



## Aviation High School

# Student Code of Conduct 2026-2027

***Our focus:***

***To achieve our vision of equity and excellence, we will all focus on educational achievement***

***Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Wellbeing and engagement***

***Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Culture and inclusion***

***The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments. Equity and Excellence (2023–2032)***

## Contact Information

Postal address:	PO Box 359, CLAYFIELD QLD 4011
Phone:	07 3637 0111
Email:	<a href="mailto:admin@aviationhigh.eq.ed.au">admin@aviationhigh.eq.ed.au</a>
School website address:	<a href="http://www.aviationhigh.eq.edu.au">www.aviationhigh.eq.edu.au</a>
Contact Person:	Mr David Munn (Principal)

## Endorsement

Principal Name: David Munn

Principal Signature:



Date: 9/3/26

P/C President Chair Name Kylie Van Haren

Signature:



School Council Chair Name:

Signature:

Date: 09/03/26

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## Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The Aviation High School Code of Conduct is how the school community will ensure that a supportive school environment is established and maintained. 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 can experience success and staff enjoy a safe workplace. This plan should be read in conjunction with the school's other policy statements available on the school website.

## Principal's Foreword

Aviation State High is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate non-discriminatory language and behaviours and designed, modelled and reinforced.

Aviation State High's vision and five school values are:

### **School Vision:**

Pursue excellence – Students at Aviation High School pursue academic excellence and social responsibility in a safe, supportive and nurturing environment.

### **School values:**

The School's five core values are embedded in every endeavour that the students undertake. We value students who demonstrate:

**Responsibility** – Be accountable for your own actions, resolve differences in peaceful ways and take care of the environment.

**Integrity** – Act with honesty, trustworthiness, loyalty, truthfulness, courtesy, understanding, reliability and ethical behaviour.

**Respect** – Treat self and others with consideration and regard as individuals of worth.

**Learning** – Engage with others to develop knowledge, understanding and skills to maximise academic, social and personal abilities.

**Passion for Aviation** – Students enjoy all learning experiences at Aviation High School by being positive, committed and willing to embrace challenge and change.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be 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.

Aviation State High 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.

## Consultation

The consultation process used to inform the development of the Aviation State High Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between September and October 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we meet with a number of parents with whom we invited comment regarding the Code of Conduct. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The Student Code of Conduct was endorsed December 2021.

A communication strategy has been developed to support the implementation of the Aviation State High Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and included in the school's website.

### **Review Statement**

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

A review was conducted December 2022, December 2023 and November 2024. This document is the result of these reviews.

## 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.

### Consideration of Individual Circumstances

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

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

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

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

## Student Wellbeing

Aviation State High 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](#).

### 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.

#### *Drug education and intervention*

Aviation State High implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

Aviation State High 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*

Aviation State High 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.

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

### *Mental health*

Aviation High implements early intervention measures and supports for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

### *Suicide prevention*

Aviation High school staff who notice suicide warning signs in a student should refer immediately to the school Guidance Officer, or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Aviation State High staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Aviation High enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Aviation High staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support Network**

Aviation State High School has a 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 professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Aviation State High 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.

Parents who would like more information about the student support roles and responsibilities are invited to contact one of the Deputy Principals.

Role	What they do
House Deputy Principals	<ul style="list-style-type: none"> <li>• leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need for students within the respective Houses</li> </ul>
Junior School Deputy Principal	<ul style="list-style-type: none"> <li>• coordinate transition to secondary for students moving from Year 6 to Year 7</li> <li>• lead role for implementation of Code of Conduct</li> <li>• monitors student attendance data, arranges intervention for students in Years 7 to 8.</li> </ul>
Middle School Deputy Principal	<ul style="list-style-type: none"> <li>• coordinate transition to secondary for students moving from Year 9 to Year 10</li> <li>• lead role for implementation of Code of Conduct</li> <li>• monitors student attendance data, arranges intervention for students in Years 9 to 10.</li> </ul>
Senior School Deputy Principal	<ul style="list-style-type: none"> <li>• lead role for implementation of Code of Conduct</li> <li>• monitors student attendance data, arranges intervention for students in Years 11 to 12.</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Wellbeing Leaders (year level coordinators)	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides continuity of contact for students and their families through the six years of schooling</li> <li>• ensures students feel safe and comfortable and want to come to school</li> <li>• nurtures a sense of belonging to the home group, year level and school.</li> </ul>
Senior Schooling Head of Department	<ul style="list-style-type: none"> <li>• Monitors QCE achievements – Years 11 and 12</li> <li>• Academic case management – Years 10-12</li> <li>• Year 10 transition into Year 11 and 12</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs.</li> </ul> </li> </ul>
Social Worker	<ul style="list-style-type: none"> <li>• support at-risk students to remain engaged with education</li> <li>• refer to appropriate agencies and support services</li> <li>• develop and foster relationships between the school and families of students</li> <li>• develop and implement programs to support social and emotional wellbeing</li> <li>• provide appropriate assistance to students experiencing difficulties at school and at home which may put them at risk of leaving school prematurely</li> <li>• assist with peer or social skills building.</li> </ul>

# Whole School Approach to Discipline

## Universal behaviour support

Our teaching staff oversees the implementation, adjustment, and evaluation of our whole school approaches and related school activities. Strategies include:

- developing a positive school climate and pleasant physical environment;
- recognising and positively reinforcing appropriate behaviours;
- developing and applying procedures to support victims and counsel offenders;
- applying logical and appropriate consequences for unacceptable behaviour;
- procedures for teaching school wide expectations.

## Leadership Activities

Where appropriate, students may attend leadership activities where skills in leadership and positive relationship building are promoted and taught.

## Engaging Curriculum & Effective Teaching

Teachers have a duty of care to monitor and promote standards of behaviour of students. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies.

## Positive Reinforcement

Effort is made by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as: praise, encouragement, engagement in extracurricular activities and student leadership roles. OneSchool positive behaviour entries are entered by staff to reward and reinforce good behaviours. These comments can be seen by parents on the QParent App and sometimes also result in a student receiving a House High Flyer award (GOTCHA) on assembly.

