



Student Code of Conduct 2025

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Contact Information

Postal address: 29 JABIRU STREET, Longreach Queensland 4730

Phone: 4652 8333


Email: Prinicpal@longreachshs.com.au

School website address: <https://longreachshs.eq.edu.au>

Contact Person: Sondra Schwartz (Principal)


Endorsement

Principal Name: Sondra Schwartz

Principal Signature: 

Date: 18/03/25

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

P/C President and-or School Council Chair Signature: 

Date: 18/03/25

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Purpose

Longreach State High School is committed to fostering a safe, supportive, and inclusive learning environment where all students can thrive. Our Student Code of Conduct outlines our whole-school approach to promoting positive behaviour, setting clear expectations, addressing breaches of school policies, and guiding the responsible use of technology.

Our school values of Respect, Responsibility, and Resilience underpin our approach to behaviour management, empowering students to take ownership of their actions and contribute to a positive school culture. We take a restorative approach to managing behaviour, focusing on building relationships, repairing harm, and fostering accountability. By encouraging students to reflect on their actions and understand their impact on others, we create a stronger, more connected school community.

Longreach State High School is dedicated to ensuring every student is supported to achieve their personal best. Through a structured and proactive approach to behaviour management, we enable all students to engage in learning, develop essential life skills, and prepare for future success. Our Student Code of Conduct reflects our commitment to a restorative, respectful, and responsible school community, where resilience is nurtured, and students grow into confident, capable, and compassionate individuals.

Learning and Behaviour Statement

Beliefs About Student Learning and Behaviour – Longreach State High School

Longreach State High School is committed to fostering a safe, respectful, and inclusive learning environment where all students are supported to reach their full potential. We believe that student learning and behaviour are closely linked, and that positive behaviours must be explicitly taught, modelled, and reinforced to create a productive and supportive school culture.

At Longreach State High School, we use a multi-tiered system of support to promote positive behaviour and discipline. Our approach is grounded in our core values of Respect, Responsibility, and Resilience, which guide all interactions within our school community. These values are embedded in our teaching, classroom management, and student engagement strategies, ensuring consistency across all settings, including classrooms, sporting activities, and excursions.

Our school takes a restorative approach to behaviour management, recognising that discipline is not just about consequences but about learning and growth. Through restorative practices, we focus on repairing relationships, understanding the impact of actions, and fostering accountability. Staff work with students to reflect on their behaviour, engage in meaningful conversations, and develop strategies to improve future interactions. This approach not only strengthens relationships within our school but also empowers students with lifelong skills in conflict resolution and personal responsibility.

We explicitly teach expected behaviours through structured lessons, modelling, and ongoing reinforcement. Students are provided with opportunities to practise and apply these behaviours in real-world settings, ensuring they develop the social and emotional skills needed for success in school and beyond.

By maintaining high expectations and working in partnership with families, we strive to create a learning environment where every student is supported, valued, and encouraged to grow into a responsible and respectful member of the community.

Rules

RESPECT



Treat everyone and everything with care.

RESPONSIBILITY



Own your actions and be ready to learn.

RESILIENCE



Stay positive even when challenged.

Whole-School Approach to Discipline

At Longreach State High School, our approach to discipline is built on strong, positive relationships and a commitment to restorative practices. We believe that student growth and behaviour are best supported through a relational approach, where staff prioritise understanding, connection, and accountability. Teachers play a crucial role in maintaining a supportive and safe learning environment by consistently modelling and reinforcing clear expectations, explicitly teaching school rules, and ensuring that behaviour expectations are understood by all students. Through a whole-school commitment to consistency, students experience a structured environment that promotes fairness and respect. Collaborative relationships with parents are also fundamental to our approach, as we actively engage families in open communication and problem-solving to support student success both at school and beyond.

Improved student outcomes occur when:

- Students are treated with kindness, fairness, and **respect**.
- They learn in a safe and supportive environment that builds their confidence.
- Learning experiences are challenging and engaging, fostering **resilience** and persistence.
- Their achievements are recognised and celebrated, motivating further success.
- A positive classroom culture promotes collaboration, **responsibility** and shared learning.
- Their emotional and physical wellbeing is prioritised to support learning.
- They feel a strong sense of connection and belonging within the school community.

Our whole school approach to discipline is detailed in our behaviour flowcharts



Defiance or Disruption

FLOWCHART 1

Student refuses to follow directions given by school staff, or is causing interruption in class.

