



# One Mile State School

# Student Code of Conduct

# 2020-2023

## ***Every student succeeding***


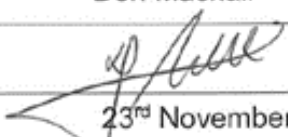
***Every student succeeding is the shared vision of Queensland state schools.  
Our vision shapes regional and school planning to ensure every student  
receives the support needed to belong to the school community, engage  
purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2019-2023

## Contact Information

Postal address:	John St, Gympie QLD 4570
Phone:	07 5480 2777
Email:	<a href="mailto:admin@onemiless.eq.edu.au">admin@onemiless.eq.edu.au</a>
School website address:	<a href="https://onemiless.eq.edu.au/">https://onemiless.eq.edu.au/</a>
Contact Person:	Stuart Bell (Principal)

## Endorsement

Principal Name:	Stuart Bell
Principal Signature:	
Date:	23 <sup>rd</sup> November 2020
P&C President Name:	Don Maskall
P&C President Signature:	
Date:	23 <sup>rd</sup> November 2020

# Contents

<a href="#">Purpose</a>	<a href="#">4</a>
<a href="#">Principal's Foreword</a>	<a href="#">5</a>
<a href="#">P&amp;C Statement of Support</a>	<a href="#">6</a>
<a href="#">Consultation</a>	<a href="#">7</a>
<a href="#">Learning and Behaviour Statement</a>	<a href="#">8</a>
Multi-Tiered Systems of Support	8
Pro-Active Approaches to Support Student Behaviour	9
Consideration of Individual Circumstances	13
Student Wellbeing	14
Student Support Network	16
<a href="#">Whole School Approach to Discipline</a>	<a href="#">17</a>
PBL Expectations	17
Differentiated and Explicit Teaching	19
Focussed Teaching	20
Intensive Teaching	21
<a href="#">Legislative Delegations</a>	<a href="#">22</a>
Legislation	22
Delegations	22
<a href="#">Disciplinary Consequences</a>	<a href="#">23</a>
<a href="#">School Policies</a>	<a href="#">27</a>
Temporary removal of student property	27
Use of mobile phones and other devices by students	29
Preventing and responding to bullying	30
Appropriate use of social media including Gaming Platforms	38
<a href="#">Restrictive Practices</a>	<a href="#">42</a>
<a href="#">Critical Incidents</a>	<a href="#">43</a>
<a href="#">Related Procedures and Guidelines</a>	<a href="#">44</a>
<a href="#">Resources</a>	<a href="#">45</a>
<a href="#">Conclusion</a>	<a href="#">46</a>
<a href="#">Appendix 1</a>	<a href="#">48</a>
<a href="#">Appendix 2</a>	<a href="#">50</a>
<a href="#">Appendix 3</a>	<a href="#">51</a>

## Purpose

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

The One Mile 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.

## Principal's Foreword

One Mile State School has a long and proud tradition of providing high quality education to students from across the Gympie region. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

At One Mile State School our vision is 'Discover the Gold Within'.  
One Mile State School has five core values, Excellence, Nurturing, Integrity, Responsibility, Respect.

<b>Excellence</b>	giving your best to every task and relationship you have
<b>Nurturing</b>	for self and others
<b>Integrity</b>	act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
<b>Responsibility</b>	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
<b>Respect</b>	caring about people and treating them with dignity

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

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

I thank the students, teachers, parents and other members of the community for their work in bringing this One Mile State School Student Code of Conduct together over the last six months.

## P&C Statement of Support

As president of the One Mile State School P&C Committee, I am proud to support the new Student Code of Conduct. The consultation process has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the One Mile State School Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the One Mile State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of One Mile State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 33 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the One Mile State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the One Mile State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

## Consultation

The consultation process used to inform the development of the One Mile State School Student Code of Conduct occurred in phases.

In the first phase, we held a series of staff meetings. During these meetings, we examined a range of data sets and current processes

In the second phase, we provided a survey to all parents, students and staff. This included a request to identify strengths and areas for further development.

Finally, a draft Student Code of Conduct was prepared and made available for comment by all members of the school community. The finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the One Mile State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the One Mile State School Student Code of Conduct, including parent information evenings, promotion through the school website, Facebook page and weekly newsletters. It is also available from our Office or can be downloaded from our website.

### **Review Statement**

The One Mile State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Learning and Behaviour Statement

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

### Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"><li>• teaching behaviours in the setting they will be used</li><li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li><li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li><li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li></ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p>



	<ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<b>3</b>	<p>Individualised services for <b><u>few students</u></b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student’s use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

## Pro-active Approaches to Support Student Behaviour

At One Mile State School we believe that every student is capable of discovering ‘their Gold within’. To support, recognise and celebrate positive behaviour there are school-wide, cohort and class based incentives.

