Worongary State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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Principal Signature:	
Date:	

P/C President and-or School Council Chair Name:	
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Date:	

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Purpose

Worongary State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Worongary State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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.



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«Staff_Retent_2016»Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

The development of the Worongary State School Student Code of Conduct is an opportunity to explain the Positive Behaviour framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of Positive Behaviour can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

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Positive Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, Being Safe, Being Respectful and Being a Learner

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

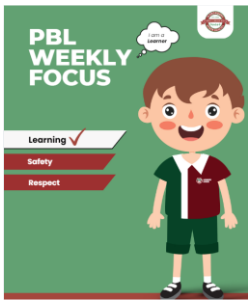
Respectful

- Listen to fellow students' questions in class
- Put rubbish in the bins provided
- Use 'G' rated language at school
- Follow directions the first time they are given
- Leave the property of other people alone
- Speak with words to please and not to tease



Learner

- Do your own work.
- Learn from your mistakes.
- Be focussed and attempt new things
- Listen when others are talking
- Always try your best



Safe

- Keep your hands, feet and objects to yourself
- Wear your hat out to play
- Be in the right place at the right time
- Walk on concrete
- Use objects as they are intended to be used



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

Thoughtful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

What we expect to see from you	*What you can expect from us*
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Accountable

What we expect to see from you	*What you can expect from us*
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school Facebook page, emails and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Co-operative

What we expect to see from you	*What you can expect from us*
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Kind

What we expect to see from you	*What you can expect from us*
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

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

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

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

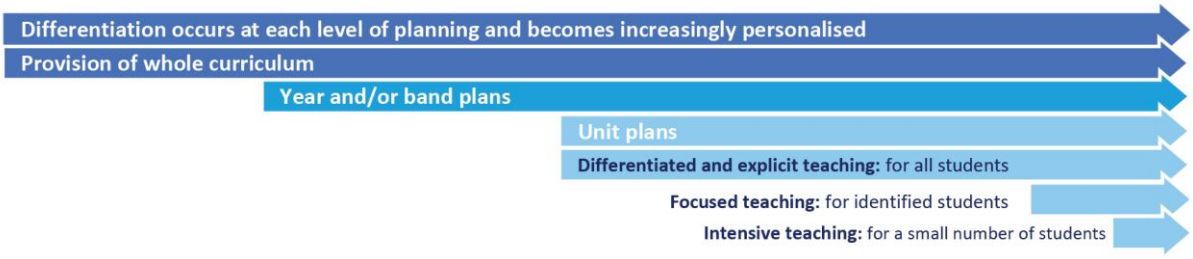
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Worongary State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Worongary State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. 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.



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These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

WSS PBL Behaviour Expectations Matrix

	ALL AREAS	INDOORS LEARNING AREAS	OUTDOORS	TOILETS
WE ARE SAFE	We will keep our whole body to ourselves We will keep objects to ourselves We will use equipment appropriately We will walk on pathways We will keep dangerous items out of school	I will enter and exit classroom space in an orderly manner and when instructed We will walk when moving around the classroom We will enter the classroom when instructed to do so	We will walk our bike/scooter through the school We will line up sensibly in the correct year level area We will follow wet weather procedures We will follow eating time procedures	We will follow the school procedure
WE ARE RESPECTFUL	We will treat school property, the property of others and our own property with care We will follow instructions given by a staff member We will use appropriate language and show kindness to others We will resolve problems respectfully and take responsibility for our actions	We will respect the rights of others to teach and learn	We will respectfully transition through the school	We will use the toilet appropriately We will respect the privacy of others
WE ARE LEARNERS	We will approach tasks with a growth mindset We will be on time and ready to learn. We will show whole body listening	We will be an active and lifelong learner We will strive to do our best	We will be responsible for the equipmentwe use (We will use equipment for the intended learning purpose)	We will return promptly and re-engage in learning

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Worongary State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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Worongary State School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Second Step Social and Emotional Learning
- Zones of Regulation
- Classroom Profiling
- Functional Based Assessment.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.