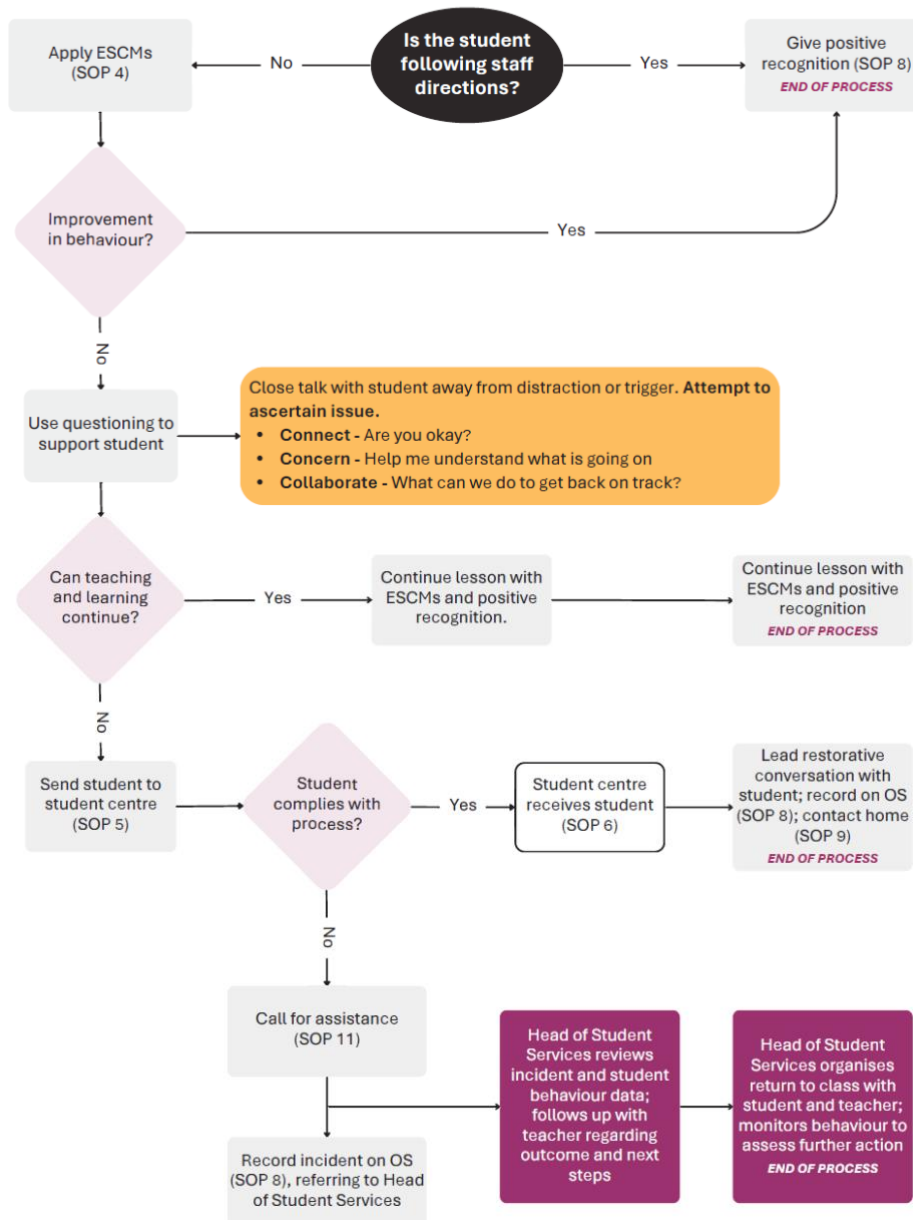


Figure 1: Defiance and Disruption Flowchart

Consideration of Individual Circumstances

At Longreach State High School, we recognise the importance of considering students' individual circumstances when setting expectations, responding to behaviour, and applying disciplinary consequences. Factors such as behaviour history, disability, mental health and wellbeing, cultural and religious background, home environment, and care arrangements are all taken into account to ensure a fair and supportive approach to student management.

We understand that an individualised approach is essential for student success, and that a 'one size fits all' model does not always meet the needs of every learner. Some students may require additional support to interpret and understand expectations, while others may benefit from increased opportunities to practise positive behaviours. In some cases, certain disciplinary responses may not be appropriate or effective due to complex personal circumstances. Our teachers and school leadership team carefully consider these factors when guiding behaviour and implementing consequences.

