



Ripley Valley
State Secondary College

Student Code of Conduct 2025 - 2027

Our vision is to keep the individual at the heart of our decision making. We are dedicated to providing equitable opportunities for growth through innovative practices. We collaboratively strive to create productive citizens, ethical leaders and positive contributors to our community, country and global society.

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Date: 18/9/25

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P&C President Signature: Sybil

Date: 18/09/2025

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Purpose

Ripley Valley State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors which reflect our College values of Respect, Responsibility and Perseverance.

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

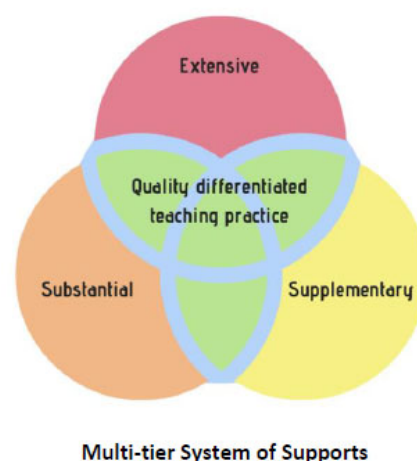
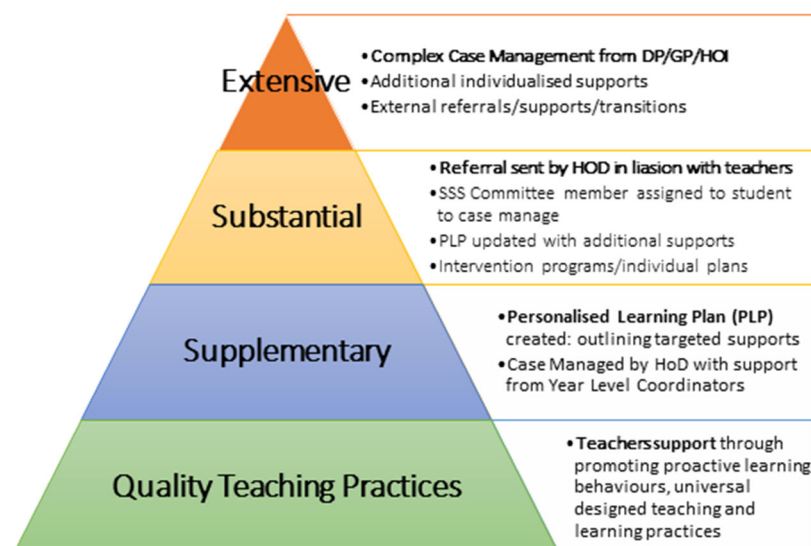
Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Learning and Behaviour Statement

Our College has a positive culture that promotes student wellbeing; instilling a sense of belonging and pride in our students. Through this we believe in reinforcing behaviour through a Multi-Tiered System of teaching expectations and rewards for positive behaviour. Teaching students standards of expected behaviour forms an important part of our curriculum. Classroom teachers address inappropriate behaviour in class and apply appropriate consequences to improve student behaviour. This is reinforced through our House system that establishes opportunities for all students to contribute to college and community life. Our College is founded upon three core values of Respect, Responsibility and Perseverance. These values are reflected through our Positive Behaviour for Learning framework.

Multi-Tiered Systems of Support

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



Tier	Prevention Description
1	All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) behavioural assessment that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive behavioural assessment that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive behavioural assessment and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

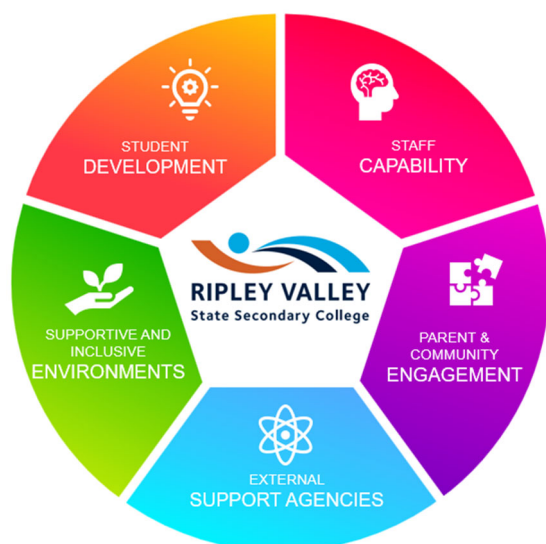
Staff at Ripley Valley State Secondary College take into account students' individual circumstances. This is reflected through our College Vision. Circumstances may include but are not exclusive to; their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, 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

At Ripley Valley State Secondary College, we recognise that the wellbeing of students, staff and the wider community is crucial in optimising the outcomes of young people. We believe that every teacher is a teacher of wellbeing and that through a coordinated, systematic approach to student engagement and wellbeing we can fulfil our College motto of "Achieving excellence together". The Ripley Valley State Secondary College Wellbeing Framework has been developed to reflect our ethos regarding wellbeing and to outline the key priorities and stakeholder groups involved in creating a safe, inclusive and connected school community that promotes wellbeing and learning. This includes:



Students – reflecting the psychological, physical, personal, social and cognitive needs

Staff – reflecting the their physical, financial, occupational, psychological and social needs

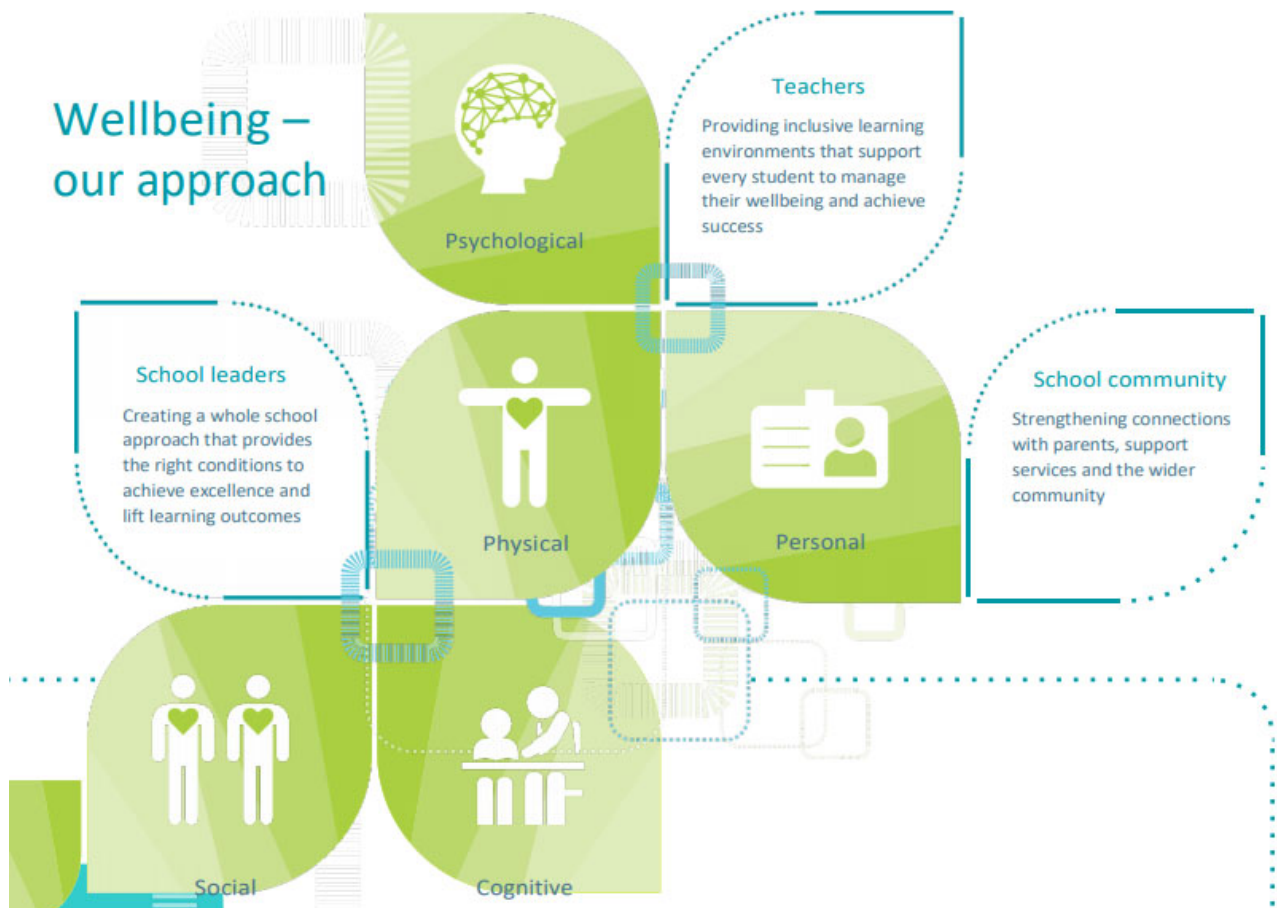
Environment – reflecting the environmental factors that impact wellbeing and mental health

Support Agencies – representing the wide variety of external providers and support agencies that we engage with to support student

Parents and Community – reflecting the collective efficacy of our parent & wider community

Ripley Valley State Secondary College 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](#) (see below) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.



Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Ripley Valley State Secondary College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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

Ripley Valley State Secondary College 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

Ripley Valley State Secondary College 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

Ripley Valley State Secondary College 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 College 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. Ripley Valley State Secondary College 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

Ripley Valley State Secondary College implements early intervention measures and treatments 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

Ripley Valley State Secondary College school staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, senior 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, Ripley Valley State Secondary College 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 post-intervention

In the case of a suicide of a student that has not occurred on school grounds, Ripley Valley State Secondary College enacts a post-intervention 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, Ripley Valley State Secondary College 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 Services Committee (SSS Committee)

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

Students can approach any trusted school staff member at Ripley Valley State Secondary College 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 SSS Committee.

Teachers who notice a student may require extra support may communicate with families and may refer to a Head of Year Level, who would refer on to a member of the SSS Committee. The SSS Committee is made up from a core group of members. The SSS Committee work closely with a range of internal and external support agencies to provide specialised support as required. Core members include: Principal, Deputy Principal, Guidance Officer and Head of Inclusion.

Referral Procedure:

1. Staff member identify area of concern and refer to Head of Year Level
2. HOD of Year Level refers on to member of the SSS Committee via OneSchool.
3. SSS Committee review concern and determine appropriate actions and assign case manager if required.
4. Case Manager develops and implements a support plan in consultation with key stakeholders.
5. Case Manager regularly reviews the support plan collaboratively with all stakeholders and adjusts as required.
6. Parents who would like more information about the student support roles and responsibilities are invited to contact the school Principal on the (07) 3819 5333.

The SSS Committee may comprise of the members below:

Role	Responsibilities
Deputy Principal	• lead role for implementation of Positive Behaviour for Learning (PBL) • lead Student Support Services Team • coordinate transition to secondary for students moving from Year 6 to Year7
Head of Inclusion	• leadership of Student Support Services Committee to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need • work collaboratively with stakeholders to promote inclusive practices.
Year Level Coordinators	• responsible for student wellbeing in their respective year levels • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and are engaged with all facets of schooling • nurtures a sense of belonging within the school • monitors student attendance data

Guidance Officers	• 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 • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Speech and Language Pathologist	• provide identification and support to address language needs of students for staff and families • work collaboratively around specific targeted support for identified students • work collaboratively with the Guidance Officer in verifying speech and language impairments • conduct comprehensive assessment (CELF) reading profiles, language profiles and speech profiles
Chaplain	• Provides social, emotional and spiritual support for students and helps students find a positive way to deal with issues ranging from family issues to friendship and peer complications.
Defence School Mentor	• monitors the social and emotional wellbeing of Defence students • enhances awareness and appreciation of the unique Defence lifestyle in schools and communities • provides support to children during times of parental absence.
Youth Support Coordinator	• provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers • social/emotional/physical wellbeing.
Community Elders	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Community Education Counsellor	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
African Student and Family Support Mentor	• provides support for African/Australian students and their families and engages with the wider African community • MOU in collaboration with African Villiage
Registered Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. These may include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

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

PBL is an evidence-based framework underpinned by a focus on:

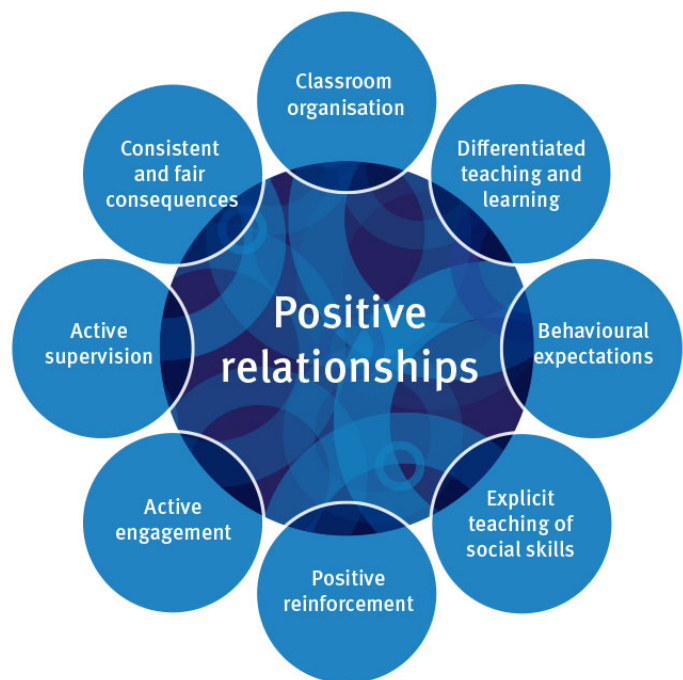
- **Student Wellbeing:** PBL supports the explicit and systematic teaching of social-emotional learning (SEL) competencies to students to help them manage emotions, set goals, get along with others and make responsible decisions.
- **Trauma Informed Practice:** PBL helps schools to develop safe, positive, consistent and predictable environments, which are foundational to a trauma-informed approach.
- **Restorative Practices:** PBL provides a framework for schools to nurture students by providing them with meaningful opportunities for improving social and emotional skills.
- **Prevention of Bullying:** PBL is based on the belief that all students should have access to the supports needed to prevent the development and continued use of problem behaviours, including bullying.

Positive Behaviour for Learning (PBL) provides the framework (see below) for a whole-school, evidence-based approach to behaviour support. PBL takes an instructional approach to behaviour, recognising that schools need to teach the behaviours needed for success at school and beyond. School-wide PBL provides the foundations for the implementation of effective classroom management, which can be described as the consistent implementation of proactive, research-informed practices for classroom management.

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to make an appointment to meet with the Principal. Parents are also welcome to join the PBL Committee which meets twice a Term on campus.



PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (**PBL**) expectations in place for students, being Respect, Responsible and Perseverance.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Ripley Valley State Secondary College.

Respect

We respect who we are

- We care about how we are perceived
- We care about our wellbeing

We have high expectations of ourselves

- We wear our uniform with pride
- We celebrate our success

We listen to seek understanding

- We actively listen to seek understanding and ask questions to clarify
- We empathise with others

We value others, property and the environment

- We value the personal space of others
- We take care of our property and the property of others

Responsible

We do the right thing

- We make informed choices
- Reflect on and learn from our decisions

We are responsible for our own behaviour

- We accept we are responsible for what we do
- We accept that we are responsible to come prepared to learn

We uphold the reputation, values and rules of the school

- We uphold the school's Common Agreements
- We follow health and safety procedures

Perseverance

We are ambassadors for our school

- We STRIVE to do our best with a growth mindset
- We contribute to Ripley Valley State Secondary College in a positive way

We contribute to our community

- We are enriched by our diverse community
- We bring credit to the school through our actions

Parents and Staff Expectations

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

Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focussed approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

Perseverance

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

These expectations are supported by the [Department of Education Parent and Community Code of Conduct](#) (see below):

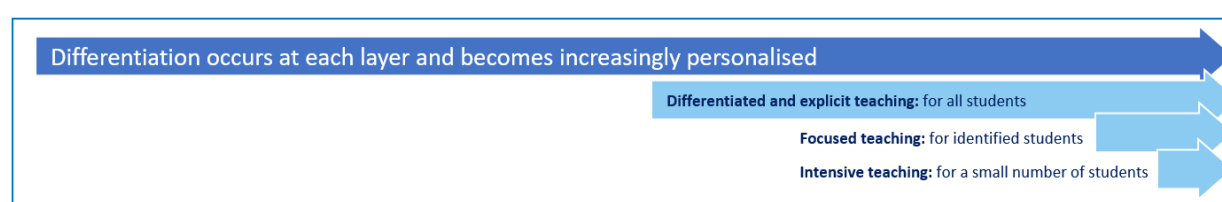
Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

Differentiated and Explicit Teaching

Ripley Valley State Secondary College 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 Ripley Valley State Secondary College vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

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

Focussed Teaching

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

Focussed teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focussed 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 Ripley Valley State Secondary College to provide focussed teaching. Focussed teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Ripley Valley State Secondary College has a range of support programs directed through the SSS Committee in place to help arrange and deliver focussed teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Head of Inclusion or Guidance Officer.

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 a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Ripley Valley State Secondary College 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 \(Cth\)](#)

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

The disciplinary consequences model used at Ripley Valley State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Differentiated

Staff are provided with regular training in 'Essential Skills for Classroom Management' to manage low-level problem behaviour through whole school targeted professional development in order to effectively manage low-level problem behaviour as listed below:

Essential Skill	Description
1. Establishing expectations	Making Rules
2. Giving Instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgement	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to certain behaviours
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

Focussed

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

- Functional Behaviour Assessment
- Individual Student Behaviour Support strategies (e.g. Student Behaviour Plan, Personalised Learning Plan, Time Out Card etc.)
- Targeted skills teaching in small group
- Ripley Reward Stamps
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to SSS Committee for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

Process for facilitating standards of positive behaviour

Explicit teaching of positive behaviour for learning

At Ripley Valley State Secondary College we directly teach students the behaviours we want them to demonstrate at school. This is facilitated through a comprehensive enrolment interview, a whole school positive behaviour for learning weekly focus which is discussed on whole school and year level assemblies and taught in Access Classes and fortnightly PBL lessons in Years 7 and 8.

These lessons are re-enforced through behaviour expectations posters which feature in all teaching areas throughout the school. These include: The Ripely Way (see next page), Learning Values, Laptop Rules, and Outside the Classroom.

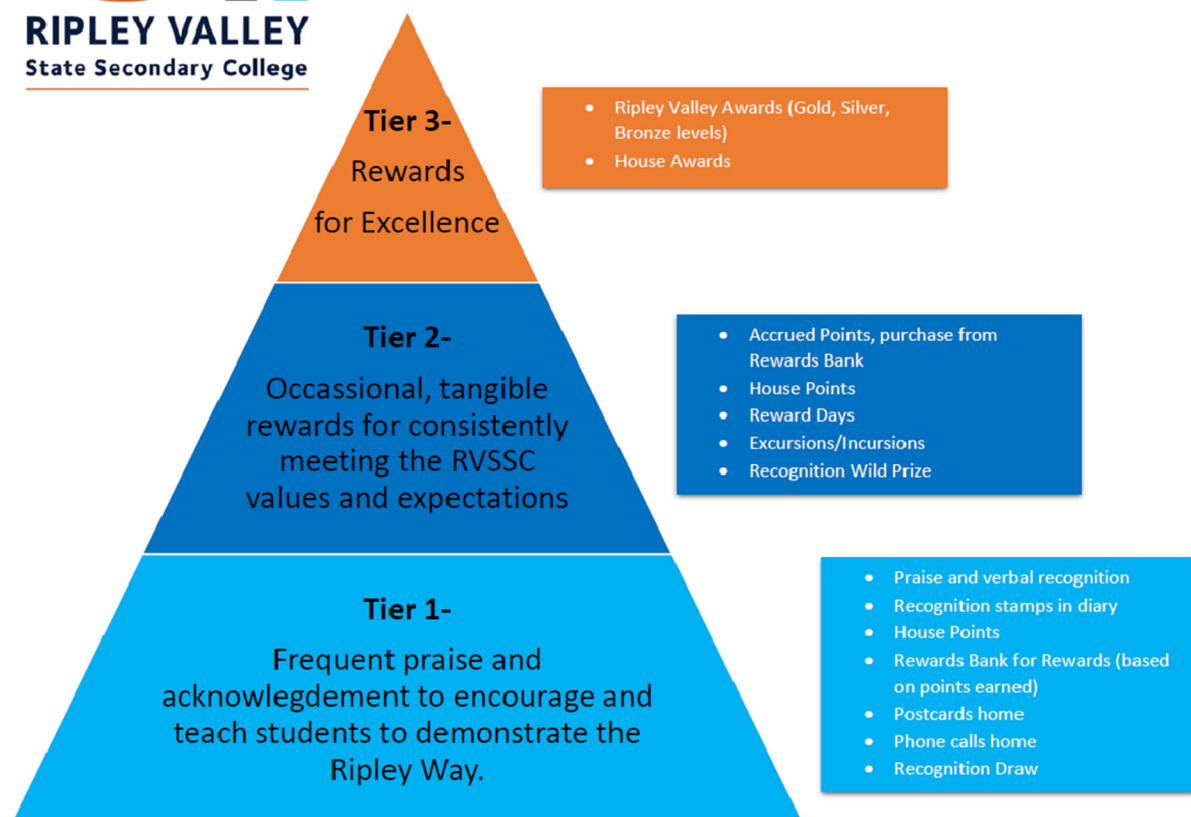
Rewards for Positive Behaviour

Ripley Valley State Secondary College rewards student's positive behaviour for learning through a variety of methods including:

- Essential Skills for Classroom Management including: cueing with parallel acknowledgement, body language encouraging and descriptive encouraging.
- Positive postcards from staff to students mailed on a weekly basis;
- Ripley Rewards Days
- Student are eligible to receive prizes from the Ripley Rewards Vault for demonstrating positive behaviours



REWARDS AND RECOGNITION OVERVIEW



Major and Minor Behaviours

The following table outlines examples of minor and major problem behaviours and consequences:

Minor Behaviour	Behaviour	Potential Consequences
	Late to class Disruption to teaching and learning including: - calling out - excessive talking - walking around the classroom Failure to follow directions, including: - not completing class work - not completing homework - not completing assessment Verbal misconduct in conversation Use of personal electronic devices Teasing or minor harassment	- Individual conference with student - In class withdrawal from activity - Change of seating arrangements - Lunch time detention - After school detention - Community service - Parent/carer contact - HOD support
Major Behaviour	Repeated and/or significant disruption to teaching and learning Verbal misconduct directed towards staff Physical misconduct directed towards students and staff Possession and/or consumption of: - Tobacco/vape - alcohol - illegal substances Possession and/or use of: - weapons Use of personal electronic devices to film and/or share inappropriate images and/or behaviour Theft Bullying	- Afternoon detention - Community service - Behaviour Monitoring Card - Behaviour Plan/Contract - Parent/carer contact - Suspension - Exclusion

When responding to unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

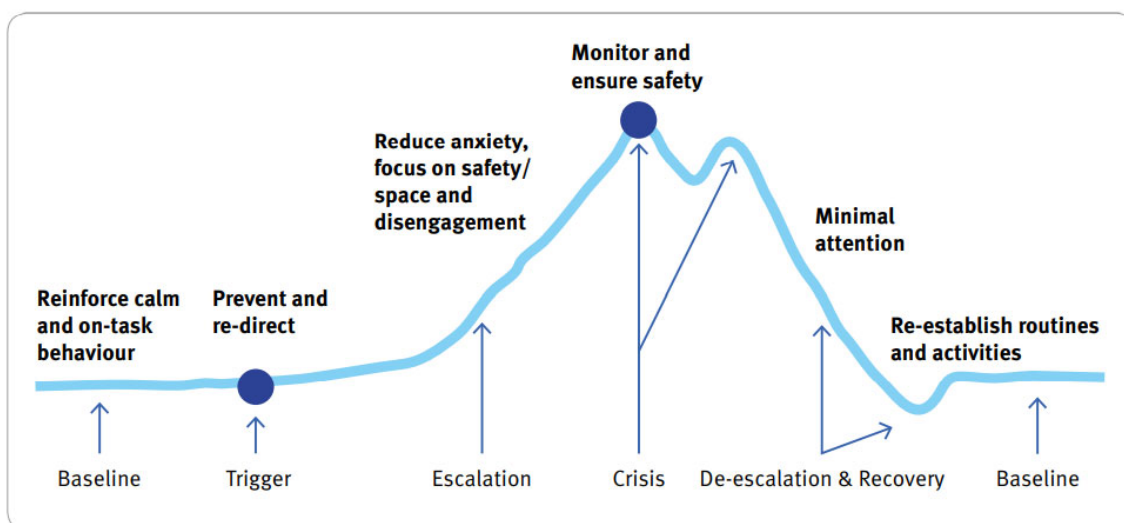
Should the unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Prevention and De-escalation of Behaviours

Staff members will also work to de-escalate behaviours by using the right strategy, at the right time, for the right student. What works for one student may not work for another. Strategies that school staff might employ include:

- Acknowledging the student:** staff validate the student's emotions, confirm to them that it is legitimate to feel upset, angry, exhausted or betrayed.
- Agree with the student:** if it is possible to do so. Staff try to find some truth in what is being said or expressed by the student.
- Clarifying:** if a student is very upset, it can be difficult for them to express themselves.
- Offering choices, options and boundaries:** this means defining what the options are and identifying the possible natural consequences for the student, dependent on the decisions they make.
- Distracting the student:** for example, staff might change the topic or ask a question about something of interest to the student.

De-escalation and Recovery:



Source: adapted from Colvin & Sugai, 2005, 2018, Kaplan & Wheeler 1983

Managing Escalating Behaviours

To manage escalating behaviour in the classroom, staff will use strategies associated with the Department's [Think Safe – Act Safe Framework](#). This may include:

 Reduce Be proactive to prevent instances of unproductive behaviour • Set clear expectations • Explicitly teach behaviours • Use visual cues • Practise behaviours and routines • Reinforce • Build rapport • Engage students positively • Use pre-corrections • Use narratives and social stories to model and teach • Maintain active supervision	 Respond Act immediately to assess risk, promote safety and monitor • Observe • Assess risk • Act promptly • Use proximity • Maintain safe physical distance • Use student names, redirect • Use a calm, measured voice • Give short clear directions • Use diversion or distraction to refocus	 Regain Provide students with time and space to re-establish self-control • Provide space, remove audience, use few words, reassure • Maintain safe physical distance • Do not discuss consequences at this point • Promptly re-engage • When appropriate, briefly reflect • Allow student to express feelings and emotions • Younger students may want to withdraw, hide or sleep — manage appropriately • Reinforce students' productive behaviours	 Report Follow policy, procedure and school protocols to record incidents and responses • Report the incident • Record incident in OneSchool • Inform parents • Follow up child protection processes • Refer as appropriate • Monitor	 Review Use a structured process to examine what happened, evaluate, plan for prevention and document • Review process to understand what, why, how to prevent and plan • Follow up as appropriate students and staff • Re-teach expectations and behaviours • Use reinforcement strategically
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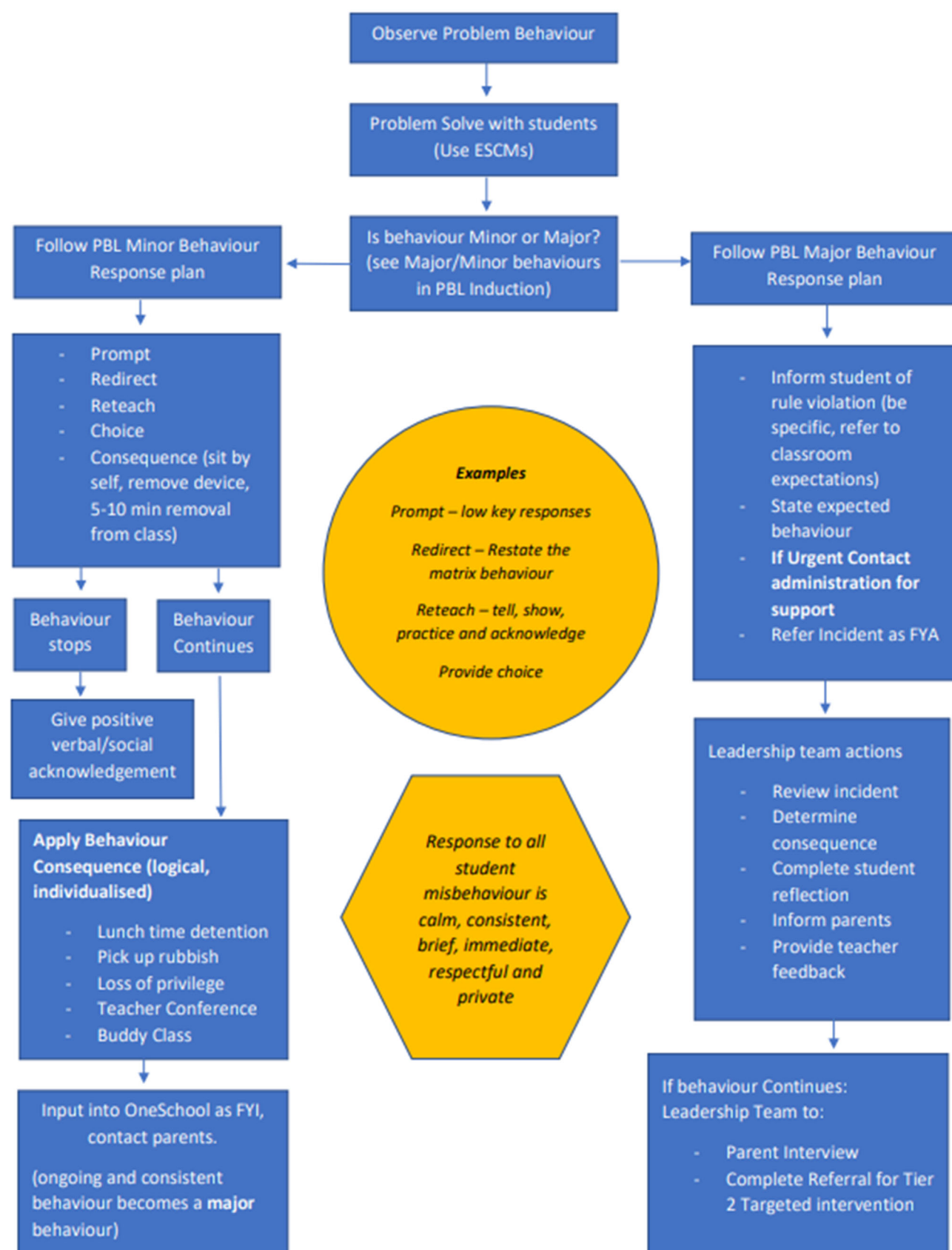
Referral Process for Unacceptable Behaviours

Step	Referral	Key Information
1	Buddy Room (provides a re-set for students and opportunity for students to return to their class to engage in learning)	Classroom Teacher: • Use Student Diary to refer the student to a class from a different year level. • Provide work/reflection sheet for the student to complete whilst attending buddy room. • Send the student and work to the buddy room with a responsible student. • Conference with student after the lesson regarding expected behaviours. • Contact parent/carer to discuss student's behaviour. • Record behaviour incident on One School. Buddy Room Teacher: • Monitor and supervise behaviour of the student. • Ensure the student is completing work provided by classroom teacher. • Return the student before the end of the lesson to conference with the classroom teacher. • If the student continues to behave inappropriately, proceed to Step 2 and record on One School as a major behaviour incident. Students must be supervised at all times – at no stage is a student permitted to be seated alone outside of a classroom.
2	Head of Department Deputy Principal	If the student continues to behave inappropriately in the Buddy Classroom, the teacher is to contact either a Head of Department or Deputy Principal (for example by phone).

Behaviour Management Guide

Position	Proactive	Reactive	Referrals
Teacher	- Employs ESCM in teaching practice. - Explicitly teach PB4L and references Learning Values - Identifies examples of positive behaviours and rewards with RV Stamps and Positive Postcards).	Acknowledging positive behaviour of students. (Selective attending.) Issuing consequences for inappropriate behaviour. This may include: - Discussion with student regarding their behaviour. - Recording student behaviour on One School. - Contacting parent/carers regarding student behaviour and recording on One School. - Issuing consequences such as lunch and afternoon detention and following up to ensure detentions are completed.	Buddy room.
Head of Departments	- Delivers PD - as required - Delivers ESCM training for teachers and teacher aides - Distributes information to staff regarding diverse learners to facilitate optimal differentiation in classroom management - Facilitates calm and engaging classrooms by supporting professional teaching practice	Works with teachers in regards to their classroom management. Liaises with DPs regarding student behaviour for their respective House. support appropriate behaviour outcomes for diverse learners Receives One School information from teachers as first port of call and determines referral process and/or consequence. This may include: - Investigating behaviour incident. - Discussion with student regarding their behaviour. - Discussion with teacher regarding management of the behaviour issue. - Discussion with HOD regarding teacher management of behaviour issue. - Issuing consequences including 1 to 5 day suspensions in collaboration with DPs. - Referring the student to the DPs.	1 st Point of Call
DP	Participates in the student wellbeing team including liaising with case managers regarding complex students and wellbeing programs.	Liaises with HODs regarding student behaviour for their respective House Investigates critical behaviour incidents. Issues 6 to 20 day suspensions and exclusions in collaboration with the Principal Second port of call for staff if HODS are unavailable	2nd Point of Call

Behaviour Management Processes Flowchart



School Disciplinary Absences

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

- Short suspension (3 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

Re-entry following suspension

We extend an invitation for students who are suspended from Ripley Valley State Secondary College to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Whilst attending a re-entry meeting is not mandatory, we strongly recommend that students and parents attend in order to discuss support strategies to maximise chances of student success upon return to school. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Refer to TrackEd Profile of Student
- Engage Parent and Student with Re-Entry Agreement Form (see below)
- Offer information about supports available (e.g. Guidance Officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom



Returning from Suspension Re-entry Agreement

Student Name: _____ Access Class: _____

Reason(s) for suspension: _____

My actions compromised the schoolwide values of:

☐ Respect ☐ Responsibility ☐ Perseverance

When returning to school after suspension, I will:

- ☐ Demonstrate the school values of: Respect, Responsibility and Perseverance.
- ☐ Display the behaviours outlined in the *Expected School Behaviour Matrix* (see Student Planner p10).
- ☐ Use the *High 5 Strategies* as needed (see Student Planner p16).
- ☐ Comply with all school policies and procedures (see Student Planner pp14 - 31).
- ☐ Engage with the support and intervention measures offered by the school.

I understand that breaching this agreement may result in further disciplinary actions.

Student Signature: _____ Date: _____

Parent / Guardian: _____ Date: _____

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Ripley Valley State Secondary College and will be removed if found in a student's possession:

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

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

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

Responsibilities

Staff at Ripley Valley State Secondary College:

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

Parents of students at Ripley Valley State Secondary College

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

Students of Ripley Valley State Secondary College

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

Use of mobile phones and other devices by students

Ripley Valley State Secondary College has an explicit focus on improving student outcomes. We support the appropriate use of technology in learning for safety. Electronic Devices* have the potential to aid learning and assist students in managing their busy lives, when used well.

Electronic Device Etiquette

Bringing electronic devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be switched off and out of sight during assemblies, transitions, breaks and classes. This is in keeping with the DoE “Away for the Day” mobile phone policy.



To ensure that these devices do not pose a hazard at school, the following policy guidelines apply:

- Electronic Devices must be switched off and out of sight at all times during the entire school day (8:45 AM-2:45 PM). This includes during break times and transitions between lessons.
- Students are not permitted to have earphones visible on the body at any time during lessons, breaks or transitions between lessons of the school day.
- Students needing to use a phone during lessons for emergencies are to use the student phones located in the administration office.
- To support our Electronic Device Policy, if parents/carers need to speak to their children directly it is required that they contact students via the office.
- Minor infringements of the Electronic Device Policy will be dealt with in the classroom. Students will be sent to hand in their phone at the office for collection at the end of the day. At this point students will be issued with a receipt to show to the teacher upon return to the classroom. This receipt is also used to collect the item at the end of the school day.
- Parents/carers will be required to collect Electronic Devices for students that have had their phone confiscated multiple times. For example: students can collect the Electronic Device from the office on the first two occasions, however on the third occasion their parent/carer will have to collect it.
- Refusal to follow staff instructions to hand in the Electronic Device at the office will lead to further consequences as per the College’s Student Code of Conduct.
- Repeated non-compliance with the Electronic Device Policy may incur further consequences in line with the College’s Student Code of Conduct.
- Under no circumstances will Ripley Valley State Secondary College accept responsibility for the loss/damage of any Electronic Device.

*Electronic Device includes, but is not limited to, game devices (such as portable gaming devices), cameras and or voice recording devices (whether or not integrated with a mobile phone), mobile phones, tablets, smart watches and devices of a similar nature.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Ripley Valley State Secondary College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school (see below).

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



Ripley Valley State Secondary College has a **Student Representative Council**, with diverse representatives from each year level meeting regularly with the school leadership

team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Representative Council are the core elements of the Australian Student Wellbeing Framework:

- **Leadership:** Student Leaders play an active role in building a positive College culture where the whole school community feels included, connected, safe and respected.
- **Inclusion:** All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- **Student voice:** Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- **Partnerships:** Student Leaders build partnerships with the College Community to support student learning, safety and wellbeing.
- **Support:** Student Leaders assist with the organisation of events and initiatives to improve student wellbeing and to promote positive College culture and a strong sense of House spirit.

A priority for the Student Representative Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Ripley Valley State Secondary College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts. Student Leadership positions are conditional upon Student Leaders demonstrating behaviour which reflects the College Values. Student Leadership positions can be revoked if Student Leaders fail to exemplify the College Values and rules.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Examples of Bullying:

Bully Behaviour	Example
Indirect and covert social bullying	You and your friends repeatedly move away every time a particular student comes near.
Direct and overt social bullying	You and your friends repeatedly tell a certain person that they cannot sit with you at lunch.
Direct and overt cyber bullying	You start a fake Facebook account and start posting rumours about a certain person at your school and encourage others to like and share it.
Indirect and overt cyber bullying	You hear some really nasty gossip about someone at your school. You didn't make it up or start the rumour. You post on your social media account that night, 'Hey I heard that ..., is it true?' and then you tag all your friends.
Direct and covert physical bullying	During a soccer game at lunch, you and a friend have a secret signal to encourage each other to kick the ball 'accidentally' at a certain student's face.

Behaviours that do not constitute bullying include:

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

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

Preventative Strategies:

Many bullying behaviours are maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Our anti-bullying procedures involve teaching staff and students a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced. Our school wide strategies include:

- Universal behaviour support processes through PBL will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying and harassment.
- Our three College Expectations of Respect, Responsibility, and Perseverance.
- All students are explicitly taught our College Values and the behaviours that lie under each of these across a variety of areas in the College.
- All students are explicitly taught to recognise all forms of bullying and harassment, and how to respond appropriately using the HIGH 5.
- All students are taught how to have respectful relationships through the Love Bites and Respectful Relationships Programs.
- All students are taught pro-active strategies to support their friends in times of conflict through the College Wellbeing program.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours.
- Active supervision is a permanent staff routine in the non-classroom areas. This means that staff on lunch duty are easily identifiable and are constantly moving, scanning and interacting as they supervise and move through the grounds.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Ripley Valley SSC takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

High Five Strategies

Students are explicitly taught and follow the High 5 strategies:

1. Talk Friendly
2. Ignore
3. Talk Firmly
4. Walk Away
5. Report



STYMIE

Students can make anonymously report bullying that they have witnessed happening to either themselves or others at www.stymie.com.au



Make A Notification

The information you are entering is about someone you believe is being bullied or harmed. You are making an anonymous notification. However, you must be truthful and responsible.

Name of person being bullied or harmed *

Which School/Sparring Club do they go to? *

This notification is mostly about *

Which grade or year are they in? *

What happened? 50 characters minimum

Where did this happen? *

How many others were involved? *

How often does this happen? *

I understand that this notification may not be read immediately if I am sending it outside of school hours. You must check this box before sending a notification.

Send



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

Ripley Valley State Secondary College - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

House Co-ordinator

Step One Listen

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

Step Two Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Step Three Collect

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

Step Four Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Step Five Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from SSS Committee if needed

Step Six Review

- Student to immediately notify staff if situation changed or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Step Seven Ongoing Follow up

- Student to continue to check in with staff on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should notify the House Coordinator, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying or by making an online Stymie notification at stymie.com.au.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principal. The following link to the eSafety Commissioner page also has some useful information for parents on this topic:



Issues and advice



Parental controls



Children under 5



Downloadable resources



Sending nudes and sexting



Cyberbullying

Ripley Valley State Secondary College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

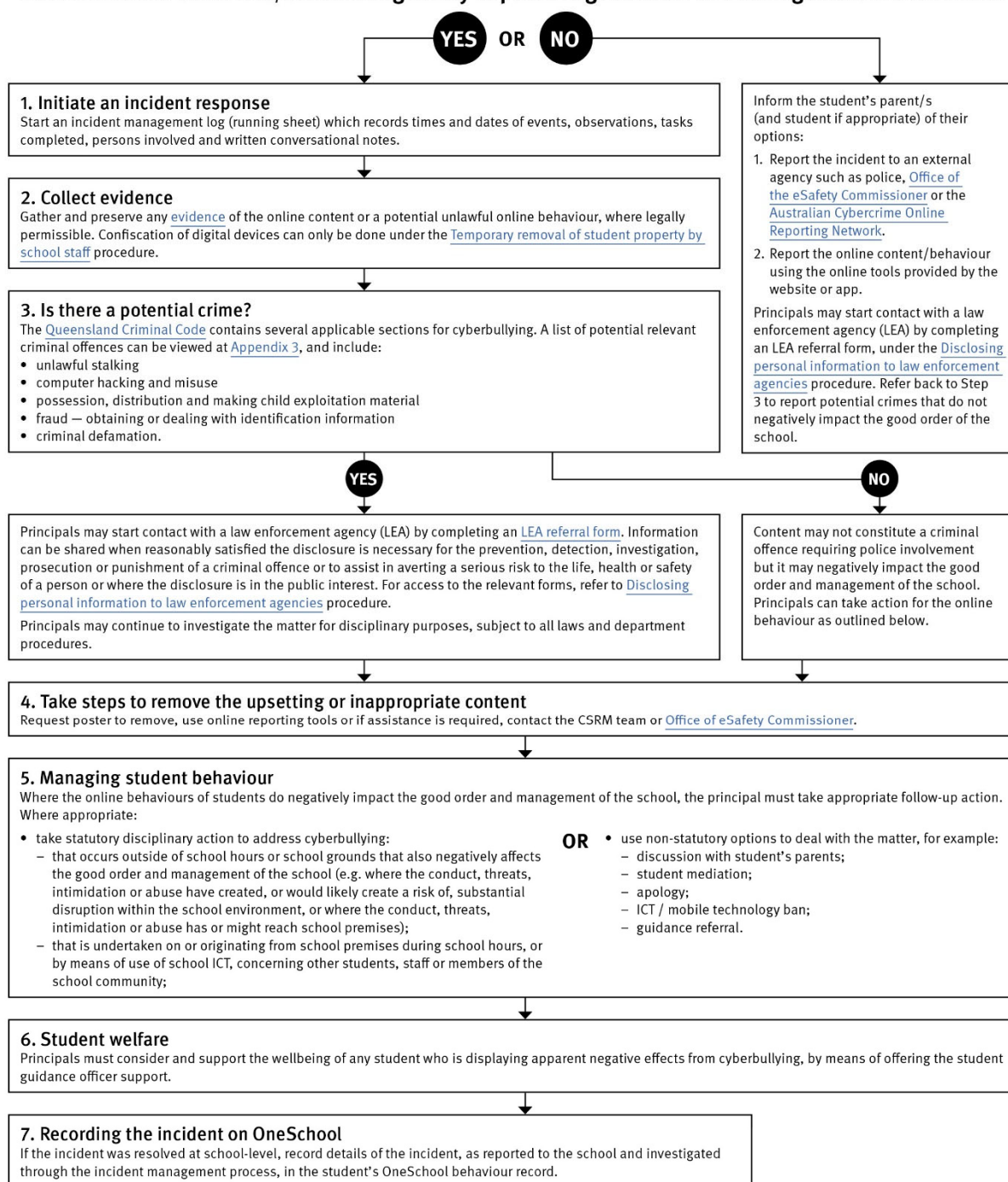
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Ripley Valley State Secondary College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

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

Acceptable Social Media Access to social media such as: Podcasts, WiKi's, Blogs, content communities (YouTube) are permitted if it is for educational use. All social media access is banned for all students under the age of 14. All social media access is blocked on the school network.

The following types of social media are not permitted for students unless there is an educational reason: virtual game worlds and On-line gaming.

The following types of social media are not permitted for any students: TikTok, Twitter, Tumblr, Facebook, Instagram and Myspace, SnapChat, dating sites, or anything deemed inappropriate by the Principal (or delegate).

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:

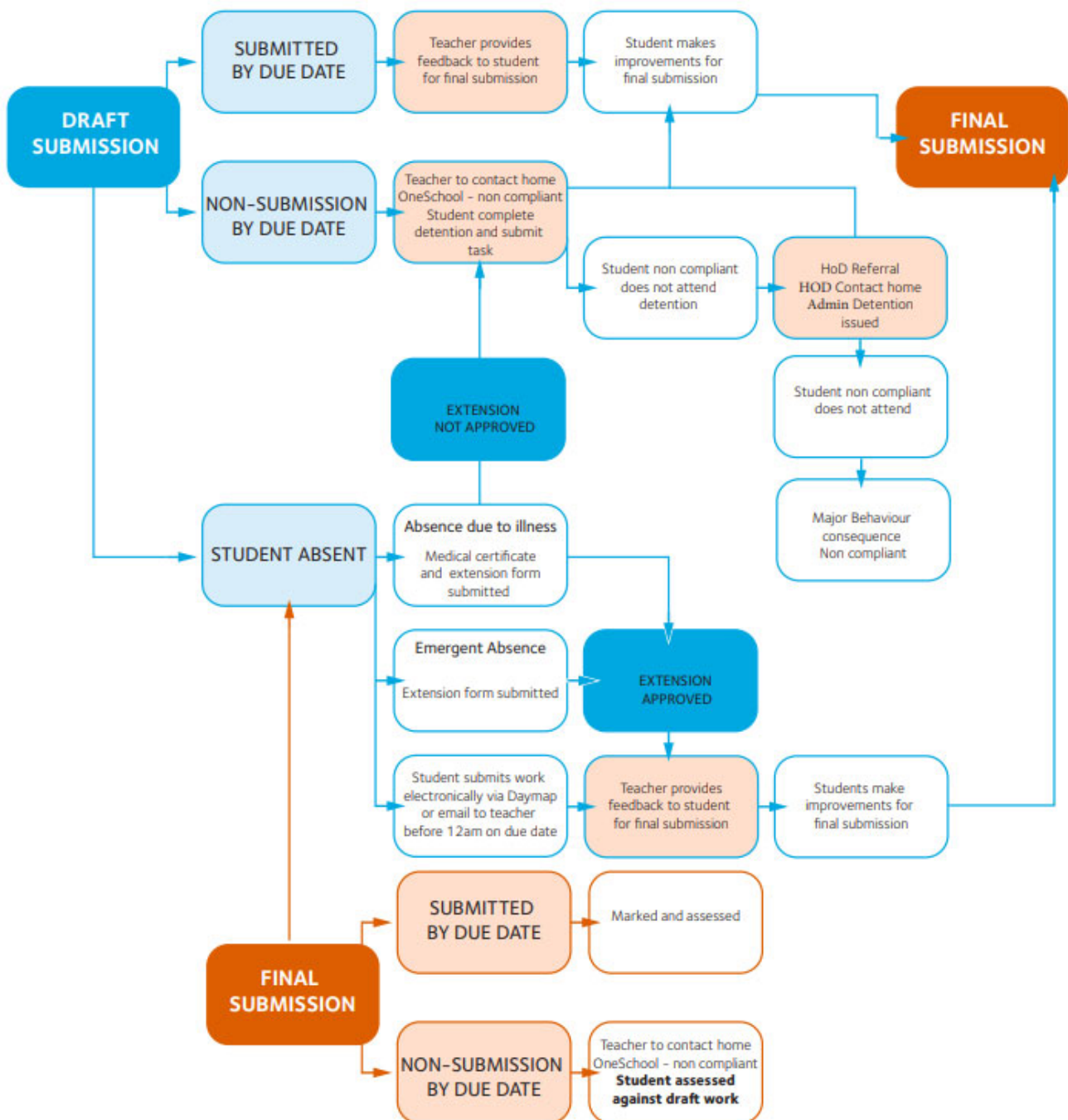
- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be 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.

Assessment Policy

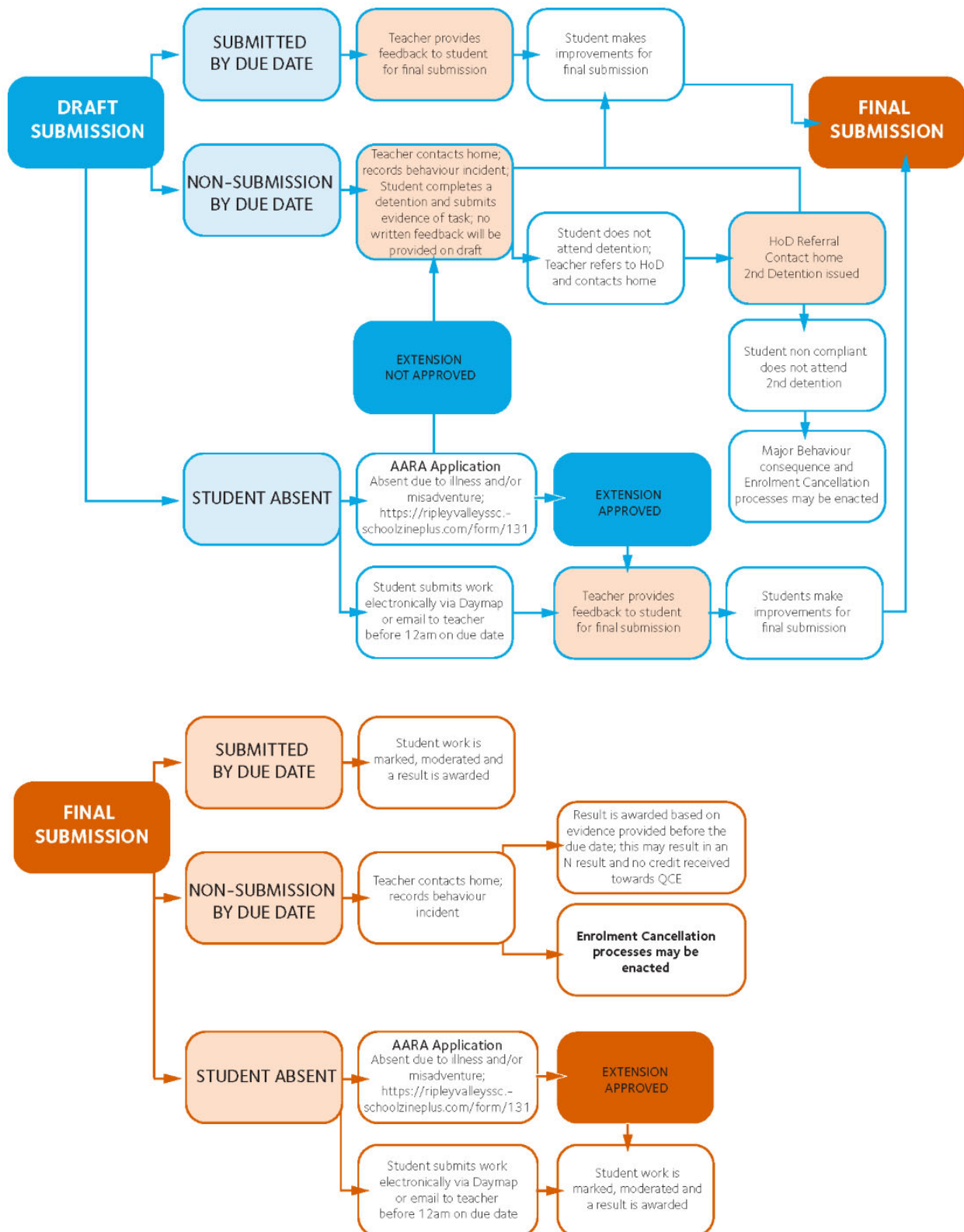
The School Assessment Policy outlines the expectations and responsibilities of the College, students, and parents/carers during the Teaching, Learning and Assessing Cycle. For Senior Students, Assessment procedures referred to in the Policy are designed to meet the accountabilities set by:

- The **Australian Curriculum Assessment and Reporting Authority (ACARA)**, which is the statutory body responsible for curriculum from Foundation to Year 10.
- The **Queensland Curriculum and Assessment Authority (QCAA)**, which develops and revises syllabuses and guidelines for Kindergarten to Year 12 and accredits syllabuses and guidelines prepared outside of the QCAA.

Assessment Submission Flow Chart for Students in Years 7 - 9



Assessment Submission Flow Chart for Students in Years 10 - 12



Access Arrangements and Reasonable Adjustments (AARA)

Accessing AARAS

Access Arrangements and Reasonable Adjustments (AARA) minimise barriers to demonstrate learning, knowledge and skill for students who have disability, impairment and/or medical conditions, or those who experience misadventure.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Eligibility for AARA

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

Broad application categories are used for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

Type of AARA	Unit 3 and 4 General subject internal assessment	Unit 3 and 4 General subject external assessments
Alternative format papers	Due dates to be determined by the College.	Applications are due by the end of February in the summative year.
QCAA-approved AARA	For existing long-term and chronic conditions applications are due by completion of Units 1 and 2 . For all other applications, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries applications are due by the end of Week 5 Term 3 in the summative year.
Principal-reported AARA	Notification is due before the relevant confirmation event .	Notification is due by the end of Term 3 in the summative year.

Further information regarding AARAs can be found in the school's Senior Assessment Policy.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Types of misconduct and examples are listed below.

Type	Examples
Cheating while under supervised conditions	• Writing during perusal time or writing after instruction to stop writing is given • Using unauthorised equipment and materials • Having any notation brought into an assessment room • Communication with any person other than the supervisor during the examination
Collusion	• Working collectively but submitting the work as an individual response • Assisting another student to commit an act of academic misconduct • Giving or receiving a response to an assessment
Contract cheating	• Paying for a person or service to complete an assessment • Selling or trading a response to an assessment
Copying work	• Deliberately or knowingly making it possible for another student to copy responses • Looking or copying another student's work during a supervised assessment
Disclosing or receiving information	• Giving or accessing unauthorised information before a response to assessment is completed
Fabricating	• Inventing or exaggerating data • Listing incorrect or fake references
Impersonation	• Impersonation during a performance or supervised assessment
Misconduct during a supervised examination	• A student distracts and/or disrupts others in an assessment room
Plagiarism	• A student copies or alters another person's work without referencing it • Duplicating work that you have already submitted for another piece of assessment • Using Generative AI (i.e. ChatGPT) to create content without proper acknowledgement

Consequences for students who have engaged in academic misconduct may include:

- receiving a result based on authenticated work only, whereby the classroom teacher will clearly annotate what work is the student's own
- if no work can be authenticated as the students own work, it will be treated as a non-submission
- completing an alternate task under supervised conditions at a lunch break or outside school hours detention
- behaviour consequence such as a lunch time detention or outside school hours detention for minor to moderate breaches of academic integrity to be issued by the HoD.
- Text Boxbehaviour consequence such as suspension or exclusion for major breaches of academic integrity to be issued by the HoD in consultation with the Deputy Principal.

Restrictive Practices

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

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

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

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

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

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

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

Following the use of any restrictive practice, a focussed 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:

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

Related Procedures and Guidelines

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

- [Anti-Bullying Policy](#)
- [Assessment Policy](#)
- [Attendance Policy](#)
- Cancellation of enrolment
- Complex case management
- Complaints Management Policy
- [Communication Policy](#)
- Disclosing personal information to law enforcement agencies
- [Dress and Uniform Policy](#)
- Enrolment in state primary, secondary and special schools
- [Homework Policy](#)
- Hostile people on school premises, wilful disturbance and trespass
- [ICT and Technology Policy](#)
- [Inclusive Schooling Policy](#)
- Police and Child Safety Officer interviews and searches with students
- [NDIS Policy](#)
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- [School Representation Policy](#)
- Student discipline
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Using mobile devices

Resources

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

Conclusion

Ripley Valley State Secondary College 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.

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](#).

We welcome your feedback. Please direct your suggestions for improvement to the following email: admin@ripleyvalleyssc.eq.edu.au

Appendix 1

 Expected School Behaviour Matrix students using RESPECT, RESPONSIBILITY and PERSEVERANCE					
	WHOLE SCHOOL	CLASSROOM	OUT OF CLASS	TRANSITIONS/MOVEMENT	OFF CAMPUS
RESPECT	• Use manners & speak politely • Follow procedures and instructions • Use school equipment & facilities with care • Value the right of others to learn and express their opinions • Have regard for self & others	• Use manners & speak politely at all times • Follow class procedures & instructions • Use school equipment & facilities with care • Accept difference in others • Accept everyone's right to express their feelings and opinions • Accept everyone's right to learn in their own way	• Maintain our grounds and amenities in a neat and tidy manner • Behave safely • Follow canteen procedures • Be respectful to others and speak kindly	• Complete all school movement promptly & quietly • Provide an explanation if you arrive late or depart early • Sign in at Admin if you arrive after 8:55am. • Walk safely	• Respect other road and footpath users. • Show respect, courtesy and manners to all people through your language and actions in the wider community.
RESPONSIBILITY	• Follow all school policies and procedures • Own your behaviour • Be in the right place at the right time • Wear full correct school uniform with pride • Maintain an environment that is clean, safe and non-threatening	• Stand quietly in line • Be ready for class with your book, pen, diary and Laptop charged • Adopt a learner attitude • Remove your hat • Store your bag in designated area • Complete class work, homework, assessment and, meet deadlines • Be organised; access Daymap and use your diary • Catch up on missed learning	• Support the rights of others to be physically and emotionally safe • Keep grounds tidy for all (if you see rubbish, put it in the bin) • Report bullying	• Act in a way that ensures all lessons proceed without disruption • Right place, right time • Be sun safe	• Follow Code of Conduct for school travel (bus/train) • Follow all traffic and pedestrian laws • Remember that school policies and procedures apply travelling to and from school • Report anti-social behaviours
PERSEVERANCE	• Set and achieve personal goals • Participate fully to ensure you are a successful learner • Strive to display resilience, a growth mindset & determination • Make positive choices to ensure your overall health & wellbeing • Act with dignity • Speak positively about your school	• Strive for excellence • Be an active learner • Seek and act on feedback from your teacher • Be persistent with challenging tasks or learning • Own your future and your learning • Set a positive example and encourage your peers • Leave classroom ready for the next class • Acknowledge my own and others' achievements	• Learn to be resilient and take appropriate actions. • Act with fairness	• Arrive at class on time and ready to start afresh • Use the transition between lessons to re-set your growth mindset	• Be an active citizen • Behave in a manner which upholds the good reputation of our school, community and values. • Wear the uniform with pride • Celebrate the achievement your peers and you earn