<b>Positive feedback to students</b>	All members of staff provide students with positive feedback acknowledging their performance, effort and progress and other positive behaviours. This is done in 3 main ways: written, verbal and nonverbal.
--------------------------------------	--

	<p>Written: this can include annotations on assessment tasks, homework and other work books or a simple note to the student.</p> <p>Verbal: this can be to the whole class or a specific student.</p> <p>Nonverbal: this can include a smile, nod, thumbs up, pat on the shoulder, high-five, etc</p>
<b>Phone calls, emails or informal discussion with parents</b>	Parents and carers are regularly contacted by staff members to notify them of their child's success at school including if their child is receiving an award on parade.
<b>Individual class reward programs</b>	Individual classes have their own rewards and other acknowledgement programs in place, whereby students are rewarded for their positive behaviours. These programs can vary with each class.
<b>Gotchas</b>	<p>Any member of staff, at any time, can hand out a Gotcha to any student. They are presented to students who are clearly following our school rules by demonstrating the expectations of those rules. When a student receives 20 Gotchas, they receive a prize. The prizes currently are:</p> <p style="padding-left: 40px;">20 Gotchas = Ice-block</p> <p style="padding-left: 40px;">40 Gotchas = OMSS pencil</p> <p style="padding-left: 40px;">60 Gotchas = OMSS ruler</p> <p style="padding-left: 40px;">80 Gotchas = OMSS handball</p> <p style="padding-left: 40px;">100 Gotchas = OMSS badge + certificate</p> <p>All members of staff can also earn Gotchas. These are only given by the students. They cannot be given to a student's own class teacher and must provide a suitable reason for handing out the Gotcha.</p>
<b>Pink Gotchas</b>	<p>Any member of staff can hand out a Pink Gotcha to any student, but ONLY in non-classroom settings. They are presented to students who are clearly following our school rules by demonstrating the expectations of those rules.</p> <p>When a student receives a Pink Gotcha, it goes towards their sports house's tally for that week. Each week, the sports house with the most Pink Gotchas get to perform their house's war cry. There is also an overall term winner.</p>
<b>Class of the week</b>	Judged by the specialist teachers based on behaviour in specialist lessons and transitions. The winning class receives a certificate

	and LARS for the day, as well as a camera to document LARS' visit. They also get to decorate the windows in the Principal's office.
<b>Sparkle Award</b>	Judged by the cleaners for the class or area that has been kept tidiest throughout the week. The recipient gets a certificate and the "gold dustpan and brush" for the week.
<b>Student of the month</b>	Each classroom teacher (Year 1-6) nominates a 'Student of the Month'. Prep teachers nominate 2 students. Students are nominated based on their performance in and out of class.
<b>Instrumental Music Awards</b>	<p>At the end of the year, the Instrumental Music teachers present the 'Highest Achievement' award to the highest achieving Beginner, Intermediate and Advanced students.</p> <p>A certificate for 'Consistent Participation' is also given to students. It acknowledges those students who have consistently attended band practice and their instrumental music lessons throughout the year, as well as consistently practised their instrument at home.</p>
<b>Sporting awards</b>	<p>Cross Country Age Champions</p> <p>7yr olds – 12yr olds (13yr olds depending on enrolments at the committee's discretion)</p> <p>Athletics Age Champions</p> <p>7yr olds – 12yr olds (13yr olds depending on enrolments at the committee's discretion)</p> <p>Swimming Carnival Age Champions</p> <p>Year 1 – Year 6 (class-based swimming carnival)</p>
<b>Class celebrations</b>	These are end of term celebrations that individual classes organise to celebrate the successes of that class over the term.
<b>Behaviour Levels</b> (currently under review)	<p>Each term students in Year Prep – 3 are nominated by their teachers for Silver and Gold Behaviour Levels. Year 4 – 6 students nominate themselves for Silver and Gold Behaviour Levels and Platinum for Year 5 and 6.</p> <p>Obtaining these behaviour levels is an acknowledgement of that student consistently demonstrating the expectations of that behaviour level in all areas of the school.</p> <p>Students are presented with certificates on parade, with Gold and Platinum students also receiving wrist bands. There are additional school privileges for Gold and Platinum behaviour students.</p>

<b>Class Captains</b>	Each term, two students from each class (Year 1-6) are selected as Class Captains. Students are selected because they clearly demonstrate the behaviours expected at OMSS.
<b>Excellence Awards</b>	<p>This is an award in recognition of a student's effort. These awards are given to any student who obtains the highest level of effort in 50% or above of all learning areas on their report card.</p> <p>Students receive a certificate for this award.</p>
<b>Year 6 Awards</b>	<p>Subject Awards</p> <p>At the end of Year 6, awards are given to the highest performing student in each learning area.</p> <p>Spirit of One Mile Award</p> <p>This award is given to one student, who has consistently demonstrated the OMSS virtues throughout their time at OMSS.</p>
<b>OMSS School Captains</b>	<p>There are six OMSS School Captains.</p> <p>At the end of Year 5, a student can nominate to become a OMSS School Captain in the following year. To be successful, they must first submit a written nomination, addressing a set of criteria and then be approved by the Principal. Any student whose nomination has been approved by the Principal, must then deliver a speech to their peers and teaching staff, following which, their peers and teachers vote for the students who have clearly, consistently and independently demonstrated the highest standards of our school rules and be identified as an outstanding representative of our school.</p> <p>These students are representatives for all OMSS students and attend regular meetings with the EarlyAct committee members and Mentor Teachers to organise a range of events and programs which contribute to our school, the community and international projects.</p>
<b>EarlyAct</b>	<p>At the end of Year 4, 5 students are elected by their peers to be on the EarlyAct committee in the following year.</p> <p>These students are representatives for OMSS students and attend regular meetings with the OMSS School Captains and Mentor Teachers to organise a range of events and programs which contribute to our school, the community and international projects.</p>
<b>PBL Student Team</b>	The PBL Student Team are a group of Year 5 students who have been selected because they demonstrate all the expectations