## Student Wellbeing

Students are also supported by a Wellbeing team. Students have a Wellbeing class at the start of the day and a targeted Wellbeing lesson one day per week. These lessons aim to promote positive behaviours and culture amongst students. Their Wellbeing teacher and year level Wellbeing leaders serve as a source of support for students in their lives. Wellbeing leaders have no responsibility for negative behaviour, only for student support. The Wellbeing leaders meet with the school Guidance Officer and Deputy Principal weekly to discuss areas of concern and identify and celebrate student successes.

## Student Academic Review (Years 11/12)

Students are reviewed by Heads of Department and Deputy Principal after reporting junctures and counselled in relation to their educational goals.

## **House Points System**

The House Point System is a year-long competition where students earn points for their house through Academic Excellence, Behaviour and Effort, School Culture and Pride and Sporting successes and achievement. This House Points System allows all Aviation High School students will be able to contribute to their house success.

## **Consideration of Individual Circumstances**

It is important to note that individual circumstances of students are considered by all staff when providing support and determining appropriate consequences for disciplinary matters. At all times, staff must consider the confidentiality of limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s.

## **Targeted behaviour support**

Targeted behaviour support employs a range of strategies which to manage unacceptable student behaviour.

## **STRATEGIC SEATING PLAN**

There may be a designated placement for each student in the class to maximise their learning opportunities.

## **DETENTION**

Morning Break with teacher (no longer than twenty minutes of break). Issued by teacher.

After School with teacher in Detention Room, parents to be notified in advance, no longer than half an hour. Issued by staff members for uniform infringements or other issues by Deputy Principal or Head of Department.

## **PARENT/CAREGIVER CONTACT**

Teachers may contact parents/caregivers to discuss student behaviour and progress. Teachers may refer to Wellbeing Leader or Deputy Principal who will liaise with parents/caregivers by phone or in person.

## **TIME-OUT**

In a critical situation where a teacher perceives that a student requires an immediate supervised time-out from class due to:

- Misbehaviour - student to be sent to administration. Another student will deliver a note from teacher briefly outlining the problem.
- Stress - emotionally upset student may be sent to Support Personnel with accompanying student and note detailing problem.

## **CONFERENCES AND CONTRACTS**

A conference involves the organisation of a meeting to discuss a student's behaviour or progress. It should involve those who have a right to be involved and others who have a responsibility to assist. This may involve the class teacher, Wellbeing Leader, a HOD, Guidance Officer and/or Deputy Principal, and the student(s) and parents/caregivers concerned, or other students involved in the incident.

A contract is a formal agreement outlining positive steps or directions the student is to take and assistance that the school is to provide. The student and the Deputy Principal/Principal both sign the contract. A contract can be developed for students in all year levels.

A Check-in Travel Card can be issued by a Wellbeing leader as a strategy to improve targeted behaviours. (Positive acknowledgment.)

A Conduct Travel Card may also be issued to gather feedback from classroom teachers throughout the day regarding the effort and behaviour of a student. This can help inform any further strategies. Issued by Deputy Principal.

### **FORMAL PROTRACTED TIME-OUT**

Should only be used for students who display serious, inappropriate classroom behaviours. Usually there will be a history of lower-level interventions that have proven ineffectual. Placement will usually be with the Deputy Principal or Head of Department. Needs and conditions for this intervention to be negotiated between Deputy Principal, relevant HODs, and Support Staff. Parent/caregiver informed of procedures. Students will be given appropriate curriculum materials to ensure that their educational program continues.

### **CANCELLATION OF ENROLMENT**

The enrolment of a post compulsory aged student can be cancelled when the student's behaviour amounts to a refusal to participate in the program of instruction provided by the school. Cancellation can be for a period up to a maximum of twelve (12) months.

### **SUSPENSION AND EXCLUSIONS**

Excluding students from the school is the last resort to be employed. It means quite simply that the student has fallen so far below the expectations of the school that participation, without seriously disrupting the rights of others, is not possible, and other channels have been unsuccessful.

### **RECORD OF BEHAVIOUR MANAGEMENT INCIDENTS**

Records will be kept in student personal files/One School. Examples of these records are:

- OneSchool Behaviour reports;
- HOD/Deputy Principal's reports;
- Minutes of meetings involving parents;
- Minutes from Well Being meetings;
- Support and intervention strategies record as given by Support Staff;
- Individual Behaviour Contracts;
- Check-in Travel Cards (positive acknowledgment issued by Wellbeing leaders) must be discussed at Wellbeing meetings;
- Conduct Travel Cards (issued by Deputy Principals).

### **Intensive behaviour support**

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to inappropriate behaviour. The student's Individual Behaviour Contract has been reviewed regularly and further support is now deemed appropriate.

Deputy Principals assist in the co-ordination of a Case Management team involving specialist services. A collaborative consultation process is facilitated, involving the

appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer and Wellbeing Leader.

The Case Management Team is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours.

Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Department of Communities, Child Safety and Disability Services, Child & Youth Mental Health, Qld Health, Queensland Police Service (QPS), Local Council, Neighbourhood Centre and EQ District Office.

From the Case Management Assessment and Interagency Input, the following supports may be put in place in the Individual Behaviour Contract:

- Counselling with the school Guidance Officer;
- Modified timetable or attendance;
- Invitation to parents/caregivers to attend Triple P program or similar program offered by Metropolitan North Region EQ;
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service, Headspace or their General Practitioner;
- Referral to the STIP, LASER and GGG (see below) or similar programs offered by Metropolitan North Region EQ.

### **Short Term Intervention Program (STIP)**

Students in the compulsory phase of learning when on a 6-20 day suspension attend the STIP where they receive a targeted social skilling program and an academic course of work. This program is conducted by Metro North Behaviour Services.

### **Discipline and Improvement Plan**

A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour.

