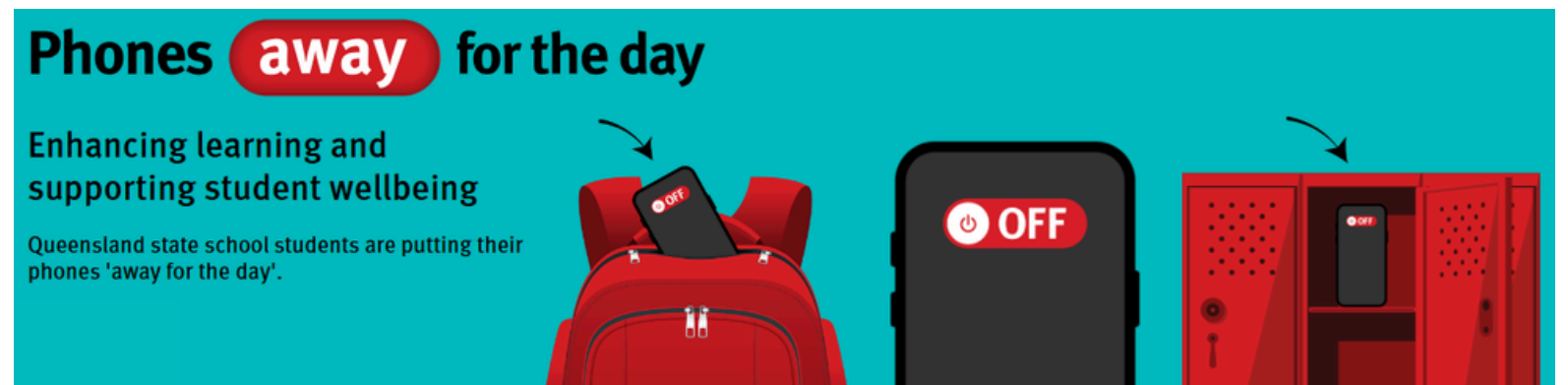
Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones and smart devices (e.g. smart watches).

However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. The knowledge and confidence to navigate and use these technologies safely is a responsibility shared between parents, school staff and students.



Away for the Day

The Away for the Day mobile phone policy in Queensland state schools requires students to keep their mobile phones switched off and 'away for the day' during school hours. This policy aims to reduce distractions and create a safe learning environment.



- **Mobile Phones:** All students who bring a mobile phone to school must switch off and hand their phone into the office upon arrival to be locked into the phone safe; there are no exceptions. Parents or caregivers can contact the school during school hours with any concerns regarding their child.
- **Wearable Devices:** Wearable devices, such as smart watches, must have notifications switched off to prevent receiving calls or messages during school hours. Devices must also have the camera function disabled.

If students require urgent access to a phone, they should present to the office for assistance. All digital devices including mobile phones are brought to school at the owner's risk. No liability will be accepted by the school in the event of loss, theft or damage to any device

Responsibilities

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

It is **acceptable** for students at Nanango State School to:

Use school provided laptops/iPads for:

- assigned class work and assessment 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

It is **unacceptable** for students at Nanango State School to:

- use a mobile phone, laptop, iPad or other devices in an unlawful manner
- use devices to film or take photos at school, especially anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- 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
- use a mobile phone, laptop, iPad to 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
- send chain letters or spam email (junk mail)
- knowingly download viruses
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading etc.) of such material
- use a mobile phone to cheat during exams or assessments

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

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

Students and their parent/s also need to be aware that:

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

Preventing and Responding to Bullying and Cyberbullying

Nanango State School uses The Resilience Project to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know that 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 actively 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.

Values and Beliefs

At Nanango State School, we believe that:

- Students have a right to learn in a safe and supportive environment. Where students do not feel safe, their capacity to learn is affected.
- Staff have a right to teach and work in a safe and supportive environment. Where adults do not feel safe, they cannot teach and work effectively.
- All members of the school community have a right to respectful, fair and decent treatment. We value diversity. Despite our differences (ability, gender, race, appearance or background) we can learn and work together in a productive way.
- We believe that incidents of reported bullying need to be addressed to prevent further harm. We believe that the potential harm done by bullying can be repaired, in general, through taking educative, non-punitive responses, which aim at restoring the balance in relationships, which have been affected by bullying. We also believe that in the case of repeat offences, firm and unequivocal action needs to be taken.