	<p>within the OMSS school rules and wish to contribute to the overall behaviour of OMSS.</p> <p>The PBL Student Team are representatives of all students and regularly liaise with the PBL Team. They also perform various duties around the school.</p>
<b>End of Year Gotcha Celebration</b>	<p>These are end of year rewards for all students receiving 20 or more Gotcha's throughout the year. Each cohort identifies 3 activities (celebrations) and places are filled according to number of Gotcha's received (from highest to lowest) until places are filled.</p>

## Consideration of Individual Circumstances

Staff at One Mile 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 equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective. 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.

## Student Wellbeing

One Mile State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

### Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

### Policy and expectations

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

#### *Specialised health needs*

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

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

#### *Medications*

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

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

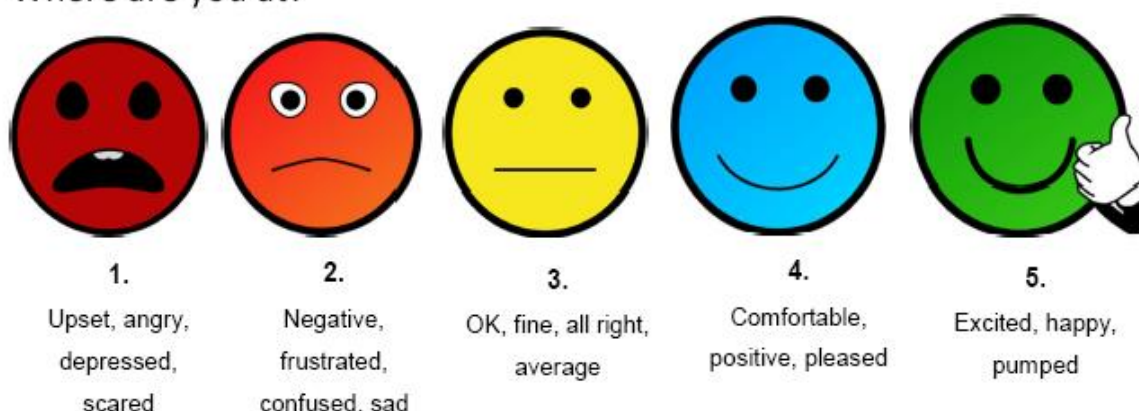
One Mile State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

### *Mental health*

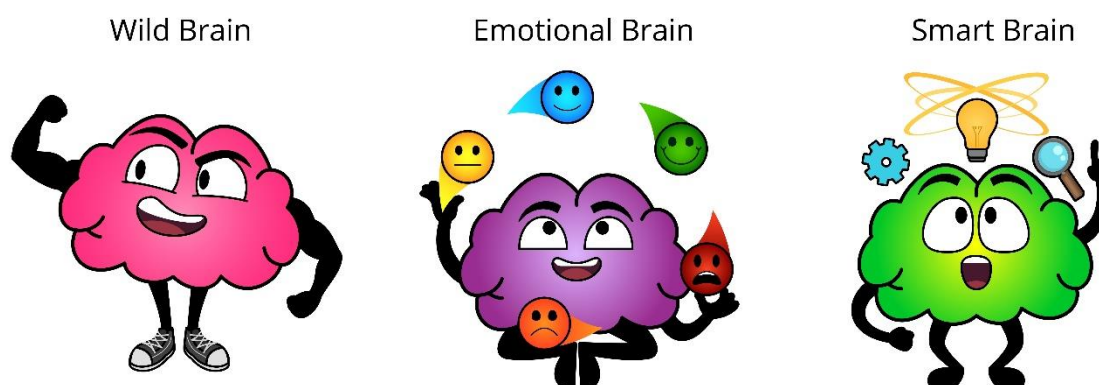
One Mile State School is a REBOOT school

- Reboot is an engagement program: creating a student culture in which students are more self-responsible learners
- Reboot is a whole-of-school program that provides a common language and visuals

Where are you at?



- Reboot is based on neuroscience and includes research and best practice from psychology (developmental, social and positive), education and mindfulness
- Reboot is brain based. Reboot creates calmer and more productive classrooms: works with the brain to maximise learning
- Students are shown clearly how to self-regulate (manage their emotions) to deal with any learning anxiety and the worries that happen outside the classroom.