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Worongary State School Major and Minor Matrix

School Category	Behaviour Types	Definition (Major)	Examples of Behaviours and Possible Consequences (Parent/caregiver contact and OneSchool recording for all Major Behaviours		Expectations to Re-teach
1. Physical Misconduct	**Using self or an object to assault others**	Physical Aggression – One student making serious physical contact upon another using self or an object One student making serious physical contact upon an adult using self or an object	**Examples of Minor Behaviours** • Hitting with hats • Rough/unsafe play • Pushing someone causing no harm • Picking up sticks/rocks or any other item (have not used them for anything • Tackling • Throwing items at others or in the direction of others	**Examples of Major Behaviours** • Inappropriate sexual contact • Encouraging and inciting others in conflict & joining in • Physically assaulting/harming another person by punching, kicking with force, on purpose. • Aggressive behaviours using a closed fist and spitting towards student/adult • Dangerous throwing of objects directly at the adult or threatening to throw objects • Spitting directly towards an adult • Physically assaulting/harming another student with objects	• Keeping hands, feet and objects to ourselves • Use the High 5 Strategy • Be great for your mates • Own my behaviour
			Minor Consequence • Rule reminder • Discuss with student • Apology • Separate from peers • Practice expectation as a whole class, group or individual	**Major Consequence** • Apology letter in own time or teacher scribe • Mediation/restorative practice • Re-Teach • Contact parents/caregivers • Referral to and action from Administration	
2. Property Misconduct	**Damaging property**	Intentionally using self or an object in a way that may cause harm to property	**Examples of Minor Behaviours** • Not using materials/items for its intended use or causing damage to materials/items.	**Examples of Major Behaivours (see definition)** • Damaging school property • Repetitious misuse or destruction of material/item of high personal or monetary value that could result in impairment or injury of materials/items.	• Own my Behaviour • Respect others' property
			Minor Consequences • Rule reminder • Discuss with student • Apology • Remove • Practice expectation as an individual	**Major Consequences** • Apology letter in own time or teacher scribe • Mediation/restorative practice • Re-Teach • Contact parents/caregivers • Referral to and action from Administration	
3. Verbal Misconduct	**Swearing with intent**	Abusive/Inappropriate Language – Verbal messages that include swearing or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. (*different from Harassment/Discrimination*)	**Examples of Minor Behaviours** • Inappropriate school language as a reaction, without intent • Speaking rudely to others • Saying unkind/hurtful comments (not sexualized/homophobic or discriminatory) • Talking back to an adult	**Examples of Major Behaivours (see definition)** • Verbal targeting of particular student/s • Inappropriate school language/swearing – with intent/or directed at others • Continual use of disrespectful language • Sexual/Homophobic comments at others • Verbal threats with intent (I'm going to kill you)	• Use polite language • Own my Behaviour
	Threatening others	Adult/Student Threat Student delivers a message (verbalized, written, drawn or gestured) toward an adult			
	Discrimination/Harassment	Persistent and ongoing teasing, name calling, intended to be offensive.	**Minor Consequences** • Rule reminder • Write out alternative words to use • Discuss and practice alternative words • Contact parents / caregivers and record	**Major Consequences** • Apology letter in own time or teacher scribe • Mediation/restorative practice • Re-Teach • Contact parents/caregivers • Referral to and action from Administration	