Aim of the Policy

The aim of the policy is to signal to all members of the school community that we take bullying seriously and that we will intervene in a way to deal with incidents of bullying in the school in a timely manner. The policy outlines basic approaches and strategies that will be used when dealing with bullying incidents when they occur.

At Nanango State School, bullying behaviours are not accepted or tolerated. Bullying which goes unchecked can have a negative impact on teaching and learning in a school. We have a duty of care to all members of the school community to take action against bullying.

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.

Behaviours that do not constitute bullying include:

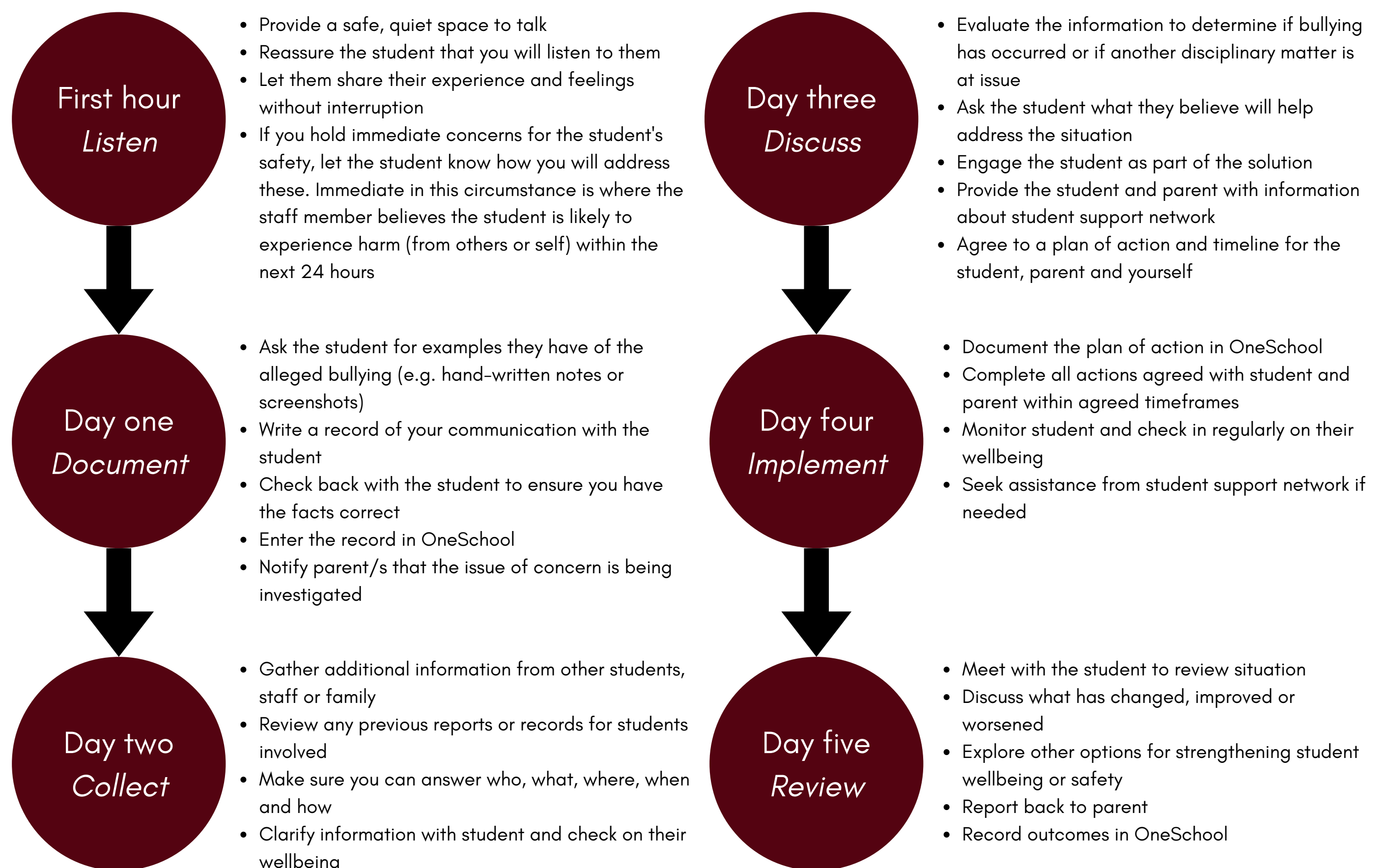
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