- Reboot helps to build productive relationships between students and staff that make students feel valued and respected
- Reboot provides a whole-team approach: united we stand

## Student Support Network

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

Students can approach any trusted school staff member at One Mile State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> <li>provides student support programs within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>assists students with specific difficulties, or providing information on other life skills</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process</li> </ul>
Student Welfare Worker	<ul style="list-style-type: none"> <li>nurtures a sense of belonging to the school</li> <li>provides individual and, at times, group support to students to assist their engagement with education</li> <li>support students to overcome barriers to education</li> <li>provide support to families and links to outside agencies</li> <li>provide engaging (alternate) activities for break times</li> </ul>
Student Engagement Teacher	<ul style="list-style-type: none"> <li>provides professional support to classroom teachers to assist with students with challenging behaviours</li> <li>provides an additional contact for students and their families</li> <li>provides information on external agencies and assists with referrals to engage support</li> <li>writes IBSPs to support the needs and classroom considerations of those identified Tier 3 students</li> </ul>
School Nurse	<ul style="list-style-type: none"> <li>works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs</li> </ul>
School-based Support Staff (including HoSES, Deputy, Support Staff)	<ul style="list-style-type: none"> <li>provide individual and, at times, group support to students</li> <li>provides continuity of contact for students and their families</li> <li>ensures students feel safe and comfortable and want to come to school</li> <li>lead role for implementation of Positive Behaviour for Learning (PBL) – including Reboot</li> <li>monitor student attendance data, arrange intervention for students               <ul style="list-style-type: none"> <li>referral for behaviour support</li> <li>relationships/social skills</li> </ul> </li> </ul>



## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At One Mile State School we believe discipline is about more than consequences. 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 language and expectations of PBL 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 PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

### PBL 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, Learners are Respectful (and) Safe (LARS).

#### **Students**

Our PBL expectations are set out below. In addition, each classroom will have their own set of classroom rules to help students and visitors understand the expectations and meet the standards we hold for everyone at One Mile State School.



## One Mile State School Expectations

Learner	Respectful	Safe
I am ready to learn	I respect myself	I keep myself safe
I engage in the learning	I respect others	I help others to be safe
I produce my best work	I respect my school and my community	
I seek to improve		

### Parents and staff

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

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
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.

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
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.
<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>

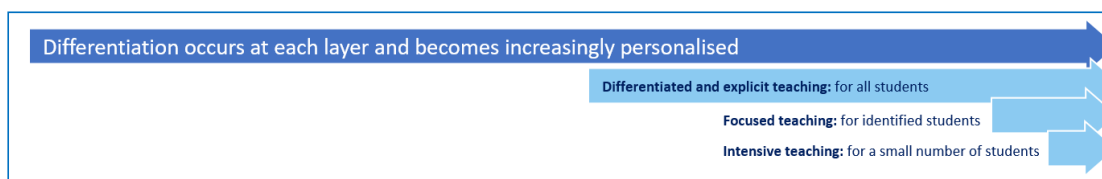
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter, Facebook page or 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.
<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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.
<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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.

## Differentiated and Explicit Teaching

One Mile 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 One Mile 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.



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.



### One Mile State School Expectations

Learner	Respectful	Safe
I am ready to learn	I respect myself	I keep myself safe
I engage in the learning	I respect others	I help others to be safe
I produce my best work	I respect my school and my community	
I seek to improve		

## 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.

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.

One Mile State School has access to a Student Engagement Teacher to 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:

- Reboot
- PBL
- 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.

# Legislative Delegations

## Legislation

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

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

## Delegations

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

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

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

Appendix 3 contains the One Mile State School Instrument for Authorisation

## Disciplinary Consequences

The disciplinary consequences model used at One Mile 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.

The One Mile State School Behaviour Consequence Flowchart has two formats – one for staff (Appendix 1), the other for students (Appendix 2) which are displayed in all learning areas.

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 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 5 positive to 1 negative commentary or feedback to class

- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Make up work in own time / miss out on play

## **Focussed**

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

- FLC
- REBOOT
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan and/or Student Discipline Plan)
- Targeted skills teaching in small group
- Token economy (individualised reward for meeting goal)
- Detention (Miss out on play / make up work in own time)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## **Intensive**



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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Discipline Improvement Plan
- After School Detention – in lieu of suspension (in 2.5hr blocks)
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- 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 One Mile State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal or their delegate (see Appendix 3) 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 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 One Mile 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 the notification of suspension letter and 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 class teacher, student and their parent/s.

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

### **Structure**

The structure of the re-entry meeting will follow the following agenda outline.

#### **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 (offer)

### **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.

## School Policies

One Mile 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 & gaming platforms

### 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 One Mile 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.

\*\* 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 at One Mile 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 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 or suspected stealing);
- 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 One Mile 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 One Mile 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 One Mile 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 One Mile 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

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

### Responsibilities

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

It is **expected** that students sign in/out their personal mobile devices at the office each day.