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School Category	Behaviour Types	Definition (Major)	Examples of Behaviours and Consequences		Expectations to Re- teach
4. Defiance and Threat to adults	**Threatening adults**	Use of physical actions that disrupt the learning or are directed at an adult.	**Examples of Minor Behaviours** • Tipping over a chair • Throwing an object but not towards others • Ignoring directions • Non-verbal responses like folding arms/rolling eyes • Ignoring simple routine instructions (eg: being asked to sit and then the child moves away) **Minor Consequence** • Rule reminder • Reteach expectation • Contact parents/caregivers	**Examples of Major Behaviours (see definition)** • Turning over furniture aggressively • Yelling at the adult, running away from an adult after repeated instructions (putting others or self at risk) **Major Consequence** • Contact parents/caregivers • Re-Teach • Referral to and action from Administration	• Keeping hands, feet and objects to ourselves • Using everything in the environment the correct way • Get along with others • Own my Behaviour
5. Non-Compliance with Routine	**Persistent refusal to comply with established routines**	Persistent refusal to follow staff directions during school routines (classroom learning, eating time)	**Examples of Minor Behaviours** • Not following class procedure/routine • Leaving learning area without permission • Walking off from an adult when being spoken to • Being in an out of bounds area • Eating whilst lining up • Not lining up quietly outside the classroom or when transitioning. • Running on the concrete • Refusing to complete work/follow instructions • Intentionally taking too long to begin tasks or get organized **Minor Consequence** • Discuss with student in context of incident – revisit rule – lesson either as a whole class or individually • Class Meeting • Time out • Rule reminder • Complete any unfinished work in own time • Revisit classroom planning to ensure differentiation is occurring.	**Examples of Major Behaviours (see definition)** • Leaving the learning environment where it requires admin/teachers to follow • Intentionally not attending support room • Persistent refusal of following instructions • Persistently late back to class • Not accepting/following consequences • Leaving the school grounds • Being in an out of bounds area (Unsafe) **Major Consequence** • Time out within classroom • Re-Teach • Lunchtime withdrawal • Contact parent/caregivers (teachers) • Referral to and action from Administration • Detention with parent contact	• Follow instructions first time every time without complaining • Stay in our correct area • Gain permission to leave learning areas • Own my Behaviour
6. Disruptive	**Disruption to learning** **Disruption to activities** **Disruption to daily routine**	Student's' persistent behaviour causes interruptions to learning and daily routine.	**Examples of Minor Behaviour** • Un-intentionally causing a reaction • Arriving at class unprepared to work • Late to class and then cause a disturbance • Repetitive sounds • Calling out • Chatting • Calling out to distract others, interrupting learning of others	**Examples of Major Behaviours (see definition)** • Verbal or physical actions which are consistent eg: pushing objects, hitting or kicking people &/or swearing/abusive (put-down) language towards others. • Extreme and persistent class disruption • Persistent chatting despite the use of Schoolwide Positive Behaviour System	• Right to Teach, Right to Learn • Own my Behaviour
	Persistent disruptive behaviour affecting the learning of others	Behaviour causing a sustained and significant interruption of a class or activity.	**Minor Consequence** • Rule reminder • Make up lost time • Parent contact	**Major Consequence** • Apology letter in own time or teacher scribe • Contact parents/caregivers • Re-Teach • Referral to and action from Administration	

School Category	Behaviour Types	Definition (Major)	Examples of Behaviours and Consequences		Expectations to Re- teach
7. Bullying Harassment	**Harassment** **Bullying**	Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power in an individual or group towards one or more persons	**Examples of Minor Behaviours** • Inappropriate school language as a reaction, without intent • Saying unkind/hurtful comments • Roughhousing with peers without intent • Tackling (football without supervision) • Calling another student names in a non- consistent or non- repeated manner such as dibber dobber. 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. **Minor Consequence** • Rule reminder • Write out alternative words to use • Discussion and lessons about bullying	**Examples of Major Behaviours (see definition)** • Consistently bullying and/or targeting particular student/s • Inappropriate school language/swearing – with intent/or directed at others • Persistent harassment of others • Persistently emotionally assaulting/harming another person • Being a bystander/inciting others in bullying behaviour • Persistent intimidation of a student **Major Consequence** • Apology letter • Mediation • Contact parents/caregivers • Re-Teach • Referral to and action from Administration	• Use the High 5 strategy • Own my Behaviour • Use words to please not to tease • Being a bystander is just as bad • What is bullying?
8. Other	**Theft/Forgery**	Purposely stealing others belongings	**Examples of Minor Behaviour** • Copying some answers from another student work or assessment • Taking someone's hat and wearing it • Taking someone's belongings without permission **Minor Consequence** • Discuss with students in context of incident. Revisit rule • Time out • Rule reminder	**Examples of Major Behaviours (see definition)** • Student is in possession of, or having passed on, or being responsible for removing someone else's property or has signed a person's name without permission • Copying someone else's work entirely without credit or permission **Major Consequence** • Contact parents/caregivers (teachers) • Referral to and action from Administration	• Own my Behaviour
9. Third minor referral	**Three minor referrals**	Any student who has received three minor referrals for the same or similar behaviours in a day where redirection, re-teaching of expectations and communication to parent at the first instance have not assisted the students to modify/change	**Examples of Minor Behaviours** • Separate minors for different behaviours	**Examples of Major Behaviours (see definition)** • Three of more separate minors for the same repeated behaviours, in a day, despite the teaching of rules, communicating with parents, lunchtime detentions. The class teacher should record this as a major, third minor referral	• Keeping hands, feet and objects to ourselves • Using everything in the environment the correct way • Get along with others • Own my Behaviour

«Staff_Retent_2016»Disciplinary Consequences

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

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

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

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem 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
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

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- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Check In and Check Out Book
- Playground Monitoring Book
- Counselling and guidance support
- Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Worongary 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. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

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 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. 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 narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up

- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Worongary State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff Worongary State School:

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

Parents of students at Worongary State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Worongary State School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Worongary State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Worongary State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Mobile Phones are banned at Worongary State School in accordance with Queensland Department of Education Policy. We understand that children may carry their phones to and from school for safety and communication reasons. It is expected that students who carry their phones to school will:

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- Hand their phone in to the office upon arrival at school
- The office will label and store the phones in a safe area within the Administration Building
- Students will collect their phone at 3pm from the office
- Students will not film or record any student or staff member without their permission
- Students will not use their mobile phone while on school grounds

Responsibilities

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

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

- use devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- switch off and place the device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

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

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Worongary 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
- 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

Worongary State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

The core elements of the Australian Student Wellbeing Framework:



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

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

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

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

Behaviours that do not constitute bullying include:

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

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

Students are explicitly taught the expected school behaviours and how to prevent and respond to bullying through regular and explicit exposure through the Social Emotional Learning Framwork (SELF) lessons. Students are encouraged and supported to report bullying and are encouraged to seek the support of the classroom teacher to identify initial response strategies. If it is identified that the report constitutes bullying as defined above, the teacher and student collaboratively complete a school based digital bully report form and immediately send it via email to the year level Deputy Principal and cc the Principal.

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching (bystander) rather than intervening to help the person being

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bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

An additional bully reporting tool is available to students in years 5 and 6 at Worongary State School. STYMIE is an anonymous harm reporting tool that we use to support students to #SAY SOMETHING without fear. Stymie is an online digital platform, accessible 24 hours a day which helps combat the bystander effect, enabling students to report incidents of bullying and harm, safely and anonymously. STYMIE equips our students with the tools to be an 'upstander', someone who supports their peers in times of need.

The bystander effect occurs when the presence of others discourages an individual from intervening in an emergency situation. Social influence affects how bystanders behave, and students are less likely to stand up to bullying behaviours in public when the number of onlookers is high. This bystander effect is also caused by a diffusion of responsibility—the belief that someone else will help. Taking into account that our students are very socially invested, many of them don't feel as though they can speak up and often, they just don't know how. Rather than trying to work against this peer pressure, STYMIE recognises the nuanced nature of their social currency, by providing security and anonymity to the bystanding community.

Year 5 and 6 students can make a notification about themselves or someone they believe is being bullied or harmed. Notifications are automatically forwarded to the school, and managed by the appropriate members of staff.

STYMIE works to connect students with their empathy and conscience so that they can, in an empowered and courageous way, enhance the culture of care in their school. It was built in consideration of the Australian Student Wellbeing Framework and the recommendations from the Australian Covert Bullying Prevalence Study.

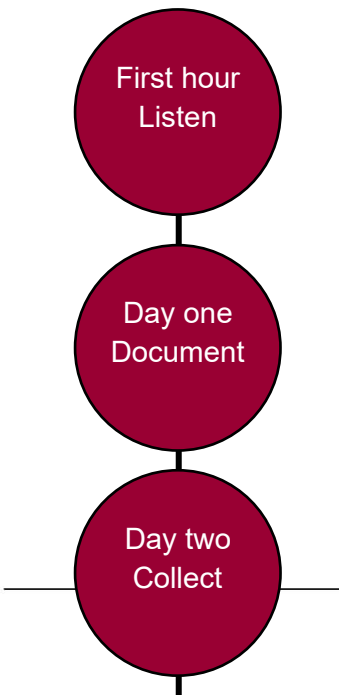
The following flowchart explains the actions Worongary State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Worongary State School - Bullying response flowchart

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

KEY CONTACTS FOR REPORTING BULLYING

Students: Classroom Teacher
Parents: Classroom Teacher or Deputy Principal



- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Identify that the issue meets the agreed bullying definition
- Write a record of your communication with the student using the digital 'Bully Report Form'
- Check back with the student to ensure you have the facts correct

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Worongary 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 Deputy Principal.

Worongary State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

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

YES

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

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

NO

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

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

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

OR

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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Cybersafety and Reputation Management (CRM)

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

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

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

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

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

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

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Worongary State School DRESS CODE

DAY UNIFORM
New style Maroon/Green polo shirt with school logo Green short/skort with school logo
OPTIONAL WINTER
Fleecy lined maroon pullover with school logo Fleecy lined maroon zip jacket with school logo Plain fleecy maroon track pants School or flesh coloured tights (girls) Alternative plain fleecy v-neck maroon pullover
INTER-SCHOOL SPORTS
Plain maroon sports short Oztag Shorts (Optional for Oztag) Maroon with green stripe football socks (Required for Soccer and Rugby League only)
HATS
Wide brimmed maroon hat with school logo Alternative maroon broad-brimmed hat no logo
SHOES & SOCKS
White ankle sock Plain black sneaker or leather school shoe (lace up or Velcro).
OPTIONAL SPORTS UNIFORM
Official house shirt Green short/skort with school logo To be worn on PE days or at sports carnivals
INTER-HOUSE SPORTS UNIFORM
Official House shirts Bottle green shorts/ skorts w/ school logo Alternative plain/blank t-shirt or polo of house colour (singlets are not suitable)Narairee Black; Nyunga Yellow; Narairee Black; Nyunga Yellow; Karee White; Pilleen Red Suitable sports shoes Maroon/Green sports polo with school logo

The wearing of the school uniform is compulsory and will be enforced as a result of Legislation from State Government.

The way a child dresses him/herself influences his/her behaviour. Worongary State School in conjunction with their Parents' & Citizens' Association have introduced an appropriate dress code. This has been implemented to:

- Promote a sense of identity and pride within our school community
- Promote equality amongst students
- For student security. School uniforms mean students are easily identified.

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Children are required to wear the correct uniform (listed above) each day. The uniform is expected to be kept in a clean, neat and correct fashion. It is inappropriate for undergarments to be visible. (ie boxer shorts, long sleeve shirts, etc)

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Should students be unable to wear the uniform due to an unusual circumstance, parents are asked to send a note with an explanation with the student that day. Students who breach the uniform code will be issued with a warning. Repeat offenders will partake in a disciplinary program (see '*Uniform Breach Code*").

DAILY SCHOOL UNIFORM

Students must wear the day uniform at all times. Exceptions to this rule include the wearing of a house uniform for designated days, free dress as part of the student council fundraising program or the interschool sports uniform on designated interschool sports days. Items which do not contain the school logo should be of the correct colour of maroon or bottle green, and feature no brand names.

SHOES

Shoes are to be kept neat and tidy. Shoes are to be made of leather or vinyl (no canvas shoes). White ankle socks MUST be worn with shoes. For safety reasons, laced shoes must be tied tightly. Laces are to be the same colour as the shoe. All parts of the shoe must be black, including soles, eyelets and motifs. Shoes and socks MUST be worn at all times unless instructed by a teacher. **Slip-on shoes are prohibited due to health and safety.**

JEWELLERY/COSMETICS

The wearing of jewellery is to be limited to wearing sleepers or plain studs. (Spacers are prohibited). No rings, bracelets or necklaces should be worn other than necklaces/bracelets for religious/medical purposes. Any religious/medical necklaces must have prior approval by the Principal and must be worn beneath the uniform and not be visible at any time. There is to be no visible body piercing or visible tattoos (Including temporary tattoos). Make up and nail polish are not permitted. Students wearing makeup or nail polish at school will be provided with the means to remove it immediately

HAIR

Hair should be kept neat and tidy. Long hair for both genders must be tied back. Unnatural colouring or style is not permitted (Examples include, but are not limited to, tracks, Mohawk styles and other excessive styling). Hair accessories should be in school colours (maroon, green, white or natural).

HATS

School hats only are permitted. Hats must be broad brimmed and do not include bucket hats or caps. Hoods are not considered to be appropriate substitutes for broad-brimmed hats. The school adopts the "No hat, No play" policy. Hats should not be worn indoors.

SUNSCREEN

While sunscreen is available, it is recommended that you apply sunscreen before leaving home.

INTERSCHOOL SPORT

Interschool sport shorts and socks only can be worn to school. Students are still required to wear the school uniform day polo shirt and uniform black shoes. Time will be allocated to allow students to change into appropriate sport's shirt and shoes. If sport's shirt and shoes are worn in training, students must change back into the school uniform day polo shirt and uniform black shoes before entering their classroom.

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UNIFORM BREACH CODE

First Breach: Verbal reminder of the uniform code and warning.

Second breach: A uniform breach notice will be sent home.

Third breach: Parents will be contacted and asked to bring correct uniform. Failing this, student may be supplied with a clean uniform which MUST be returned at 3:00pm that afternoon. Another letter is sent home.

Fourth breach : Repeat offenders and their carers will be called to a meeting with the Principal.

Examples of
Acceptable Shoes



Examples of
Unacceptable Shoes



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