If a student reports incidents of bullying, support is encouraged through ensuring the incident has been reported to the school. The first person a student should report to is the class teacher (for class-related concerns), and when occurring during play, a student should report to the staff member on duty.

If a student has not previously reported the incident, parents can make contact with their child's class teacher. If the situation is not resolved or continues, parents can make an appointment to discuss this with the school administration.

The following visual explains the actions Nanango 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. 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.

Nanango State School - Response to Bullying



*Ongoing follow up - teacher will continue to regularly check in, and refer to Student Services or Administration staff if the issue persists or worsens.

The school also seeks to empower student resilience when minor social problems arise through unkind acts or social situations that can make students feel uncomfortable, through the 'High Five.' The model is laid out in five steps or choices students can make to help resolve a situation. These can be used in any order, and are dependent on the situation:

- 1. Ignore:** Pretend you didn't hear it, Do not make eye contact; Stay Calm; Think positive; Count to five in your head slowly; Take deep breaths.
- 2. Talk Friendly:** Use a calm voice; Maintain eye contact; Stand proud; Use 'I' statements - I feel.....when you..... because.....; Please leave me alone.
- 3. Walk Away:** Stand tall, head up high; Do not say anything; Look confident; Do not use eye contact; Walk somewhere safe or to an area where a staff member is on duty; Do not look back; Walk confidently, but don't run.
- 4. Talk Firmly:** Use an assertive voice - say it like you mean it in a calm but firm voice; Stand proud; Re-state 'I' statements - 'I said....., "asked you to leave me alone, Stop that I don't like that.
- 5. Report:** Walk away and tell a staff member; Bystanders - don't involve yourself- go with your friend to report; Go to a safe place; Reporting is helping/getting yourself out of trouble; Dobbing is trying to get someone in trouble.

At Nanango State School - We Are Problem Solvers



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their regular class teacher.