A discipline improvement plan is generally initiated by the principal with the support of staff in partnership with the parents and the student. A parent may also approach the school to request the process be initiated if they are concerned about their child's behaviour. Discipline improvement plans outline clear expectations of the student's behaviour for a fixed period (for example, regular attendance, following the school's behaviour rules, or attending a social skills program).

A discipline improvement plan usually involves the school, the student and the parents working together to support a student to improve their behaviour. It is flexible to prevent escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

### **Differentiated and Explicit Teaching**

Aviation State High 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 Aviation State High 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.

### **Art and Science of Teaching (ASOT) influenced by John Fleming**

Aviation High School adopts Robert Marzano's Art and Science of Teaching (ASOT) as its pedagogical framework to support teaching and learning.

Effective classroom initiatives involved engaged students and improved student outcomes. To achieve this, educators must examine every element of the teaching process. ASOT framework is designed to aid teachers in examining and developing their pedagogical knowledge and skills so they can achieve improvement in teaching and student results.

We have implemented key features Explicit Instruction from Anita L. Archer and Charles A. Hughes. Explicit instruction is where teachers are following a template of lesson structure to impart key skills to the students in a way that students are involved in their learning, understand how they are being taught and can reflect on their learning.

## Focused Teaching

Approximately 10% of all students at Aviation High School may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Aviation State High to provide focused teaching.

Aviation State High has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

## 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.

## **Academic Improvement Program**

Students who do not reach academic success may be required to attend compulsory tutorials to redress subject fundamentals. This will better prepare the students for the next units of work by addressing any skill gaps. The AIP is conducted with Years 9-11 currently but will include other year levels if necessary. This involves an extra three 70 minute lessons per week to increase their academic understanding. The classes are conducted after school. This program has the full support of the School Council and parents.

## **New enrolments (Post Compulsory Students)**

New enrolments into Years 11 and 12 may be required to attend an entry interview with various staff from the school and external organisations. The purpose of this interview is to establish effective and achievable pathways for the student. This in turn will create an environment for student success.

# Legislative Delegations

## Legislation

In this section of the Aviation State High 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”.

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

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

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

## Disciplinary Consequences

There is no suggestion or indication in this Student Code of Conduct that any specific behaviour will automatically result in a particular disciplinary consequence. This is against the principles of natural justice that all principals are required to adhere by in their decision-making. Each situation needs to be dealt with and given due consideration.

Systematic efforts are made to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are consistent. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### Minor and Major Behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens e.g., shirt out, inappropriate language
- **Major** behaviour incidents are referred directly to a member of the Executive Team e.g., swearing at a teacher, physical harm.

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause a staff member to suspect that the student may be harmed
- do not harm/alter/impact the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or the Executive Team
- repeated minor behaviour may be referred to the Head of Department.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period, partial removal (time away), individual meeting with the student, temporary removal of items of property, apology, restitution or detention
- a re-direction process where a staff member takes the student aside and:
  - identifies the behaviour that the student is displaying
  - asks student to name expected school behaviour
  - states and explains expected school behaviour if necessary
  - gives positive verbal acknowledgement for expected school behaviour.
- Record in OneSchool if the behaviour persists over a short-time and may escalate to a Major behaviour. (Don't record if you have told a student to tuck their shirt in once, but if it is repeated over a week, then OS.)

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration as they constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

**Major** behaviours result in a referral to school Executive Team because of their seriousness.

When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member involves the appropriate person – Head of Department for classroom incidents, Deputy Principals for higher level major incidents. A report of the student’s behaviour must be recorded in OneSchool.

**Major** unacceptable behaviours may result in the following consequences:

- detention
- removal from activity
- restitution
- formal warning (including written) of future consequences for repeated or persistent inappropriate behaviour
- suspension from school
- proposal/recommendation for exclusion from Aviation High School
- cancellation of enrolment
- removal of invitations to school events including Graduation breakfast Ceremony and Year 12 Formal
- removal of access to extra-curricular activities.

In each case, a variety of actions may be undertaken as appropriate, including but not limited to:

- parent/guardian contact
- referral to Student Support Services Team, including Guidance Officers, Wellbeing Leaders, SBYHN, HODs
- referral to external agencies, including QPS, behaviour support services
- formal monitoring of behaviour
- referral to Deputy Principal/Principal.

**Definition of consequences as a guide only**

<b>Time Out</b>	<p>The principal, teacher or HOD is responsible for using Time Out:</p> <ul style="list-style-type: none"> <li>▪ as one of a range of options for students to manage their own behaviour</li> <li>▪ to assist a student in calming down process</li> <li>▪ as a strategy to reduce the frequency of a particular behaviour</li> </ul> <p>Time out is defined as giving a student time away from their regular class program/routine:</p> <ul style="list-style-type: none"> <li>▪ to a separate area within the classroom</li> <li>▪ to another supervised room or setting</li> </ul>
<b>Detention</b>	<p>The principal, teacher or HOD may use detention consequently for disobedience, misbehaviour, or other breaches of school expectations.</p> <p>Detentions may take place during school time or after school hours, as determined by the principal/teacher. After school detentions will be a supervised detentions at a time and place determined by the school (parents will be contacted before and after school detention is imposed) for uniform violations or as given by a HOD for repeat minor behaviour infringements.</p>



<b>Community Service Intervention</b>	The Principal or HOD may, at their discretion, require a student to undertake community service activities consequently for poor behaviour. In these circumstances, students may be required to complete a community service intervention: <ul style="list-style-type: none"> <li>▪ Under the direct supervision of the principal/teacher</li> <li>▪ Under the supervision of a host organisation (students aged 14 years and over only) *</li> </ul>
<b>Temporary Removal of Property</b>	The Principal, HOD or staff member has the power to temporarily remove property from a student, as per the procedure <a href="#"><u>Temporary Removal of Student Property by School Staff</u></a> .
<b>Suspension</b>	The Principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>▪ Disobedience</li> <li>▪ Misbehaviour</li> <li>▪ Conduct that adversely affects, or is likely to adversely affect, other students</li> <li>▪ Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>▪ Accessing mobile phone during the school day</li> <li>▪ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</li> <li>▪ The student is charged with a serious offence.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>▪ Persistent disobedience</li> <li>▪ misbehaviour</li> <li>▪ Conduct that adversely affects, or is likely to adversely affect, other students</li> <li>▪ Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>▪ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff</li> <li>▪ The student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to be enrolled at the school.</li> </ul>
<b>Cancellation of enrolment</b>	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school. Also if effort is minimal and attendance is below 90%.