Longreach State High School is committed to maintaining student privacy and confidentiality. This means that we do not disclose or discuss information about other students, including details of consequences, with anyone other than their listed parents or carers. While we take all behavioural concerns seriously and address them appropriately, we ask that parents and students also respect the privacy of others. If you have concerns about student behaviour or the school's response to a particular incident, we encourage you to arrange a meeting with the relevant Head of Student Services, the Deputy Principal, or Principal.

When applying support and consequences, we ensure that the individual circumstances of the student, along with the needs and rights of the broader school community, are always considered. Longreach State High School supports students through:

- Creating an environment that is responsive to the diverse needs of all learners
- Implementing fair, consistent, and non-violent approaches to behaviour management, ranging from minor interventions to more significant consequences where necessary
- Recognising and addressing factors such as age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, and individual learning needs
- Respecting students' rights to:
 - Express opinions appropriately and at the right time
 - Learn and work in a safe and inclusive environment
 - Receive reasonable adjustments based on their learning needs or impairments
 - Provide verbal or written input that will be considered in decision-making processes
 - Be treated with dignity, respect, and confidentiality at all times.

By fostering a supportive and equitable learning environment, we aim to ensure that all students at Longreach State High School have the opportunity to succeed both academically and personally.



Differentiated and Explicit Teaching

Longreach State High School's Multi-Tier System of Support for Behaviour and Learning

At Longreach State High School, all students receive academic and behavioural support through a structured Multi-Tier System of Support (MTSS). This ensures access to quality teaching, clear behaviour expectations, and appropriate interventions based on individual needs.

Tier 1: Whole-School Support – for All Students (100%)

Tier 1 focuses on school-wide implementation of the Australian Curriculum and behaviour expectations. This provides proactive, consistent support to help students develop positive behaviour and strong learning habits. Tier 1 includes:

- Explicitly teaching expected behaviours in relevant settings
- Responding to behaviour consistently while considering developmental norms and behavioural function
- Providing refresher lessons and reinforcement throughout the year to ensure skills are embedded
- Seeking feedback from students and families to improve school climate, instruction, and behaviour strategies.

Tier 2: Focused Support – for Identified Students (10-15%)

Tier 2 provides additional support beyond Tier 1. These structured, small-group interventions help students strengthen specific skills. Tier 2 strategies:

- Reinforce school-wide expectations and build on Tier 1 lessons
- Follow a structured, consistent approach with limited variations
- Are evidence-based and tailored to individual needs
- If more than 15% of students require Tier 2, Tier 1 practices are reviewed for effectiveness.

Tier 3: Intensive Individualised Support – for a Small Group of Students (2-5%)

A small percentage of students require highly individualised support due to complex needs. Tier 3 strategies focus on:

- Collaboration with student, staff and parents to identify skill issue
- Proactively address problem behaviour by identifying triggers and adjusting environments
- Tier 3 interventions vary. Some students need a brief Functional Behaviour Assessment (FBA) or Individual Behaviour Support Plan (IBSP) to develop strategies, while others require a plan involving data collection, collaboration, and external support.

Through this Multi-Tier System of Support, Longreach State High School ensures all students receive the necessary guidance to achieve academic, social, and emotional success.

Legislative Delegations

Legislation

Legislation that links to Queensland State School Discipline procedures:

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for maintaining and managing student discipline within the school.

To support this responsibility, principals are granted a range of non-delegable powers, including the authority to suspend, exclude, or cancel a student's enrolment when necessary.

Further details on these responsibilities are outlined in the legislative instruments of delegation and authorisation, accessible through the links 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 Longreach State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback 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. The Risk Assessment Score table and Risk Action Table is used to make an informed decision on a supported response, intervention or consequence for student's behaviour.

School Policies

Longreach State High School has implemented school discipline policies to ensure that students, staff, and visitors work together to maintain a safe and supportive learning environment. It is important that all members of the school community understand their responsibilities, as outlined in the following policies.

- [Personal Devices Policy](#)
- [Student Support Framework](#).

Temporary Removal of Property

To maintain a safe, respectful, and focused learning environment, certain items are prohibited or restricted at Longreach State High School. Items that pose a risk to health, safety, or school operations will be removed if brought onto school grounds.