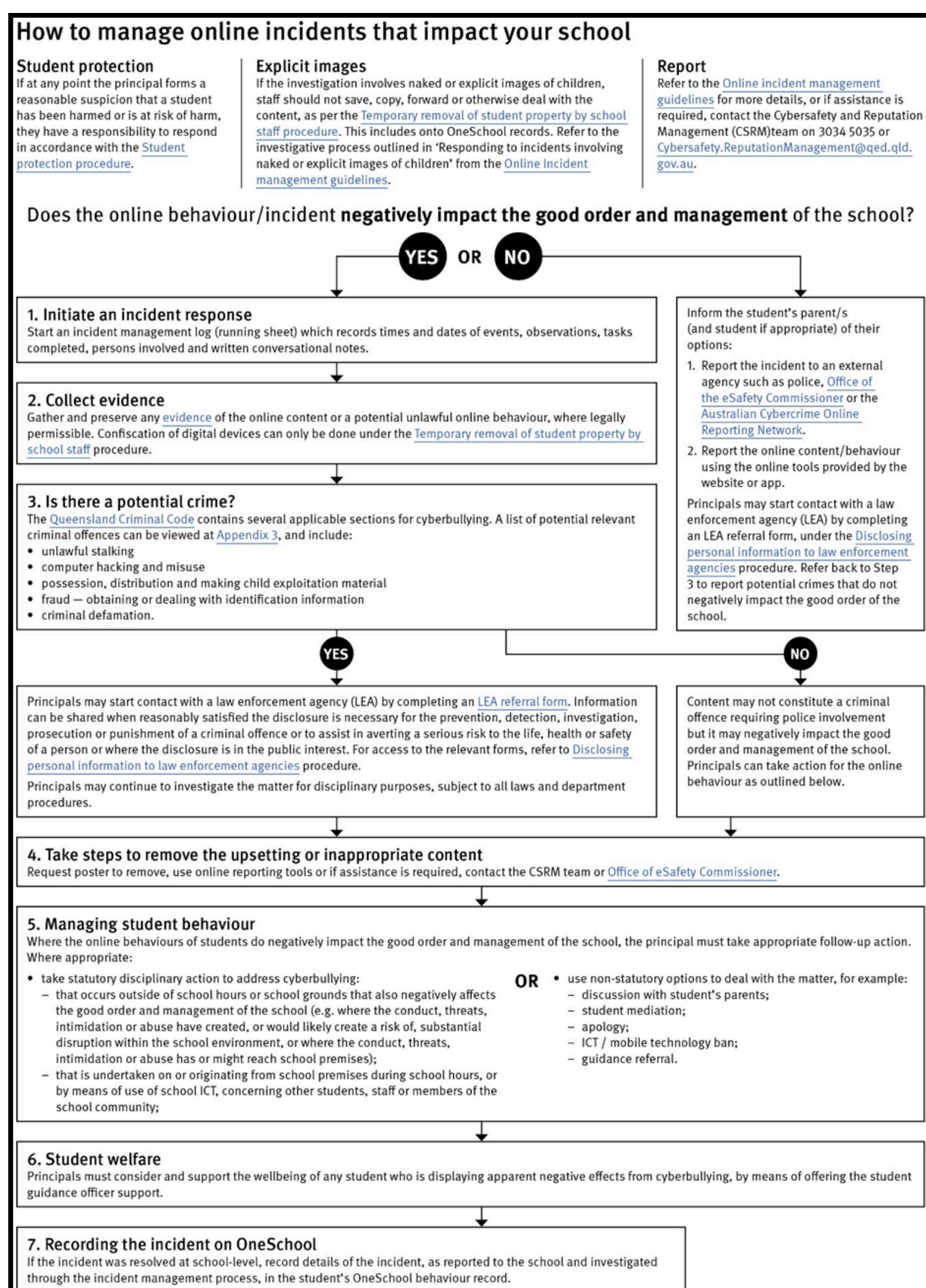
It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

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

Nanango State School - Response to Cyberbullying



Student Intervention and Support Services

Nanango 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. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Nanango State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

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

Appropriate Use of Social Media – Students

Australia has implemented a ban on social media for individuals under 16, from December 10, 2025. Children under 16 will not be allowed to create accounts on major social media platforms, including Facebook, Instagram, TikTok, Snapchat, and YouTube. Parents will not be able to consent for their children to bypass this restriction. This means students of primary school age should not be posting material on social media.

Appropriate Use of Social Media – Parents

This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged – and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

Parent/s and carer/s are responsible for their child adhering to the new laws regarding children under 16 and social media. Supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others is vital.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Responsible Use of School Toilets

At Nanango State School we have accessible toilets for students located next to the Prep building and next to the TRC (Teacher Resource Centre) across from the UCGA. There are also toilets located in the hall and in M Block. Both of these locations have a disability toilet.

Students are encouraged to use the toilets during break times. In fact, there is time factored into the daily timetable for this. Five minutes is factored into transition time for students and staff to access toilets and get a drink on their way to class.

We understand that scheduling a child's use of toileting is not always possible and when needed, students are allowed to access the toilet blocks. Sometimes this becomes a regular request during class time, which can mean a child missing out on a large portion of a lesson which can be difficult then to catch them up.

Staff keep a list of students exiting class to use the toilets for two main reasons. Students that regularly request to use toilets during class time may have an undiagnosed condition. Concerns of regular use, if not already discussed with the class teacher, will be raised with the parent out of concern. The other reason a list is kept, is due to the school's toilets regularly being vandalised. The toilets are not a place to play and toileting expectations are taught. However, there are many times in which the toilets or other fixtures are broken or misused. This makes the area unsafe for anyone needing to access them.

There may be times of increased vandalism in which the school will need to restrict the toilet blocks to avoid them becoming too unsafe to use. In this instance, the toilet blocks are open during breaks in a one-in-one-out system, but closed during class time. Emergency or medical necessity use can be facilitated through a toilet pass.

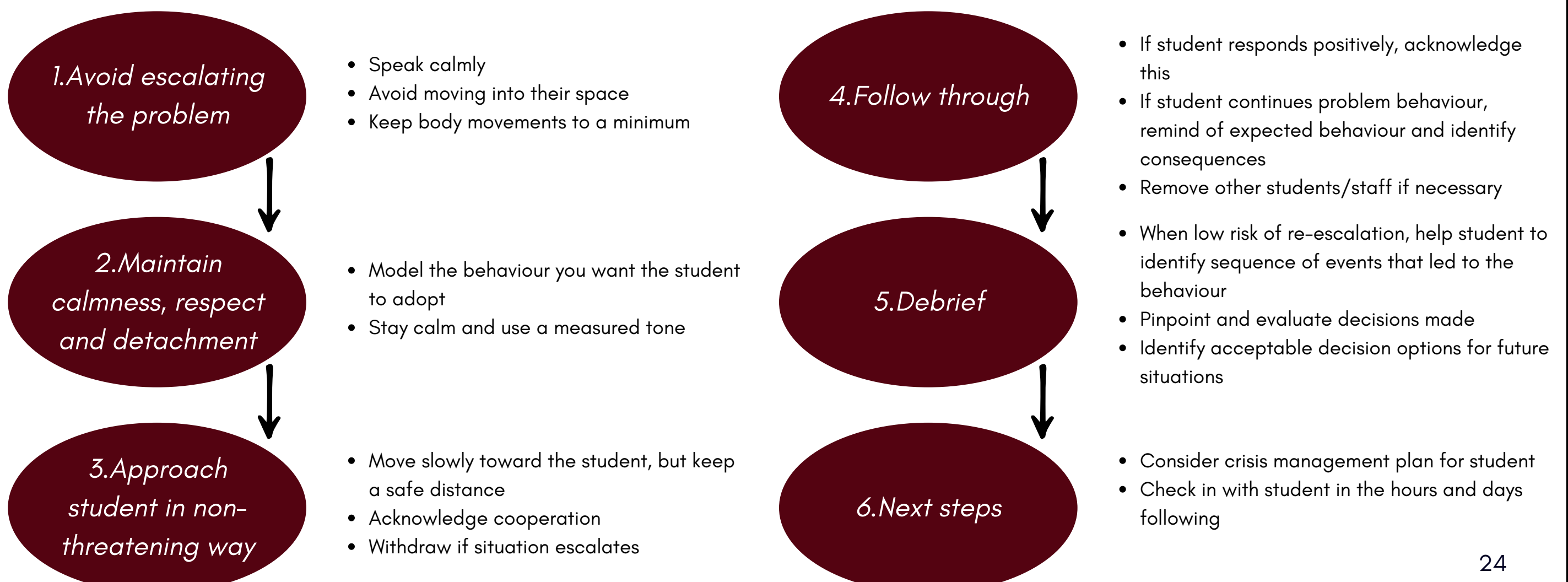
A toilet pass is issued by the classroom teacher. The student using the pass reports to the Administration Block to access the toilet and then returns to class.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control.

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

For unexpected critical incidents, staff should use basic de-escalation techniques:



Restrictive Practices

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods 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 and whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices in the future.

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

Student Dress Code

The Nanango State School community strongly advocates the universal wearing of school uniforms by students from Prep to Year Six when at school or when attending school related activities. This:

- Promotes a safe environment for learning by enabling ready identification of students and non-students of the school
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school
- Promotes of supportive environment at the school by fostering a sense of belonging
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences

Supportive Strategies to Support Dress Code Adherence:

Assistance with our uniform is available for families experiencing financial hardship. Students and/or parents can contact Administration to access this assistance.