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following behaviours are unacceptable at Aviation High School. The consequences and behaviour have been determined with a focus on natural justice principles and staff will then apply consequences from the range listed (not necessarily in the order listed). Every case will have the circumstances considered. Where there is a choice of consequences and/or extenuating circumstances, the principal will make the final determination.

This list is not exhaustive – other behaviours will be dealt with as appropriate.

<b>CLASSROOM</b>	
<b>Behaviour</b>	<b>Possible Consequences</b>
Late to class	<ul style="list-style-type: none"> <li>▪ Make up lost class time</li> <li>▪ Detention/ afterschool detention</li> </ul>
Repeatedly unprepared for class	<ul style="list-style-type: none"> <li>▪ Conversation with student</li> <li>▪ Refer to Wellbeing Leader/ Guidance Officer</li> <li>▪ Caregiver contact</li> <li>▪ Detention</li> <li>▪ Referral to HOD</li> <li>▪ Afterschool detention</li> </ul>
Non-completion of classwork or homework	<ul style="list-style-type: none"> <li>▪ Completion of work under supervision</li> <li>▪ Caregiver contact</li> <li>▪ Referral to HOD</li> </ul>
Chewing gum	<ul style="list-style-type: none"> <li>▪ Afterschool detention issued</li> <li>▪ Repeatedly chewing gum refer to Deputy</li> </ul>
Refusal to complete work	<ul style="list-style-type: none"> <li>▪ Completion of work under supervision</li> <li>▪ Caregiver contact</li> <li>▪ Referral to HOD</li> <li>▪ Detention/Suspension</li> <li>▪ Cancellation of enrolment (post compulsory students)</li> </ul>
Non-compliant with classroom instructions	<ul style="list-style-type: none"> <li>▪ Conversation with student</li> <li>▪ Time out/ Buddied out</li> <li>▪ Detention</li> <li>▪ Caregiver contact</li> <li>▪ Referral to HOD and/or Guidance Officer</li> </ul>
Disrupting the learning of other students	<ul style="list-style-type: none"> <li>▪ Time out/ Buddied out</li> <li>▪ Detention</li> <li>▪ Removal from classroom to another learning environment</li> <li>▪ Caregiver contact</li> <li>▪ Referral to Student Support Services</li> <li>▪ Suspension</li> </ul>
Not completing course requirement	<ul style="list-style-type: none"> <li>▪ Caregiver contact</li> <li>▪ Removal of unit of credit (senior school)</li> <li>▪ Cancellation of enrolment (post compulsory)</li> <li>▪ Withholding of Graduation</li> </ul>

	Breakfast/Formal Invitation
Cheating/Plagiarism	<ul style="list-style-type: none"> <li>▪ Refer to HOD</li> <li>▪ Detention</li> <li>▪ Caregiver contact</li> <li>▪ Resubmission of task/assessment</li> <li>▪ Consult Assessment Policy</li> </ul>
Use of AI	<ul style="list-style-type: none"> <li>▪ Refer to the assessment policy and AI policy</li> <li>▪ 30%</li> </ul>

ATTENDANCE	
Behaviour	Consequences
Truancing	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified by Deputy Principal</li> <li>▪ Make up lost time – after school detention</li> <li>▪ Supervised breaks by Deputy Principal</li> <li>▪ Conduct Travel Card issued</li> <li>▪ Cancellation of enrolment (post compulsory students)</li> <li>▪ Intervention by Guidance Officers (compulsory school aged students with persistent truancy)</li> <li>▪ Compulsory Schooling Order letters as required (T1, T2, T3).</li> <li>▪ Liaison with external agencies as required</li> </ul>
Leaving school grounds without permission/leave pass	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified</li> <li>▪ Deputy Principal notified</li> <li>▪ Conduct Card issued</li> <li>▪ Detention/afterschool detention</li> <li>▪ Supervised breaks</li> <li>▪ Persistent offences will be considered disobedience</li> </ul>
Late to school (without parent notification)	<ul style="list-style-type: none"> <li>▪ Afterschool detention</li> <li>▪ Referral to Deputy Principal</li> <li>▪ Parent/guardian contacted (repeated offences)</li> <li>▪ Recording of absences on student reports</li> <li>▪ Referral to Guidance Officer (Student Support Services)</li> </ul>
Late to afterschool form class (Students have 3 minutes to arrive before consequences)	<ul style="list-style-type: none"> <li>▪ Afterschool detention</li> <li>▪ Referral to Deputy Principal if repetitive</li> </ul>
Excessive absence without reasonable explanation	<ul style="list-style-type: none"> <li>▪ Refer to wellbeing Leader/ Guidance officer</li> <li>▪ Parent guardian contacted</li> </ul>

	<ul style="list-style-type: none"><li>▪ Medical certificate required for more than 3 days in a row.</li><li>▪ Exclusion from school based extra-curricular activities (clubs, music, excursions, rewards days, formals, etc.)</li></ul>
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ELECTRONIC DEVICES	
Behaviour	Possible Consequences
Mobile phone rings during the day after being stored in phone locker	<ul style="list-style-type: none"> <li>▪ 3 after school detentions and the phone must be handed into the school office for the remainder of the term.</li> <li>▪ Repeated misuse will be considered as affecting 'good order of the school'.</li> <li>▪ Suspension.</li> </ul>
Mobile phone accessed during the day (As soon as students enter school gates, Afternoon students can check phone for messages)	<ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> offence = 5 after school detentions and phone must be handed into the school office for 5 weeks.</li> <li>▪ 2<sup>nd</sup> offence = Suspension and upon return, phone must be handed into the school office for 10 weeks.</li> <li>▪ Repeated misuse will be considered as affecting 'good order of the school'.</li> </ul>
Recording or photographing without permission	<ul style="list-style-type: none"> <li>▪ Student sent to hand device in to the school office (receipt issued). Collection at 2:45pm from office upon presentation of receipt.</li> <li>▪ Parent/guardian notified with action plan for parental support outside school</li> <li>▪ Detention/suspension</li> <li>▪ Deletion of the media</li> </ul>
Inappropriate email or digital communication (e.g., offensive language, airdropping, social media)	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified with action plan for parental support outside school</li> <li>▪ Internet/network access suspended/removed</li> <li>▪ Detention/Suspension</li> </ul>
Using iPad at lunch or before school (only for schoolwork before school not at lunch at all)	<ul style="list-style-type: none"> <li>▪ After school detention</li> <li>▪ Hand device to office</li> </ul>
Visiting inappropriate internet sites/downloading inappropriate material on school owned devices or while connected to the school network or using non-EQ filtered Internet e.g., pornography	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified with action plan for parental support outside school</li> <li>▪ Internet/network access suspended/removed</li> <li>▪ Limitations on network access</li> <li>▪ Removal of computer device privileges (where appropriate) (1 week, 1 term) Device returned to parent – parent to collect</li> <li>▪ Detention/suspension</li> </ul>
Uploading inappropriate files, installing games, installing alternative operating systems, using unauthorised games or apps	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified with action plan for parental support outside school</li> <li>▪ Suspension</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Removal of network rights</li> <li>▪ Removal of device for 5 weeks and if repeated 10 weeks</li> <li>▪ Device returned to parent</li> </ul>
<p>Accessing/attempt to gain unauthorised access to any part of the Network systems e.g., Via hacking, spyware or other back door methods</p>	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified with action plan for parental support outside school</li> <li>▪ Removal of network rights (minimum 1 term)</li> <li>▪ Suspension</li> <li>▪ Deliberate damage to network will result in recommendation for exclusion</li> </ul>
<p>Using teacher/network administrator's logins to access/damage the school network</p>	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified with action plan for parental support outside school</li> <li>▪ Removal of network rights (minimum 1 term)</li> <li>▪ Suspension</li> <li>▪ Deliberate damage to network will result in recommendation for exclusion</li> </ul>

<b>SCHOOL COMMUNITY</b>	
<b>Behaviour</b>	<b>Possible Consequences</b>
Inappropriate behaviour on excursions/camps/work experience including use of mobile phone	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified</li> <li>▪ Withdrawal/return from activity/camp</li> <li>▪ Student may be excluded from attending further excursions/camps as determined by a member of the Executive Team</li> <li>▪ Consequences for mobile phone use</li> <li>▪ Detention/Suspension/exclusion</li> </ul>
Placing/publishing inappropriate or abusive material about staff or Aviation High School in any public or school domain	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified</li> <li>▪ Parent/guardian to organise removal of offensive/inappropriate material</li> <li>▪ Suspension/exclusion</li> <li>▪ QPS involvement as appropriate</li> </ul>
Contacting media outlets without the authorisation of the principal	<ul style="list-style-type: none"> <li>▪ Parent/guardian notified</li> <li>▪ Suspension/exclusion</li> </ul>
Parking vehicles in school grounds <ul style="list-style-type: none"> <li>• No learner drivers to enter the school at anytime</li> </ul> (All students who drive vehicles to school must register all appropriate details with the school, e.g., model, colour, registration number, name of driver, names of passengers, written consent from both driver and passenger parent/guardian).	<ul style="list-style-type: none"> <li>▪ Students may not park their motor vehicles in school grounds. Students who park their vehicles in school grounds will be asked to move it.</li> <li>▪ If students continue to park their vehicles in school grounds the matter will be referred to Principal directions or senior staff directions.</li> <li>▪ Parents who have learner drivers must park outside the school. Any staff member can ask you to leave. Failure to do must be referred to the principal</li> <li>▪ Failure to comply will result in referral to QPS and/ or a Principal decision</li> </ul>

<b>STUDENT SAFETY</b>	
<b>Behaviour</b>	<b>Consequences</b>
Inappropriate behaviour at school	<ul style="list-style-type: none"> <li>▪ Students will be counselled about socially acceptable behaviour</li> <li>▪ Referral to Guidance Officer</li> <li>▪ Parents/guardians will be contacted</li> <li>▪ Detention/suspension</li> </ul>
Dangerous behaviour in class/at school	<ul style="list-style-type: none"> <li>▪ Staff will be required to make the situation safe</li> <li>▪ Parent/guardian contacted</li> <li>▪ Detention/suspension/exclusion</li> </ul>
Possession of weapons/dangerous items	<ul style="list-style-type: none"> <li>▪ Items considered unsafe will be confiscated for collection by a parent/QPS</li> <li>▪ Suspension/recommendation for exclusion</li> </ul>
Acting in a way that endangers self or others	<ul style="list-style-type: none"> <li>▪ Parent/guardian contacted</li> <li>▪ Referral to Student Support Services/external agencies as appropriate</li> <li>▪ Detention/suspension/exclusion</li> </ul>
Not wearing helmets to and from school (students bringing scooters/ motorised scooters / bikes need helmets or not allowed to store on school property)	<ul style="list-style-type: none"> <li>▪ Students must wear a helmet to and from school</li> <li>▪ Detention given</li> <li>▪ Notify relevant House Deputy Principal</li> <li>▪ Deputy Principal will contact parents</li> <li>▪ Students not allowed to ride bike to and from school if there is no helmet</li> </ul>

<b>SCHOOL AND OTHER PROPERTIES</b>	
<b>Behaviour</b>	<b>Consequences</b>
Damaging/destroying property of school or others (or intent to damage/destroy property of school or others)	<ul style="list-style-type: none"> <li>▪ Repair damaged property/replace damaged property at own/parent/guardian's expense</li> <li>▪ Pay damages</li> <li>▪ After school detentions</li> <li>▪ Suspension/exclusion</li> <li>▪ Referral to QPS</li> </ul>
Graffiti	<ul style="list-style-type: none"> <li>▪ Repairing/replacing damaged property</li> <li>▪ Community service intervention</li> <li>▪ After school detentions</li> <li>▪ Suspension/exclusion</li> <li>▪ Referral to QPS</li> </ul>
Littering (whether dropped by individual/group)	<ul style="list-style-type: none"> <li>▪ Cleaning up area/grounds</li> </ul>
Stealing (or intent to steal) Interfering with the property of others	<ul style="list-style-type: none"> <li>▪ Returning stolen property</li> <li>▪ Student may face suspension/exclusion</li> <li>▪ Referral to QPS</li> </ul>

INTERACTION WITH OTHERS	
Behaviour	Consequences
Affecting “good order of school” – refusing to follow the reasonable instructions of school personnel, despite previous interventions	<ul style="list-style-type: none"> <li>▪ Parent/guardian contacted</li> <li>▪ After school detentions</li> <li>▪ Possible suspension</li> </ul>
Inappropriate/abusive/offensive language (incidental) (Deliberate or persistent)	<ul style="list-style-type: none"> <li>▪ Parent/guardian contacted</li> <li>▪ After school detentions</li> <li>▪ Possible suspension</li> </ul>
Bullying/Threats/Harassment - including verbal, physical, sexual, racial, cyberbullying	<ul style="list-style-type: none"> <li>▪ Parent/guardian contacted</li> <li>▪ Students made aware of policy</li> <li>▪ Mediation</li> <li>▪ After school detention</li> <li>▪ Commitment to intervention programs</li> <li>▪ Suspension/exclusion</li> <li>▪ Parents are to ensure that offensive/inappropriate materials are removed from public view or from electronic device</li> <li>▪ Possible referral to QPS</li> </ul>
Violence/Fighting (Includes inciting violence/fighting)	<ul style="list-style-type: none"> <li>▪ Parents/guardian notified</li> <li>▪ After school detentions</li> <li>▪ Suspension/exclusion from school</li> <li>▪ Possible referral to QPS</li> </ul>

PERSONAL CONDUCT	
Behaviour	Consequences
<p>Inappropriate/abusive/offensive language (incidental) (Deliberate or persistent)</p>	<ul style="list-style-type: none"> <li>▪ Student redirected</li> <li>▪ Student apology/redress</li> <li>▪ Detention</li> <li>▪ Student apology/redress</li> <li>▪ Detention/suspension</li> </ul>
<p>Failure to wear school uniform</p> <ul style="list-style-type: none"> <li>• Shirt – tucked in for boys, top button done up, no obvious undershirt in extreme weather it can be loosened)</li> <li>• Tie – red for girls and navy for boys (in extreme weather it can be loosened)</li> <li>• Shorts/ skirt – knee length, not rolled. Belt for boys</li> <li>• Socks – blue for formal plain white for sport</li> <li>• Black formal/college shoes – formal</li> <li>• Black impervious shoes – sport (leather or synthetic with no holes)</li> <li>• Blazers must be in students possession term 2 and 3, years 10-12</li> <li>• Scarves must only be worn in terms 2 and 3</li> <li>• School jackets junior school only</li> <li>• Senior jumper on sport day only</li> <li>• Hats – must be worn to and from school and on school grounds when not in shade</li> <li>• All items of the school uniform are to be maintained in a tidy condition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will be requested to rectify uniform by obtaining an item from home</li> <li>▪ Afterschool detention will be issued</li> <li>▪ Parents/guardian notified</li> <li>▪ Interview with parents to develop suitable plan to adhere to policy</li> <li>▪ Non-compliant after negotiated timeframe – 3-day school suspension</li> <li>▪ Repeated refusal to comply with uniform requirements will be treated as affecting the good order of the school</li> </ul>
<p>Failure to wear school uniform – grooming</p> <ul style="list-style-type: none"> <li>• Piercings – no facial or non-ear lobe (students are allowed to wear one piercing in each ear lobe, it must be a small plain stud no bigger than 5mm or thin single sleeper ring no bigger than 2mm thick and 12mm wide)</li> <li>• Hair colour - natural colour and one colour.</li> <li>• Hair Cut - must be fully up if longer than shoulder height, no extreme haircuts (i.e. mohawk)</li> <li>• Jewellery – 1 watch and 1 fine necklace with religious pendant hidden allowed.</li> <li>• Facial hair – clean shaven</li> <li>• No painted nails</li> <li>• False nails and eyelashes not</li> </ul>	<ul style="list-style-type: none"> <li>▪ After-school detention for each infringement</li> <li>▪ Parents/guardian notified</li> <li>▪ Non-compliant after negotiated timeframe – 3-day school suspension</li> <li>▪ Repeated refusal to comply with uniform requirements will be treated as affecting the good order of the school</li> </ul>

<p>allowed</p> <ul style="list-style-type: none"> <li>• No make-up allowed, this includes mascara, foundation, concealer.</li> <li>• Pimple patches must be clear</li> <li>• Tattoos must not be visible</li> <li>• No student writing on body</li> </ul>	
<p>Failure to attend after school detentions</p>	<ul style="list-style-type: none"> <li>▪ Students are given notification of the detention verbally or via email.</li> <li>▪ Parent/ Guardians are notified of failure to complete detentions, possible suspension.</li> <li>▪ Students must complete detentions within 5 school days of detention issue or under agreement with House Deputy Principal.</li> <li>▪ Accumulation of 3 after school detentions and no attempt to complete detentions - House Deputy Principal to email student and parent.</li> <li>▪ Accumulation of 5 after school detentions and no attempt to complete detentions – student to be suspended.</li> </ul>
<p>Failure to wear safety Helmets to and from school (students riding normal/motorised scooters or bicycles need to wear an Australian safety standard helmet to come onto the school site)</p>	<ul style="list-style-type: none"> <li>▪ Afterschool detention</li> <li>▪ Students reminded of safety precautions</li> <li>▪ Parents notified</li> <li>▪ Repeated offences can lead to suspension or removal of bike or bicycle.</li> </ul>

<b>SUBSTANCES</b>	
<b>Behaviour</b>	<b>Consequences</b>
Vaping or smoking cigarettes in/around school grounds vaping or smoking cigarettes while on a school activity (Or while in school uniform or identifiable as an Aviation High School student)	<ul style="list-style-type: none"> <li>▪ Suspension 1 – 3 days</li> <li>▪ Repeated offence – suspension 3 – 5 days</li> <li>▪ Referral to SBYHN or intervention program</li> <li>▪ Extended suspension for repeated offences</li> <li>▪ Students in the company of vapers or smokers can expect similar consequences</li> </ul>
Possession of vapes or cigarettes in/around school grounds Possession of vapes or cigarettes while on school organised activity (Or while in school uniform or identifiable as an Aviation High School student)	<ul style="list-style-type: none"> <li>▪ A student suspected of being in possession of vapes or cigarettes (or associated materials) will be escorted to a member of the Executive where he/she will be requested to empty his/her bag</li> <li>▪ Suspension if in possession of vapes or cigarettes</li> <li>▪ Vapes or cigarettes will be confiscated</li> <li>▪ Parent/guardian notified</li> </ul>
Possession of drugs* or drug implements in/around school grounds Possession of drugs* or drug implements on school activity, or while in school uniform or while identifiable as an Aviation High School student	<ul style="list-style-type: none"> <li>▪ Students suspected of being in possession of drugs* or drug implements will be escorted to a member of Administration</li> <li>▪ Parents/guardians called and invited to attend the school</li> <li>▪ QPS will be involved</li> <li>▪ Students in possession of drugs or drug implements or any substance they purport to be a drug can expect to be excluded from Aviation High School</li> <li>▪ Students who are in the company of those involved in a drug related incident can expect similar consequences.</li> </ul>
Supply of drugs* on/around school grounds Supply of drugs* while on school organised activity or while identifiable as an Aviation High School student	<ul style="list-style-type: none"> <li>▪ Students attempting to acquire drugs or drug implements can expect similar consequences.</li> </ul>
Use of drugs * on/around school grounds Use of drugs while on a school activity or while identifiable as an Aviation High School student	<p>If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur:</p> <ul style="list-style-type: none"> <li>▪ Student will be escorted to Administration to a member of the Executive</li> <li>▪ Parents/guardians informed and invited to attend the school</li> <li>▪ Student will be isolated and supervised</li> </ul>

	<p>until parents arrive</p> <ul style="list-style-type: none"> <li>▪ Medical attention will be sought, where necessary</li> <li>▪ Executive will conduct thorough investigation</li> <li>▪ QPS involvement</li> <li>▪ Students who are under the influence of drugs or who use drugs at school can expect to be excluded</li> <li>▪ Students who are in the company of those involved in a drug related incident can expect similar consequences.</li> <li>▪ Aviation High School does not tolerate drug use.</li> </ul>
<p>Possession of alcohol on/around school grounds  Use of alcohol on/around school grounds  Use of alcohol while on a school activity or while identifiable as an Aviation High School student</p>	<p>If a student is suspected of possessing alcohol, using alcohol or being under the influence of alcohol at school the following will occur:</p> <ul style="list-style-type: none"> <li>▪ Student will be escorted to Administration to a member of the Executive</li> <li>▪ Parents/guardians will be informed and invited to attend the school</li> <li>▪ Student will be isolated and supervised until parents arrive</li> <li>▪ Medical attention will be sought, where deemed necessary</li> <li>▪ Executive will conduct a thorough investigation</li> <li>▪ Suspension will occur</li> <li>▪ Students supplying alcohol to others will be suspended and may be considered for a recommendation for exclusion.</li> </ul>

## CRIMINAL ACTIVITIES

Behaviour	Consequences
Students charged with a criminal offence	<p>If a student is charged with an offence, the principal will consider whether student's behaviour constitutes one or more of the following grounds for suspension:</p> <ul style="list-style-type: none"> <li>▪ the offence is of a serious nature; or</li> <li>▪ the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.</li> </ul> <p>In either or both cases the principal will</p> <ul style="list-style-type: none"> <li>▪ notify the parents and the student and invite them to consider the relevant evidence</li> <li>▪ Give the student and parent the opportunity to discuss the allegations and respond if they choose</li> <li>▪ Verbally notify the student and parent of the suspension and the date on which it will commence</li> <li>▪ Arrange for the provision of an educational program for the student while they are suspended</li> <li>▪ Ensure that a regional case manager is allocated to support the student and parents</li> </ul> <p>As soon as the charge is dealt with the principal may:</p> <ul style="list-style-type: none"> <li>▪ Decide to propose to exclude the student.</li> <li>▪ Decide not to propose to exclude the student and notify the student and parent in</li> <li>▪ writing that the suspension has ended.</li> </ul>
Students convicted of an offence	<p>If a student is convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school, the principal will:</p> <ul style="list-style-type: none"> <li>▪ notify the parents and the student and invite them to consider the relevant evidence</li> <li>▪ Verbally notify the student and</li> </ul>

	<p>parent of the suspension with a proposal to exclude and the date on which it will commence</p> <ul style="list-style-type: none"><li>▪ Arrange for the provision of an educational program for the student while they are suspended</li><li>▪ Ensure that a regional case manager is allocated to support the student and parents</li></ul> <p>Within 20 school days of giving the student the proposed exclusion notice, the principal may:</p> <ul style="list-style-type: none"><li>▪ Decide to exclude the student.</li><li>▪ Decide not to exclude the student and</li><li>▪ notify the student and parent in writing that the suspension has ended.</li></ul>
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## School Policies

Aviation State High 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:

- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media.

### Use of mobile phones and other devices by students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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.

In consultation with the broader school community, Aviation High School has adopted Education Queensland's mobile phone policy "Away for the Day" in the following format.

#### Responsibilities

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

- Mobile phones must be "out of sight" once a student enters the school grounds.
- At 8:45am during form meetings, students must turn off their mobile phone and store in the locker provided by the school. If a student will be leaving before end of day, the student must hand the phone in to the office prior to 8:45am.
- At 2:40pm during end of the day form meeting, students are permitted to retrieve their phone from the locker and check their messages. No phone calls are allowed.
- There are consequences for students who do not follow the above procedure.

#### Music Devices

The school is aware that students may wish to use a personal music device (MP3 player, I-Pod or other such instrument) for their commute to the school.

All such items are to be OFF during school time. These items are not conducive to effective learning, distract other students and teachers, and may interfere with the student's capacity to be aware of teacher instruction and emergency warnings.

Any such music devices are brought to school at their owner's risk. No liability will be accepted by the school in the event of loss or damage. Students should ensure that these items are always stored in a safe and secure place. (The school office is available).

## **Recording Voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Aviation High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g., in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup>, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or
- knowingly being a subject of a recording.

Breach of this policy may be subject to disciplinary action (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

## **Confiscation**

Any personal technology devices used contrary to this policy on school premises will be confiscated by school staff. A receipt for the item/s will be provided to the student by the school office. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

### **Text communication**

Using a device to send messages is a breach of school policy. The sending of messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of Cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **Recording Private Conversations and the Invasion of Privacy Act 1971**

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special Circumstances Arrangement**

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

## Preventing and responding to bullying

### Purpose

Aviation High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment created is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Aviation High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Aviation High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Aviation High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, the school will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

### Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst the school would never encourage students to place themselves at risk, anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Aviation High School are an addition to the already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures addressed school-wide through Wellbeing lessons that students are already accustomed to.

## Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students are aware of the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Cyberbullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

Aviation High School will then investigate and respond to any incident of cyberbullying.

Aviation High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its antibullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## Responding to Alleged/Perceived Bullying

Incidents of alleged/perceived bullying should be reported to the school immediately. School personnel will conduct investigations and manage the incident appropriately as directed by the school principal.

# 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](#).

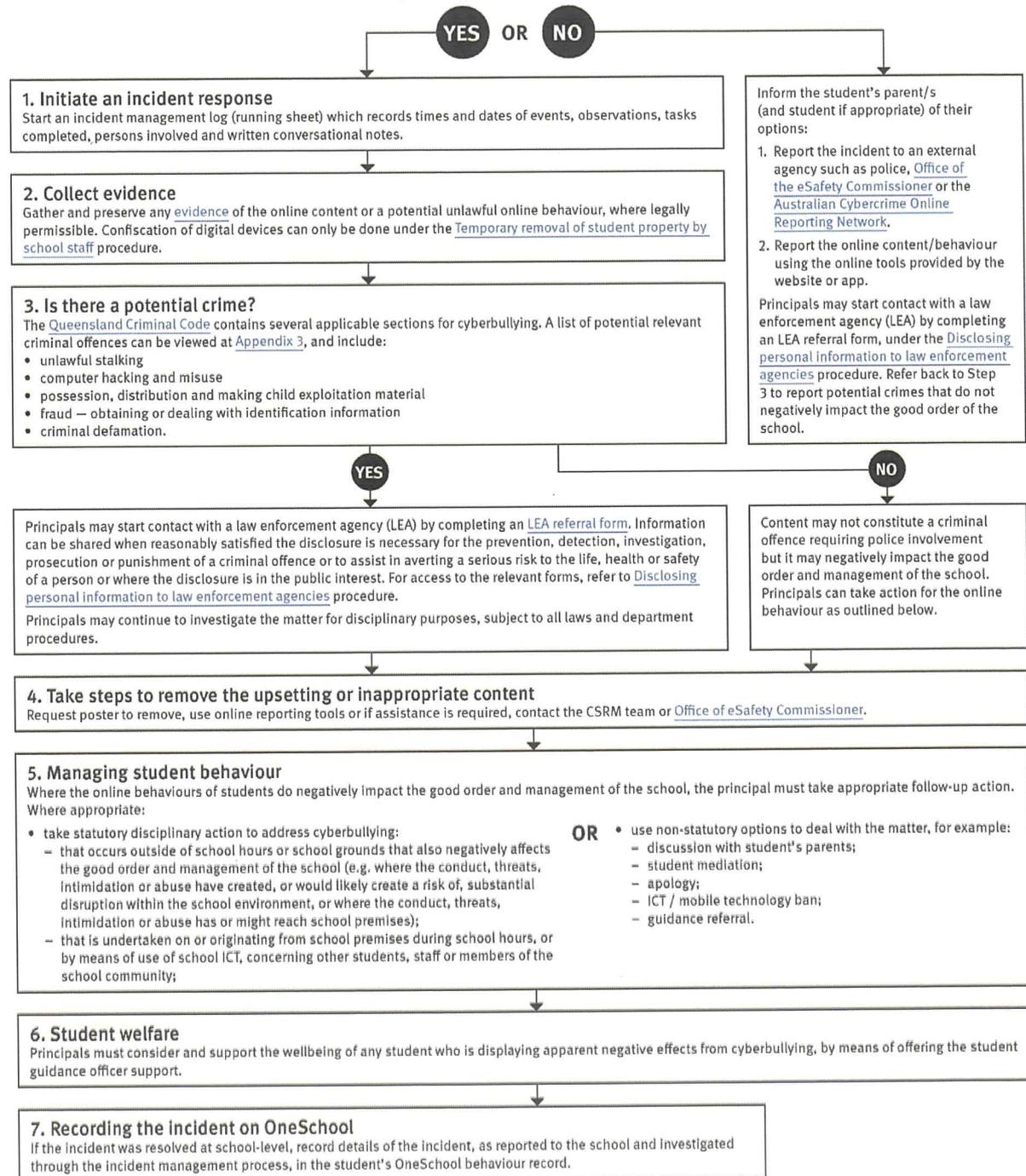
## Explicit images

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?



## Appropriate use of social media

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

It'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 Aviation State High 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 practice's 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 should be saved and available for staff to review in OneSchool.

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

- **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- **Debrief:** 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.

## 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

Aviation State High 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 you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

The following three-step approach assists parents 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.