Class A – Strictly Prohibited Items	Class B – Restricted Items
<p>The following items are not permitted under any circumstances and may result in serious consequences, including police involvement:</p> <ul style="list-style-type: none"> • Illegal items or weapons • Potentially dangerous objects • Drugs (including tobacco, e-cigarettes/‘vapes’, any drug paraphernalia) • Alcohol • Explosives • Flammable substances (solids or liquids) • Poisons • Inappropriate or offensive material (physical or digital). 	<p>These items are not allowed at school as they may cause disruption, pose a risk to safety, or interfere with learning:</p> <ul style="list-style-type: none"> • Aerosol cans or spray deodorants • Graffiti-related items (e.g., paint pens, permanent markers) • Toy or imitation weapons • Chewing gum • Jewellery or clothing that does not align with the Uniform Policy • Electronic devices as defined in the Personal Devices Policy.
<p>Consequences for Bringing Prohibited Items</p> <p>If a student brings a Class A item, the school will take immediate action, and consequences may involve external agencies such as the police.</p>	<p>For Class B items, school staff may temporarily confiscate the item, with consideration of:</p> <ul style="list-style-type: none"> • The value, nature, and condition of the item • The circumstances of removal • The safety of the student, staff, and others • The school’s management and operational needs.

Confiscated items will be securely stored, and certain items may only be collected by a **parent or carer**.

Medication at School

- Only prescribed medication can be administered by school staff.
- Medical authorisation is required for any medication, including over-the-counter items such as paracetamol.

Roles and Responsibilities

School Staff:

- All confiscated items will be safely stored in the administration office, clearly labelled.
- Staff do not require student consent to search school-owned property such as lockers, desks, or laptops.
- A bag search requires student permission and must be conducted in the presence of a Deputy Principal or higher. If permission is refused, the student may be detained until a parent or police officer arrives.
- When personal items such as mobile phones are removed, additional permission may be required for further examination.
- Staff cannot search a student's person (e.g., pockets or shoes) without consent from the student or parent. If consent is refused, the police may be called.

Students:

- Students must not bring items to school that are:
 - Prohibited (as listed above)
 - Illegal
 - A risk to safety and wellbeing.
- If an item is confiscated, students should collect it as soon as possible when advised by staff.
- Confiscated items must not be brought back to school after collection.
- Some items can only be returned to a parent or carer.

Parents and Carers:

Parents and carers play an important role in supporting this policy. To help, they should:

- Discuss the list of prohibited and restricted items with their child.
- Monitor what their child brings to school.
- Contact the school administration for advice or support.
- Collect any confiscated property promptly when notified.

By following these guidelines, we can ensure a safe and respectful school environment where all students can focus on learning.

Responding to Bullying

At Longreach State High School, we foster confident, resilient students who can navigate a complex world. We believe that wellbeing and academic success go hand in hand—students learn best when they feel safe, valued, and supported.

Our teachers:

- Support individual and group needs
- Promote collaborative learning
- Build strong connections with students
- Teach wellbeing and self-management skills.

We monitor student wellbeing and school culture through:

- Attendance rates
- Retention data
- Learning days lost to disciplinary absences
- School Opinion Survey responses.

Definition of Bullying

Bullying is:

- Ongoing misuse of power through repeated verbal, physical, or social behaviour intended to cause harm
- Occurring in person or online, either openly or covertly
- Repeated or likely to be repeated, including digital sharing
- Impacting victims and bystanders both immediately and long-term.

What is Not Bullying?

Some negative interactions are not classified as bullying, such as:

- Mutual disagreements
- Social rejection (unless repeated or targeted)
- One-off acts of meanness or aggression.

While not bullying, these behaviours are still serious. Staff will respond promptly, working with students and parents to maintain a safe, respectful school environment.

Proactive Prevention

At Longreach State High School:

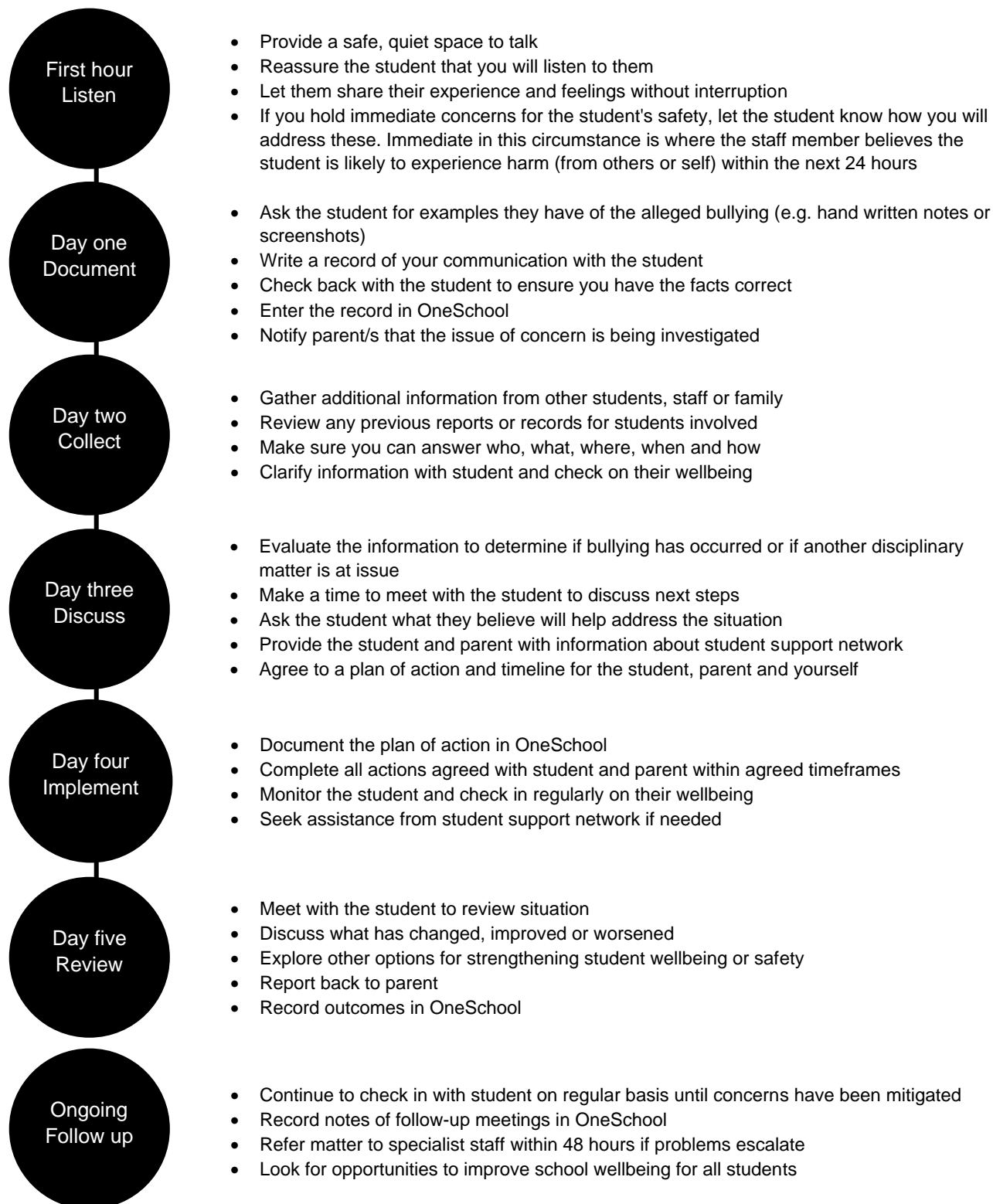
- Restorative practice shapes how students and staff approach conflict resolution
- All stakeholders know our school values of Respect, Responsibility and Resilience
- Students are encouraged to use STYMIE to report bullying or concerning behaviours
- Students have access to dedicated support staff and programs that address social and emotional needs
- We recognise 'Do it for Dolly Day' and 'Bullying No Way Day' through organised SRC activities and lessons.

Bullying Response Flowchart for teachers

Key contacts for students and parents to report bullying:

Student Support Team (Junior) – Gerard Comerford (Head of Department), Antje Dekruyf (Coordinator)

Student Support Team (Senior) – Jessica Deane (Head of Department), Sam Chisholm (Coordinator)



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](#).

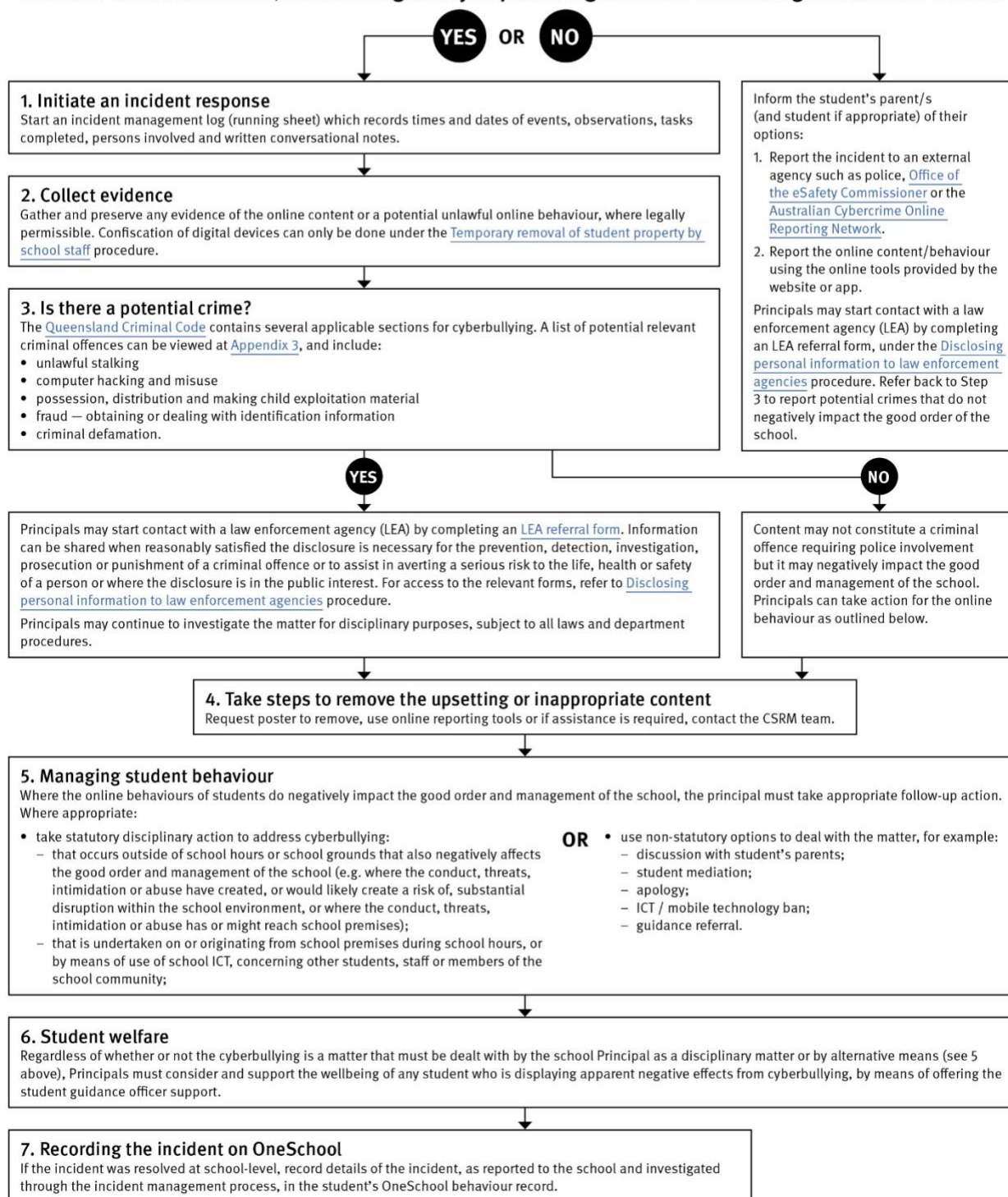
Explicit images

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](#).

Help

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?



Restrictive Practices

The Restrictive Practices procedure is written with consideration for the protection of everyone's human rights, health, safety, and welfare.

School staff at Longreach State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On 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 rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

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

Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which 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.

At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Resources

Longreach State High School recognised the following policies, guidelines and procedures to support to the enacting of the Code of Conduct. These policies provide a description of the managements in specific circumstance.

1. [Assessment Policy](#)
2. [Attendance Policy](#)
3. [Complaints Management Policy and Procedure](#)
4. [Parent and Community Code of Conduct](#)

Instrument of Authorisation

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

I, Sondra Schwartz, Principal of Longreach State High School, authorise the persons who are from time to time the holders of the position of Deputy Principal or Head of Department (Student Services) at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

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

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

The effect of this authorisation is as follows:

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



Sondra Schwartz

Longreach State High School

QUEENSLAND DEPARTMENT OF EDUCATION

18/03/25

DATE