A bank of school uniform items is held at the school so that a student who presents without being dressed according to the Student Dress Code (major items of uniform) will be offered the opportunity to wear one. Students will access this uniform bank by:

- Reporting to Administration immediately upon at school, or being sent to Administration by their teacher
- Student privacy will be protected by changing in a room by themselves
- Once changed, the student's own clothing remains in the office.
- At end the end of the day they change back into their own clothing
- All uniform items loaned to the student will remain at school, be washed and returned to the uniform bank
- Parents/carers are notified by text message.

The school uniform, as currently adopted by the P&C, is as follows:

<u>Hats</u>	-	Maroon bucket hat with Nanango State School embroidery and house colour (Available ONLY from the P & C Association Uniform Shop), or
	-	Maroon broad brim hat (at least 6cm brim)
<u>Shirts</u>	-	Maroon with navy banding down both sides of the shirt and top of sleeves with white piping between colours. The school emblem is on the left hand side with Nanango State School around the collar. (Available ONLY from the P & C Association Uniform Shop), or
	-	Maroon collared shirt (plain)
<u>Skorts/Skirts/Shorts</u>	-	Maroon mid-thigh to knee length skorts/skirts/shorts (plain)
<u>Shoes and Socks</u>		White, grey or black socks and fully enclosed shoes
<u>Jumper/Track suit</u>	-	Maroon pullover (plain or with school emblem) or Maroon zip up jacket (plain)
<u>Long pants/Track suit</u>	-	Maroon (plain)
<u>Undershirts</u>	-	White or maroon long sleeve shirt (plain) can be worn under the school uniform shirt.
<u>Winter Stockings</u>	-	Maroon to be worn under skirt

NO BIKE PANTS/BUMMERS

NO FOOTBALL OR SPORTING APPAREL OF ANY KIND

Student Appearance

Students are expected to present to school in a clean and tidy manner. For safety reasons, and to minimise the issues of loss and theft, the following guidelines (adopted by the P & C) apply to the wearing of jewellery:

Students may wear:

- Medical alert bracelets/necklaces
- One watch
- One wrist bangle or chain
- One flat signet ring
- One neck chain only, worn inside the line of the shirt.
- Ear rings – need to be sensible and not pose a risk of injury. Students wearing dangly earrings will be asked to remove them due to the WH&S hazard they pose
- If students wear inappropriate jewellery that is not listed they will be asked to remove it and hand it to the office staff until the end of the day when it can be collected.
- Fake nails are not permitted
- No make-up is to be worn

It is required that students with hair shoulder length and longer must have it appropriately tied back/up with school coloured hair bands/ties.

Parent Expectations

Nanango State School is committed to open, respectful, and positive communication with parents and carers, as a vital part of supporting your child's learning, wellbeing and development.

To strengthen partnerships with families, NSS continues to celebrate student achievements, share learning progress, respond promptly to important concerns, communicate absences, manage consent and payments, provide regular school updates, and invite your feedback and involvement.

To support positive communication between schools and families, a new resource has been developed that outlines shared expectations around what, how, and when schools and families communicate. This resource is designed to help foster mutual understanding and proactive collaboration:

Department of Education

Communicating with your child's school

We value open and respectful communication with parents and carers, to support student learning.



You can expect schools to:

- recognise and celebrate your child's achievements
- report on your child's academic progress
- communicate about your child's learning, wellbeing and development
- inform you of any serious issues concerning your child
- alert you on the same day if your child is absent without a reason
- forward requests needing your consent or payment
- provide regular school updates and notify you of school events
- offer opportunities and ways to give feedback
- offer parent/carer-teacher interviews twice per year.



You should not expect:

- an immediate response to non-urgent inquiries - it may take a minimum of 2 or more business days
- staff to return calls or reply to emails outside standard business hours (including evenings and weekends)
- a response from staff to social media messages from their personal account
- access to teachers' personal phone numbers or emails
- teachers to discuss school matters when not at work (e.g. if you see a teacher outside of school hours in the community)
- meetings with staff during the school day without an appointment
- to be allowed on school grounds if you have been aggressive or harassed staff or students.



Contact your child's school if:

- your child will be absent, providing the reason
- you are concerned about your child's learning, social progress or wellbeing

- there are changes to your child's medical information
- there are changes in family circumstances
- you notice safety issues or behaviour changes at home
- issues arise that may affect student and/or staff safety at school
- you need to make or change an appointment.



When contacting your child's school:

- contact the school administration for general inquiries
- follow the school's processes for requesting meetings or contact with teachers
- for more complex or sensitive issues, request a face-to-face meeting to give the matter the attention it needs
- allow staff time to respond to your inquiry, remembering that teachers' priorities during the day are in the classroom.



How you can help your child's school:

- keep your contact details up-to-date
- read school communications
- use polite language in all spoken and written messages
- be open to ideas and willing to compromise if needed to reach an agreement.



If you are unhappy about something that has happened at school, you can make a complaint:

- first raise your concern with the school by making an appointment or sending an email
- if you're not happy with the outcome, you can speak with the principal or take your [complaint](#) to the school's [Regional Office](#). All complaints about staff or school operations are handled fairly.

Parent and Community Code of Conduct

In addition to the communication tips, there is also a Parent and Community Code of Conduct.

Department of Education



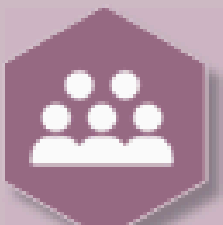
Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> be polite to others act as positive role models recognise and respect personal differences use the school's communication process to address concerns 	<ul style="list-style-type: none"> using polite spoken and written language speaking and behaving respectfully at all times being compassionate when interacting with others informing staff if the behaviour of others is negatively impacting them or their family respecting staff time by accepting they will respond to appropriate communication when they are able requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> (parents) ensure their child attends school ready to learn support the Student Code of Conduct 	<ul style="list-style-type: none"> taking responsibility for their child arriving and departing school safely on time every day reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> recognise every student is important to us contribute to a positive school culture work together with staff to resolve issues or concerns respect people's privacy. 	<ul style="list-style-type: none"> valuing each child's education acknowledging staff are responsible for supporting the whole school community speaking positively about the school and its staff not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media understanding, at times, compromises may be necessary considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.



It is important to understand that should a parent or community member behave in a hostile or unsafe manner either at the school, at a school activity, towards staff or other community members, either an oral direction (s339) or a written direction (s337 or s340) may be given which is a direction to leave the school grounds or activity. Depending on the direction given, the person may receive a ban from returning to the school for a set period of time (up to 12 months).

Conclusion

Nanango 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. When making a complaint, parents have a responsibility to:

- provide complete and factual information in a timely manner
- deliver your complaint in a nonthreatening manner
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

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. If your complaint relates to suspected official misconduct or criminal activity, then you should direct your complaint directly to the Crime and Corruption Commission or the Queensland Police Service.

The following four-step procedure 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 class teacher*

The best place to raise any concerns is at the point where the problem or issue arises. If your complaint is with your child's teacher or an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration to resolve the problem at this level. The teacher will make a record of the complaint and report your meeting and any outcomes to the college principal. Where the teacher has been approached but the issue remains unresolved, make an appointment with the school principal to discuss the issue further.

2. Early resolution: *discuss your complaint with the principal*

If your complaint is related to the school more generally, you should raise your complaint directly with the principal. The principal will make a record of your complaint and work with you to resolve the issue. Complaints to the principal may be lodged by telephone, writing, in electronic format or through a pre-arranged meeting.

3. Internal review: *contact the local Regional Office*

If you have discussed the issue with the principal and still feel that your complaint has not been addressed, complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. When you contact the regional office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the Regional Office will attempt to resolve the issue.

4. External review: *contact a review authority*

If you feel that your issue has not been resolved through these formal processes, the Queensland Ombudsman provides an avenue for an independent, external review of the department's decision.

The Ombudsman may be contacted at:

Office of the Ombudsman

GPO Box 3314

Brisbane QLD 4001

Phone (07) 3005 7000