It is **acceptable** for students at One Mile State School to:

- use devices (such as iPad or computers) for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at One Mile State School to:

- use a mobile phone or other devices in an unlawful manner
- use a device (such as Smart Watch ) during school hours for anything other than as a time keeping device
- 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 One Mile State School Student Code of Conduct. In addition students and their parents should:

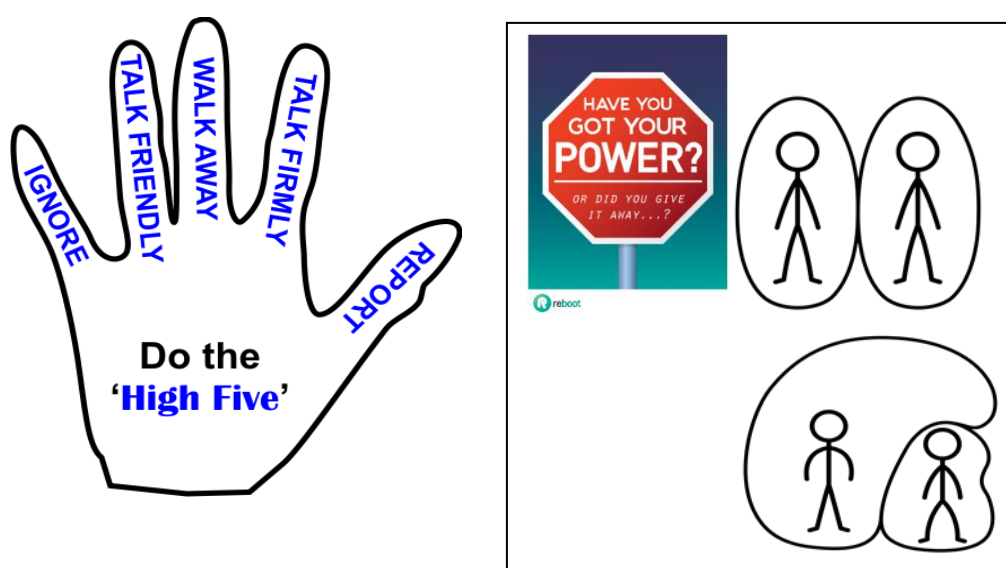
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access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

One Mile State School uses the [Australian Student Wellbeing Framework](#) (incorporating Reboot and High Five Strategy) 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.

## HIGH 5



## 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 One Mile State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

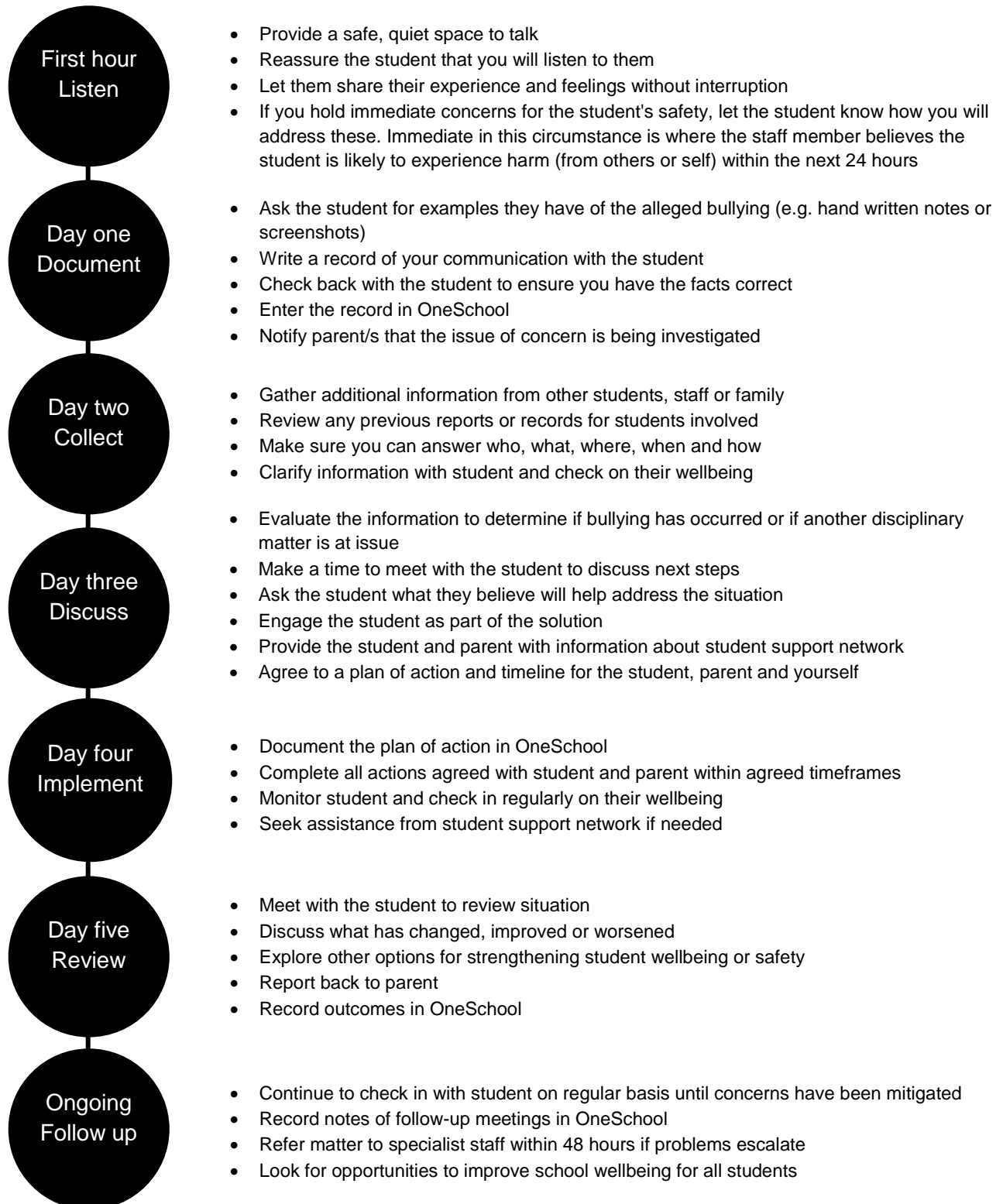
The following flowchart explains the actions One Mile State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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



## One Mile State School - Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, Student Welfare Worker, Deputy Principal, Principal



## Cyberbullying

Cyberbullying is treated at One Mile 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 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 One Mile 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.

# One Mile 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](#).

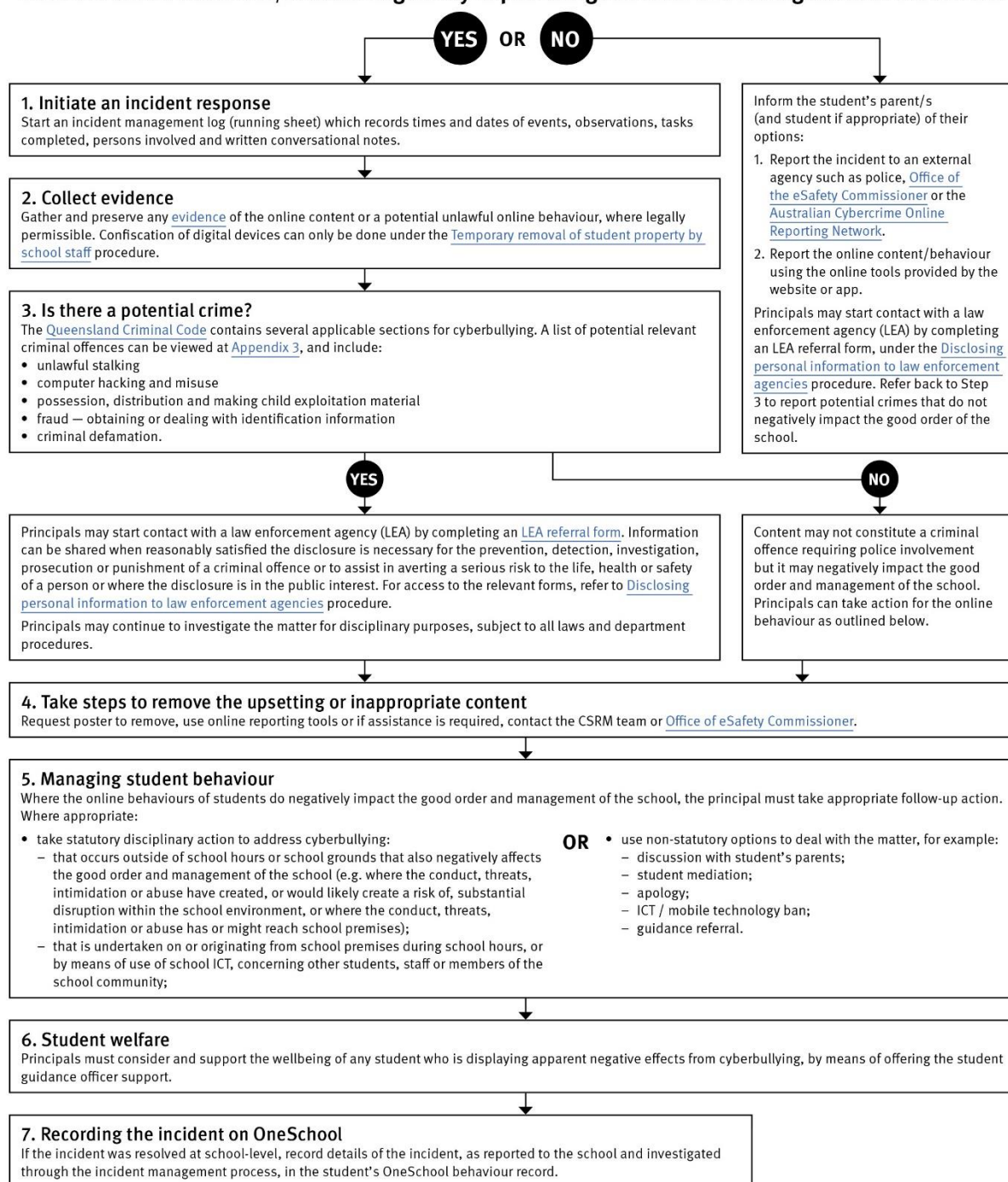
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## 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

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

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

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

## **One Mile State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at One Mile State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### **One Mile State School – Anti Bullying Compact / Commitment Wall**

We agree to work together to improve the quality of relationships in our community at One Mile State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

As a member of the One Mile State School community, I commit to:

- show respect
- be kind
- be safe
- accept Difference
- celebrate Diversity
- a positive attitude
- be courageous
- speak up

Student's signature

Parent's signature

School representative signature

Date

## Appropriate use of social media including gaming platforms

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

By law, films, computer games and certain publications must be classified before being made available to you. Classification ratings help you make informed choices about what you watch, play and read.

### The advisory categories for films and computer games

#### General (G), Parental Guidance (PG) and Mature (M)

These classifications are advisory categories. This means there are no legal restrictions about viewing and/or playing these films and computer games.

##### General (G)

The content is very mild in impact

The G classification is suitable for everyone. G products may contain classifiable elements such as language and themes that are very mild in impact.

##### Parental Guidance (PG)

The content is mild in impact

The impact of PG (Parental Guidance) classified films and computer games should be no higher than mild, but they may contain content that children find confusing or upsetting and may require the guidance of parents, teachers or guardians. For example, they may contain classifiable elements such as language and themes that are mild in impact.

PG-rated content is not recommended for viewing by people under the age of 15 without guidance from parents, teachers or guardians.

##### Mature (M)

The content is moderate in impact

Films and computer games classified M (Mature) contain content of a moderate impact. M-rated films and computer games are not recommended for children under the age of 15. They include portrayals of elements such as violence and themes that require a mature outlook.

However, children under the age of 15 may legally access this material as the classification rating is an advisory category.

Parents, teachers and guardians may need to find out more about the specific content before deciding whether the material is suitable for children in their care.

## The restricted categories for films and computer games

### Mature Accompanied (MA 15+) and Restricted (R 18+)

The following classification categories are restricted categories. This means there are legal restrictions on viewing and/or playing these films and computer games.

#### Mature Accompanied (MA 15+)

The content is strong in impact

MA 15+ rated material contains strong content and is legally restricted to people over the age of 15. It contains elements such as sex scenes and drug use that could have a strong impact on the viewer.

A person may be asked to show proof of their age before purchasing or viewing an MA 15+ film or computer game.

Children under the age of 15 may not legally watch, buy or hire MA 15+ rated material unless they are in the company of a parent or adult guardian. Children under the age of 15 who go to the cinema to see an MA 15+ film must be accompanied by a parent or adult guardian for the duration of the film. The parent or adult guardian must also purchase the ticket for the child. The guardian must be over the age of 18 and exercising parental control over the child.

#### Restricted (R 18+)

The content is high in impact

R 18+ material is restricted to adults as it contains content that is considered high in impact for viewers. This includes content that may be offensive to sections of the adult community. A person may be asked for proof of their age before purchasing, hiring or viewing R 18+ films and computer games at a retail store or cinema.

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

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.



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

### **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 telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). 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 screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## Restrictive Practices

School staff at One Mile 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 emotional arousal and behaviour.

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

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

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

## Resources

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

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

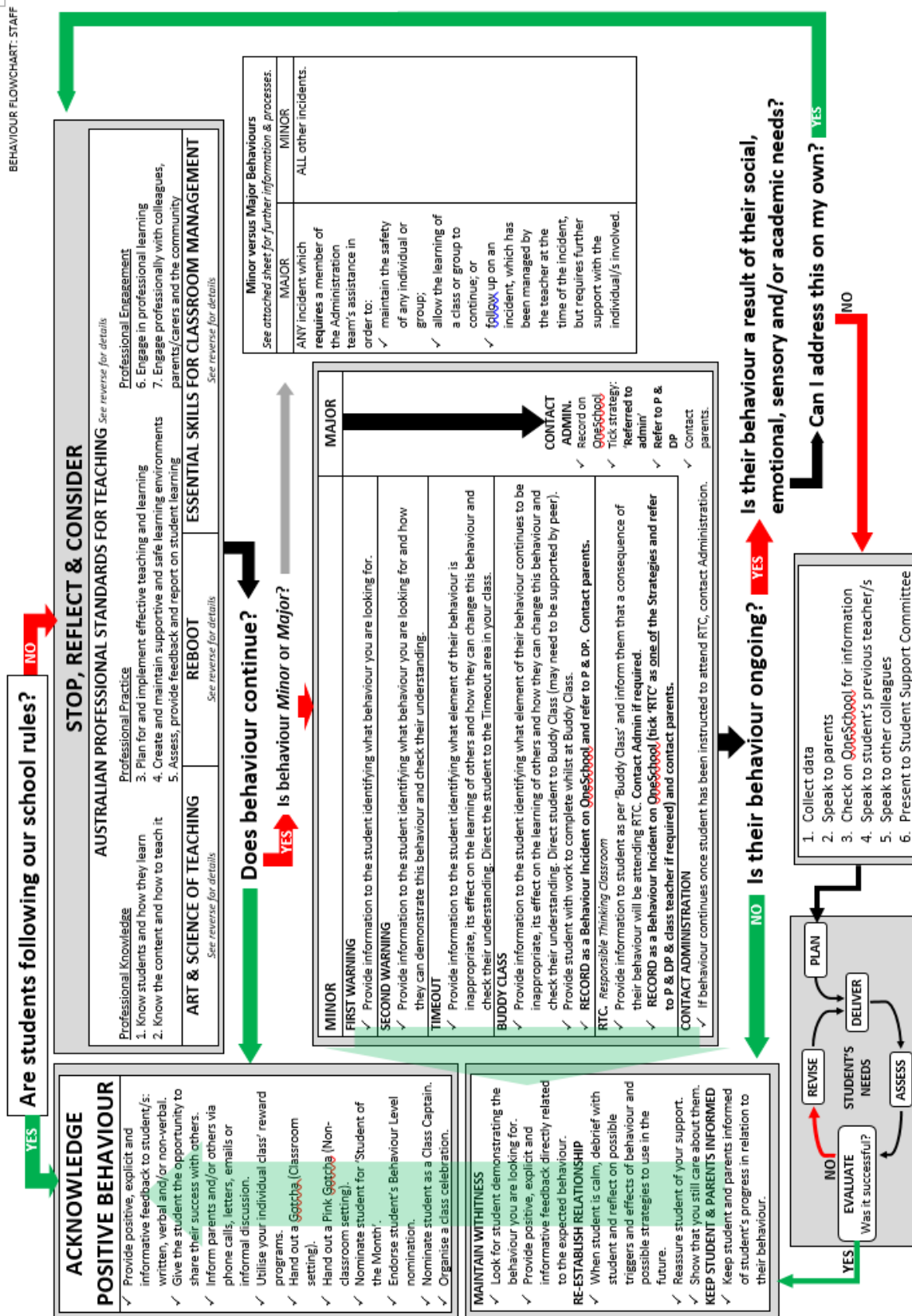
2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint

outcome.





- 3. External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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





AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHING			
<b>Professional Knowledge</b> <b>1. Know students and how they learn</b> 1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability  <b>2. Know the content and how to teach it</b> 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and <del>organisation</del> 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between indigenous and non-indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)	<b>Professional Practice</b> <b>3. Plan for and implement effective teaching and learning</b> 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/ <del>carers</del> in the educative process  <b>4. Create and maintain supportive and safe learning environments</b> 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging <del>behaviour</del> 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically  <b>5. Assess, provide feedback and report on student learning</b> 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement	<b>Professional Engagement</b> <b>6. Engage in professional learning</b> 6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning  <b>7. Engage professionally with colleagues, parents/carers and the community</b> 7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and <del>organisational</del> requirements 7.3 Engage with the parents/ <del>carers</del> 7.4 Engage with professional teaching networks and broader communities	
<b>Art and Science of Teaching</b> <i>Copies of the <del>ASoT</del> books are stored in the Library</i>  <b>Design questions</b> <ol style="list-style-type: none"> <li>What will I do to establish and communicate learning goals, track student progress and celebrate success?</li> <li>What will I do to help students effectively interact with new learning?</li> <li>What will I do to help students practise and deepen their understanding of new knowledge?</li> <li>What will I do to help student generate and test hypotheses about new knowledge?</li> <li>What will I do to engage students?</li> <li>What will I do to establish and maintain classroom rules and procedures?</li> <li>What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?</li> <li>What will I do to establish and maintain effective relationships with students?</li> <li>What will I do to communicate high expectations for all students?</li> <li>What will I do to develop effective lessons organised into cohesive units?</li> </ol>	<b>Reboot</b> <i>For additional resources refer to OneNote: Collaboration Space: Reboot</i>  <b>Check in</b>  <b>Check in questions</b> What number are you? or How are you feeling? What do you need to feel better? How can I help or support you to feel better?  <b>3 Brains</b>   <b>Line of Opportunity &amp; Zones of Engagement</b>   <b>Positive Change Highway</b> 	<b>Essential Skills for Classroom Management</b> <i>For additional resources refer to OneNote: PBL Notebook: Collaboration Space: ESCM</i>  Skill 1: Establishing Expectations Skill 2: Instruction Giving Skill 3: Waiting and Scanning Skill 4: Cueing with Parallel Acknowledgement Skill 5: Body Language Encouraging Skill 6: Descriptive Encouraging Skill 7: Selective Attending Skill 8: Redirecting to the Learning Skill 9: Giving a Choice Skill 10: Following Through	





Department of Education

One Mile State School

**Instrument of Authorisation**

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

I, Stuart Bell, Principal of One Mile State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

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

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

A handwritten signature in cursive script that reads 'S. S. Bell'.

16<sup>th</sup> November 2020

STUART BELL

DATE

ONE MILE STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION



Department of Education

One Mile State School

**Instrument of Authorisation**

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

I, Stuart Bell, Principal of One Mile State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

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

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

The effect of this authorisation is as follows:

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

16<sup>th</sup> November 2020

STUART BELL

DATE

ONE MILE STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION