



Kelvin Grove State College

The Pursuit of Excellence With All Our Might

STUDENT CODE OF CONDUCT

2026 - 2029

Delivering excellence through high expectations, a positive learning culture and quality teaching and learning across each phase of a student's learning journey:

- Starting strong from Kindy to early primary
- Building on foundations in middle and upper primary
- On track for success in junior secondary
- Ready for the future in senior secondary

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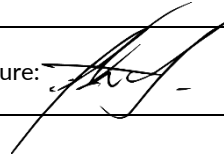
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Endorsement

Executive Principal Name: John Thornberry

Executive Principal Signature:



Date: 30 March 2026

P/C President and-or School Council Chair

Name: Craig Millis

P/C President and-or School Council Chair

Signature:

Date:

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Purpose

Kelvin Grove State College is committed to providing a safe, respectful and disciplined learning environment. The Student Code of Conduct communicates the responsibilities and processes that guide and promote the conduct we expect from our students, staff, parents/carers, visitors and community members. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our college is prioritised, making it a place where all students are able to experience success and staff enjoy a safe workplace.

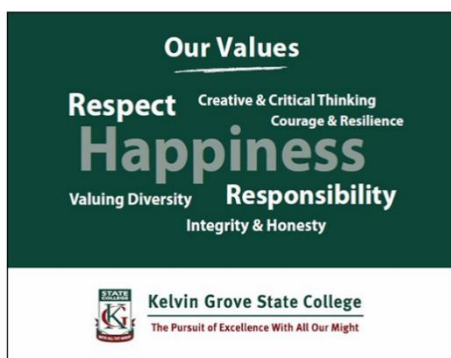
Foreword

Introduction

Kelvin Grove State College is a unique, committed and collaborative P-12 educational institution that seeks to provide a supportive and engaging learning environment. Our uniqueness is characterised by:

- Intellectual rigour across core and elective disciplines
- Multiple learning and career pathways
- Schools of Excellence, accelerated learning pathways and extension courses
- Quality partnerships with our community, industry groups and tertiary institutions
- Cohesion and continuity across early, middle and senior phases of learning and development
- A community enriched through multi-culturalism, and invigorated through diversity by valuing both local cultures and international students
- Genuine working relationships within and ethos of generosity of spirit towards all.

Kelvin Grove State College's Values



Kelvin Grove State College's values guide our mission of being a Prep to Pathways learning community that delivers wellness and excellence. The values have been used in the development of this Student Code of Conduct, with the aim of nurturing globally competent learners, leaders and citizens.

The college values shape our unique culture of '*Trusting Relationships*', allowing all members of Kelvin Grove State College to build a productive community where our central value of *Happiness* is valued. Kelvin Grove supports and encourages the values of...

- **Courage and resilience - Refuse to give in to doubt and fear**
Draw on moral and physical courage in times of adversity. Realise that no matter what happens, you can cope with dignity and strength.
- **Creative and critical thinking - Engage in lifelong learning**
See empowerment through problem solving, analysis and creativity. Enjoy the pursuit of excellence through learning.
- **Integrity and honesty - Think and act ethically**
Do what you know to be right rather than what is easy or convenient. Be accountable for your own actions. Ensure consistency between what you say and what you do. Be honest.
- **Respect - Believe in the inherent worth of each person**
Respect yourself and others and act with compassion. Show empathy by working to understand the viewpoint of others and how they are feeling.
- **Responsibility - Recognise the connections among personal, social and environmental wellbeing**
Act responsibly, ethically and in a disciplined way to make the world a better place. Understand that our choices and actions affect the rights of others, including future generations.
- **Valuing Diversity - Recognise the common humanity of all peoples**
Advocate for fairness and support the rights of others. Challenge injustice and promote understanding.

Whole School Approach to Discipline

Kelvin Grove State College strives to work together with students, parents and the broader community to provide a safe, supportive, respectful and inclusive educational setting. The whole school approach to discipline, outlined in the Student Code of Conduct, serves to create a learning environment where all students feel valued and able to reach their full potential. Our approaches support the principle that students learn best in orderly settings with clear, high expectations for positive behaviour in place, respectful teacher-student communication, fairness and consistency.

Restorative Practices

Kelvin Grove State College uses a whole-school restorative practices approach to student behaviour and discipline, grounded in a relational and developmental understanding of children and young people. Staff operate from the principle that behaviour is a form of communication and that when students make mistakes or cause harm, these moments should be treated as opportunities for learning, growth and connection.

Restorative practices focus on building strong relationships, repairing harm and restoring a sense of belonging and accountability within the college community. The approaches used at Kelvin Grove State College prioritises safety, respect and inclusion, aiming to create a positive school climate where every student feels valued and supported.

The Goals of Restorative Practices

- Hold students accountable for their actions through repairing harm and making amends.
- Include persons who have harmed or been harmed in restorative responses to school misconduct.
- Reengage students at risk of academic failure and disengagement through dialogue-driven, restorative responses to misbehaviour.

Curious Conversations

At Kelvin Grove State College, 'curious conversations' are a strategy that forms part of our whole-school restorative practices approach for responding to behavioural challenges. The term 'curious conversations' is used to describe a specific type of restorative conversation that involves a process of dialogue aimed at addressing harm and finding a positive path forward. These conversations support respectful, relational responses that promote learning, growth and accountability. They help staff maintain connection with students while exploring underlying causes of behaviour and collaboratively developing positive solutions.

*When appropriate, a 'curious conversation' may include the following elements:

Step 1	The Unmet Expectation
	Describing the observable behaviour without judgement, using clear and specific language to identify the concern. <i>Example: "I've noticed you've been arriving after the second bell quite a few times this week." Purpose: To calmly highlight the behaviour and set a respectful tone.</i>
Step 2	Curiosity-Based Question
	Ask an open-ended question to better understand the student's experience or perspective. <i>Example: "Can you help me understand what's happening for you around that time?" Purpose: To avoid assumptions and open a space for student voice.</i>
Step 3	The Impact / Adult Concern
	Explain the effect of the behaviour in a supportive, non-judgemental way. <i>Example: "I'm concerned you're missing out on important instructions at the start of class." Purpose: To encourage reflection by linking actions to outcomes.</i>
Step 4	Invitation to Solve Together
	Offer to work collaboratively on a way forward. <i>Example: "What do you think might help you get to class on time? Can we come up with a plan together?" Purpose: To build student agency and support positive change through shared problem-solving.</i>

Australian Professional Standards for Teachers and the College Leadership Team

Kelvin Grove State College's approach to discipline aligns with the Australian Professional Standards for Teachers and School Leaders. Teachers and leaders across the College implement consistent strategies to promote positive behaviour, manage classroom activities effectively and respond to behaviour in ways that are fair, respectful and growth focused.

Teaching Staff

- **Supporting Student Participation**
Teaching staff establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- **Managing Classroom Activities**
Teaching staff establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- **Managing Challenging Behaviour**
Teaching staff manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.
- **Maintaining Student Safety**
Teaching staff ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.
- **Using ICT Safely, Responsibly and Ethically**
Students are expected to use technology in ways that are respectful, safe, and aligned with school values. Teachers model ethical ICT use and provide clear guidance on online safety, digital citizenship, and appropriate online behaviour. Incidents of cyberbullying or misuse of devices may be addressed through restorative conversations, digital safety education or disciplinary consequences.

College Leadership Team

- College leaders strive to create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning.
- College leaders set high expectations for the whole school through careful collaborative planning, monitoring and reviewing of the effectiveness of learning.
- College leaders set high standards of behaviour and attendance, encouraging active engagement and a strong student voice.

OneSchool Records

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Kelvin Grove State College uses OneSchool to ensure that student behaviour, support needs and interventions are accurately recorded and consistently applied. The information that is recorded on OneSchool includes:

- **Behaviour incident records:** Used to track patterns and inform appropriate interventions.
- **Personalised Learning Records:** Outlining academic and behavioural support for individual students.
- **Support Provisions:** Documenting targeted or intensive strategies, adjustments and outcomes.
- **Support notes:** Capturing collaboration between staff, families, and external providers.
- **Contacts:** Used to document contacts with parents/carers, students, Education Queensland employees and external agencies to ensure accurate and consistent communication between stakeholders throughout a child's schooling life.

These records provide a comprehensive picture of each student's support journey and help staff to make informed, data-driven decisions. They also assist with case management, ongoing communication between relevant stakeholders and the provision of timely, relevant and targeted supports.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we embody the principle of equity by recognising that the way we teach, the support we provide and the way we respond to students will differ.

Confidentiality Obligations

Staff at Kelvin Grove State College are legally obliged to protect student privacy. Under the *Information Privacy Act 2009 (Qld)*, personal information about a student, including details of behavioural incidents, individual circumstances and any consequences applied, must not be disclosed to anyone other than*:

- The student
- The student's parent/s or legal guardian/s
- Staff who have a legitimate educational need to know
- Authorised Department of Education personnel

This means that staff cannot and will not discuss the disciplinary actions taken against one student with another student, parent or member of the school community, even if that person's child was involved in the same incident. These rules are in place to:

- Uphold the legal rights of every student
- Protect student dignity and wellbeing
- Ensure a fair, unbiased and respectful school environment.

All students have the right to privacy, and all families can trust that the school is acting responsibly and lawfully when managing behaviour matters. If any parent or caregiver has concerns about a behaviour incident involving their child, they are encouraged to contact the College and arrange a meeting with their child's teacher, the relevant Head of Year, Deputy Principal or the Principal. While we will not share details about other students, we will provide support, clarity and reassurance about how the matter has been addressed in accordance with departmental procedures.

**Information will not be disclosed to the persons mentioned above if there is a current court order that restricts or forbids the disclosure of such information.*

Differentiated and Explicit Teaching

Kelvin Grove State College uses a whole school approach to differentiated and explicit teaching of expected behaviours in ways that meet the diverse learning needs of all students. The Student Code of Conduct identifies how we aim to address barriers students may face to learning expected behaviours through reasonable adjustments and a multi-tiered system of support which incorporate differentiated and explicit teaching practices. These approaches to differentiated teaching and learning are closely aligned with our whole-school discipline approach of restorative practice. A multi-tiered system of support, reasonable adjustments and restorative practices are all grounded in the principles of inclusion, equity and student-centred support.

Multi-Tiered System of Support (MTSS)

Kelvin Grove State College employs a strengths-based, inclusive approach to behaviour that recognises the diverse backgrounds, abilities and experiences of our students. To support this, we use a Multi-Tiered System of Support (MTSS) framework which enables early intervention, targeted assistance, and individualised planning for students at all levels of need.

At all times, responses to student behaviour are guided by principles of equity, empathy and accountability. We seek not only to address the immediate behaviour but also to understand and respond to the factors that may be contributing to it. This supports the long-term wellbeing, engagement, and success of every student.

Kelvin Grove State College uses the Multi-Tiered Systems of Support Approach to:

- Analyse and improve behaviour and learning outcomes.
- Select evidence-based practices for student support and intervention.
- Provide support to staff members in maintaining consistent and proactive school-wide and classroom systems and practices.

Tiers of intervention

MTSS offers a continuum of support for students, from Tiers 1 to 3, as illustrated in Figure 1.

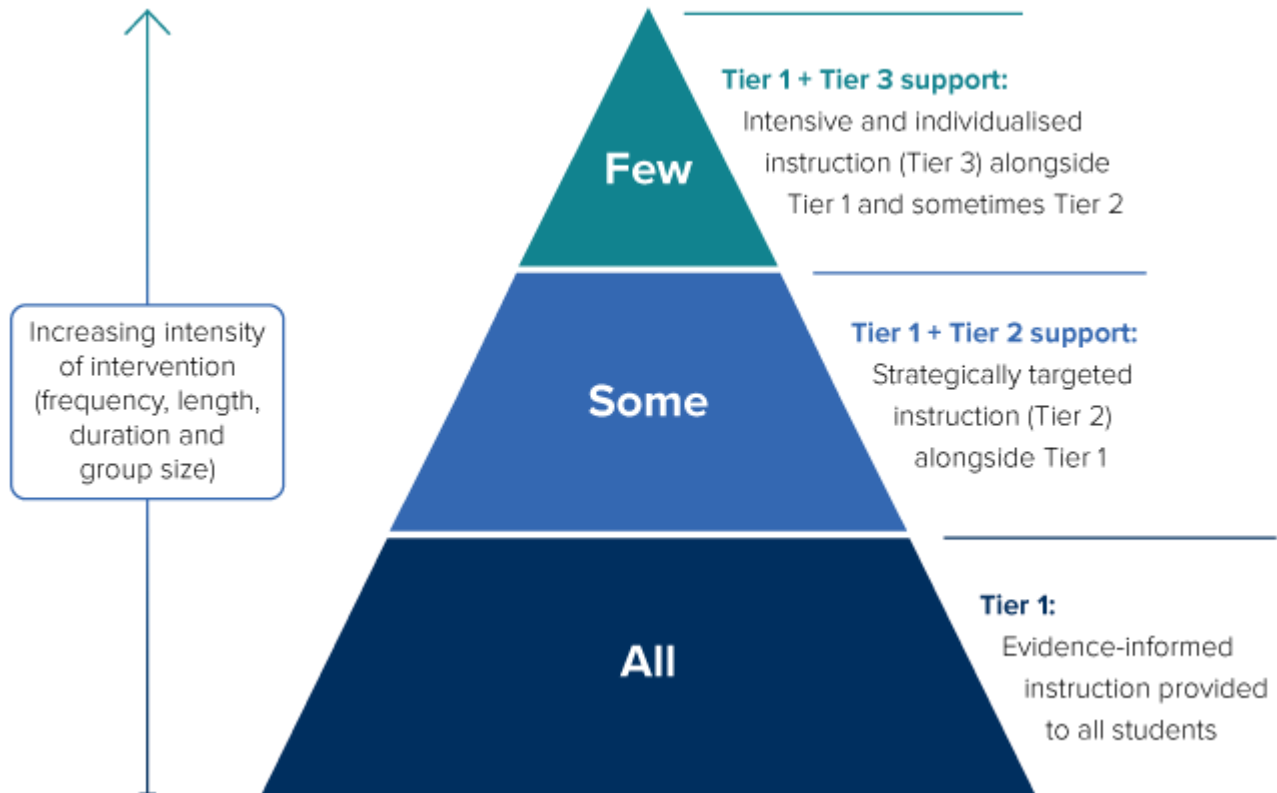


Figure 1: How tiers of support work in MTSS

Source: Australian Education Research Organisation. (2020). *Introduction to a multi-tiered system of supports*. <https://www.edresearch.edu.au/summaries-explainers/explainers/introduction-multi-tiered-system-supports>

Multi-Tiered Systems of Support (MTSS)

Note: The list of supports and examples in the following tables are not exhaustive

Tier 1 Supports

- Tier 1 interventions and supports are at the whole-school level and are provided to all students across academic, emotional and behavioural dimensions of learning. Explicit teaching of expected behaviours occurs, and opportunities are provided for students to practise appropriate behaviours.
- The focus of universal supports is on all students and staff across all settings (whole-school, classroom and non-classroom). This level supports **all students** through high-quality, inclusive teaching practices and clearly communicated expectations.

In the classroom:

Teachers explicitly teach behaviour expectations as part of the curriculum, embedding them into daily routines using language aligned with restorative principles (e.g. respect, responsibility, repair).

Differentiation strategies:

Include multiple means of instruction (visuals, modelling, repetition), clear learning intentions, and positive behaviour reinforcement that acknowledges individual effort and growth.

Restorative alignment:

When behaviour issues arise, they are used as learning opportunities. Restorative conversations or circles are used to support reflection and reconnection.

Tier 2 Interventions

- Tier 2 interventions are used to support approximately 15% of students in a typical school who are not responding to tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Explicit and repeated teaching of expected behaviours occurs, and opportunities are provided for students to practise appropriate behaviours.
- Support is provided through supplementary or additional targeted level interventions. The focus of supplementary interventions is to reduce the number of existing students requiring additional support. This level is for students who require additional support to meet behavioural or academic expectations.

In the classroom and support settings:

Small group or individual sessions provide targeted teaching in areas such as emotional regulation, conflict resolution, or understanding social norms.

Differentiation strategies:

May include scaffolded tasks, increased supervision, social stories, or visual behaviour prompts.

Restorative alignment:

Students may participate in structured restorative chats or behaviour coaching sessions to help rebuild trust and develop social-emotional skills.

Tier 3 Interventions

- Tier 3 interventions are used to support approximately 5% of students who have not responded to universal supports and supplementary interventions. Students may require an extensive level of support involving highly individualised interventions to support a tailored learning program. The focus of tier 3 interventions is to reduce the intensity and complexity of existing individual student's situations.
- For a **small number of students** with complex and ongoing needs, intensive and individualised behaviour support is integrated with curriculum access planning.

In the classroom and beyond:

These students have **Individual Behaviour Support Plans** and may require tailored curriculum adjustments, alternative assessment formats, or significantly modified routines.

Differentiation strategies:

Include personalised learning goals, sensory regulation strategies, modified environments, and alternative communication methods.

Restorative alignment:

Staff work collaboratively with families, specialists, and the student to use restorative conferences and long-term relationship-building strategies to address harm and restore safety and dignity.

Reasonable Adjustments

Under the *Disability Standards for Education 2005 (Cth)* and the *Disability Discrimination Act 1992 (Cth)*, our school is committed to providing reasonable adjustments for students with a disability or additional needs to support and enable equitable access to the teaching and learning of expected behaviours.

An adjustment is a response to an identified barrier the student is experiencing to accessing and participating in education. It can be made across the whole school, in the classroom or for an individual student need. The adjustment is considered reasonable if it:

- supports a student with a disability or additional needs to participate in education on the same basis as other students,
- considers the student's learning needs,
- balances the interests, including the safety, of all parties, such as the student with a disability/additional needs, staff members and other students.

Disciplinary Consequences

The Student Code of Conduct sets out the responsibilities and processes used at Kelvin Grove State College to promote safe, supportive and disciplined learning environments by responding appropriately to behaviour that does not meet College conduct expectations. It supports the College to meet its legislative obligations, maintain good order and management and provide access to state education that all students can participate in and gain positive outcomes from.

Consideration of Individual Student Circumstances

When determining consequences or support strategies in response to behaviour that does not meet college expectations, staff take into account the student's full context, including:

- **Behaviour history** – including patterns and triggers
- **Disability or neurodiversity** – ensuring adjustments are in place and equitable responses are applied
- **Mental health and wellbeing** – recognising emotional regulation and trauma-informed needs
- **Cultural and religious background** – ensuring responses are culturally safe and inclusive
- **Home environment and care arrangements** – considering external factors that may affect behaviour or engagement

This ensures that behavioural responses are not only consistent and fair, but also flexible and personalised where appropriate.

Applying Professional Discretion

Staff will exercise informed professional discretion when determining consequences for behaviour. This involves:

- Balancing the student's individual needs and circumstances with the need to maintain a safe, supportive environment for all.
- Ensuring that consequences are not only appropriate to the behaviour but also take into account barriers to understanding, self-regulation or participation.
- Consulting relevant staff, such as teaching and non-teaching staff, principals, heads of department, guidance officers or case managers, when additional expertise is needed.
- Using available data and documentation to support consistent, evidence-based decisions.

In applying disciplinary consequences, staff at Kelvin Grove State College are committed to supporting each student's individual needs and circumstances. This ensures that responses are respectful, developmentally appropriate and aligned with the College's values. Our approaches to disciplinary consequences may include:

- Consequences that are logically tied to the problem behaviour.
- A focus on the use of consequences to teach students appropriate ways to meet their needs.
- Use of behavioural data to evaluate the effectiveness of responses.
- Agreed procedures which involve the placement of students away from the classroom, i.e. detention, time out, buddy class, community service and regulation spaces (self-regulation and co-regulation).

Policies and Legislation

At Kelvin Grove State College, staff decision-making regarding disciplinary consequences for student behaviour is guided not only by professional judgement and school policy, but also by Queensland legislation and the Department of Education's procedures. All responses to student behaviour must be justifiable, evidence-based and lawful.

Staff are accountable for ensuring that behaviour support and disciplinary decisions reflect procedural fairness and adhere to relevant legislation, including:

- *Education (General Provisions) Act 2006 (Qld)*
- *Information Privacy Act 2009 (Qld)*
- *Human Rights Act 2019 (Qld)*
- *Disability Discrimination Act 1992 (Cth)* and the associated *Disability Standards for Education 2005 (Cth)*

These laws require that staff act with integrity, impartiality, and confidentiality when considering individual student behaviour and support needs.

Behaviour Categories and Responses

Low Level	Minor	Major
<ol style="list-style-type: none"> 1. Low severity and frequency. 2. Does not require administration involvement – may be documented in classroom. 3. Not more than a minor disruption to the learning environment. 4. Student responds to teacher direction and learning is resumed immediately. 	<ol style="list-style-type: none"> 1. Managed by the classroom teacher. 2. Persistent, low level disruptions. 3. May require more than one re-direction. 4. May require student to take some 'Time Out' or referral to a 'Buddy Class' for self-reflection. 5. Requires parents/carers contact by classroom teacher, record on OneSchool and refer to relevant Head of Year (6-12) or Deputy Principal (P-5), as an FYI only. 	<ol style="list-style-type: none"> 1. Are a major disruption to the learning environment requiring student to be removed from the classroom. 2. Require parental contact by classroom teacher, record on OneSchool and refer to Head of Year (6-12) and Deputy Principal (P-5). 3. Pose a danger to themselves and/or others requiring immediate removal from the classroom by Head of Year or Deputy Principal. 4. Are persistent minor behaviours that have not been resolved after contact with parents/carers and Head of Year or Deputy Principal.

Minor Behaviour Examples

*This list is not exhaustive

Category	Definition	Examples
Abusive language	Student delivering verbal or written language that includes swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> • Use of abusive/inappropriate/swearing language in conversation that is non-threatening and indirect. • Mutual use of directed abusive language between students. • Swearing that is not directed at a person. • Discriminatory language (racial, gender, homophobic). • Mimicking.
Academic misconduct	Student inappropriately and falsely demonstrating their learning. It includes cheating, collusion, contract cheating, copying work and claiming it as their own, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<ul style="list-style-type: none"> • Copying information directly from a source. • Cheating/copying off peers. • Inappropriate use of technology (e.g. hacking). • Inappropriate use of AI/Chat GPT. • Falsely claiming work as their own and not fully disclosing use of AI when required.
Defiance	Student refusing to follow reasonable directions given by school staff.	<ul style="list-style-type: none"> • Isolated incidents of refusing to participate in an activity or event as instructed. • Not following classroom and/or school rules/routines. • Playground defiance (e.g. out of bounds). • Not following teacher direction. • Refusal to complete an assessment task. • Late to class without an approved reason.
Disrespect	<p>Student intentionally acting in a manner that does not show care for other people, their own or others learning, or the college environment.</p> <p>Student intentionally delivering socially rude or dismissive messages to adults or students.</p>	<ul style="list-style-type: none"> • Using socially rude or dismissive language to adults or students, that does not involve abusive language • Using inappropriate gestures. • Deliberately ignoring others. • Not following reasonable requests/instructions. • Talking over the top of others – repeatedly. • Littering. • Not being prepared for learning with all required equipment.
Disruption	Student engaging in behaviour causing an interruption to learning, teaching or a school activity/event.	<ul style="list-style-type: none"> • Loud talk, yelling, or screaming. • Noise with materials, chair etc. • Out-of-seat behaviour. • Intentional attempt to gain peer attention during teacher instruction or work activity.
Dress code	Student not following the dress code guidelines.	<ul style="list-style-type: none"> • Student wears clothing, inclusive of nails, jewellery etc., that is not within the dress code guidelines defined by the school.
Harassment	Student engaging in the delivery of messages intended to cause harm in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> • Isolated incident of the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics. • Isolated incidents of low-level name calling (including online).
Physical aggression	Student intentionally engaging in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors, animals, flora or fauna.	<ul style="list-style-type: none"> • Physical aggression towards flora or fauna. • Pushing and shoving. • Physical aggression using objects. • Play that escalates to physical aggression (without injury).
Property damage	Student participating in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Un-intentional damage caused to another person's property/school property.
Property misuse causing risk to others	Student engaging in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> • E.g. throwing or pushing furniture items. • Using scissors to cut clothing or hair. • Poking other students with stationary items.
Inappropriate lunchtime or play behaviours	Student engaging in behaviours that cause a risk to themselves, others or the good order and management of the school during break times or between classes.	<ul style="list-style-type: none"> • Being out of bounds. • Playing dangerously with objects/ not using objects for their intended use. • Repeatedly engaging in unsafe play after multiple reminders/warnings. • Throwing food.

Minor Behaviour Examples (Continued)

Category	Definition	Examples
Dishonesty	Minor Dishonesty – an intentional act of deception for a dishonest purpose, such as gaining a benefit for oneself or causing a loss to another.	<ul style="list-style-type: none"> Telling a lie. Taking and hiding an item that belongs to the College or a College staff member.
Leaving school grounds	Student leaving the school boundary/perimeter.	<ul style="list-style-type: none"> Leaving school grounds without permission whilst being in view of a staff member and quickly returning once directed to. Student does not place themselves, other students or college staff at risk of serious danger.
ICT and technology	Student engaging in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. Misuse of a device (including internet misconduct).	<ul style="list-style-type: none"> Use of mobile phone, headphones/earbuds, or smartwatches during the school day. Off task behaviours on computer during class time i.e., computer games, instant message etc. Taking pictures at school using a device. Sending inappropriate messages, texts, photos or emails. Not using ICT or Technology for the purpose given (i.e. looking up content or playing a game unrelated to the learning task)
Refusal to participate in the educational program of the school	Refusal to cooperate with reasonable adult direction. Minimal cooperation with reasonable adult direction.	<ul style="list-style-type: none"> Not completing set tasks in class. Refusing to engage in tasks/learning.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property without permission.	<ul style="list-style-type: none"> Taking others' food. Refusing to return an item that was borrowed.

Differentiated Responses to Minor Behaviours

School staff will provide in-class or in-school disciplinary responses to low-level or minor behaviours. This may include:

Responses (Low Level and Minor)	
<ul style="list-style-type: none"> Pre-correction (e.g. "Remember, walk quietly to your seat") Non-verbal and visual cues (e.g. posters, hand gestures) Whole class practising of routines Ratio of 5 positive to 1 negative commentary or feedback to class Corrective feedback (e.g. "Hand up when you want to ask a question") Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you") Explicit behavioural instructions (e.g. "Pick up your pencil") Proximity control Tactical ignoring of inappropriate behaviour (not student) Revised seating plan and relocation of student/s Individual positive reinforcement for appropriate behaviour Class wide incentives Reminders of incentives or class goals Redirection Low voice and tone for individual instructions 'Take-up' time for student/s to process instruction/s Providing positive choice of task order (e.g. "Which one do you want to start with?") Prompting student to take a break or time away in class Providing demonstrations of expected behaviours Private discussion with student about expected behaviour 	<ul style="list-style-type: none"> Warning of more serious consequences (e.g. removal from classroom) Detention (missing out on part, not all, of a break time – max 20mins) Time out, then buddy class (JS) – classroom Sit out (JS) – playground Parent/guardian contact Community service (student performing tasks outside of learning time that are beneficial to the community) Playground Plan Apology (verbal or written) Mediation Warning Reduced play time options Sitting out of a game Moving to a different area/game Permanent or temporary removal of privileges related to the behaviour Zero or N result for assessment Re-submission of assessment Referral to Deputy Principal, Head of Inclusion or Principal Referral to student support team Restorative conversations (may be with teacher, individual students, groups of students or whole class). Students are guided to reflect on the cause of the harm, take accountability for their actions and plan ways to repair the affected relationships <p>*This list is not exhaustive</p>

Major Behaviour Examples

*This list is not exhaustive

Category	Definition	Examples
Abusive language	Student uses inappropriate, offensive, or threatening verbal or written communication that is disrespectful or harmful to others.	<ul style="list-style-type: none"> Swearing at staff, students or other members of the community. Threatening or sexually explicit comments. Derogatory or demeaning language.
Academic misconduct	Student engages in dishonest practices that compromise the integrity of assessment or learning.	<p>As per the assessment policy, student engages in behaviour that includes:</p> <ul style="list-style-type: none"> Copying or submitting another student's work. Cheating in exams. Plagiarism or fabrication. Using AI tools to generate responses and submitting them as their own work without permission or acknowledgment.
Bomb threat / false alarm	Student makes a statement or report indicating a threat of serious harm (real or hoax), causing disruption or fear.	<ul style="list-style-type: none"> Claiming a bomb is on campus. False emergency reports police and/or other emergency service agencies.
Bullying	Repeated and deliberate misuse of power by an individual or group intended to cause physical, social, or psychological harm to another person, where there is a real or perceived power imbalance. (including online environments).	<ul style="list-style-type: none"> Repeated verbal abuse or name-calling directed at a student over time. Ongoing exclusion of a student from groups or activities, encouraging others to do the same. Coordinated or repeated online harassment intended to humiliate or isolate a student. Repeated intimidation, threats, or coercion using physical size, social status or group influence. Targeting a student perceived as vulnerable (e.g. Disability) and exploiting that vulnerability. Sharing content or rumours designed to cause embarrassment or humiliation to damage a student's reputation and impact wellbeing.
Defiance (non-compliant behaviour)	Student refuses to follow reasonable directions or school expectations, particularly where behaviour disrupts learning or safety.	<ul style="list-style-type: none"> Repeated refusal to follow instructions. Non-compliance during critical situations. Ongoing disruption despite intervention.
Falsifying documents	Student provides false or misleading information in official school documentation or communication.	<ul style="list-style-type: none"> Forging parent signatures. Altering reports or notes. Submitting false absence documentation.
Fighting	Student engages in mutual physical altercation with another person.	<ul style="list-style-type: none"> Planned and/or spontaneous physical altercation involving two or more students, either on or off school grounds.
Harassment	Student engages in behaviour that targets an individual or group and is likely to cause distress, intimidation, or offence.	<ul style="list-style-type: none"> Offensive and or discriminatory remarks that cause harm based on gender, cultural background or religion. Repeated unwanted communication. Inappropriate comments about identity.
Harassment (Cultural/Religious Vilification)	Student engages in behaviour that targets an individual or group based on their race, ethnicity, cultural background, or religion, which is likely to offend, humiliate, intimidate or vilify, regardless of whether the behaviour is repeated.	<ul style="list-style-type: none"> Racial slurs, insults, or derogatory comments about a student's cultural background or ethnicity. Mocking or imitating a student's accent, language, or cultural practices in a demeaning way. Offensive comments or ridicule directed at a student's religious beliefs, practices, or dress (e.g. hijab, turban). Sharing or posting racist or religiously offensive content (images, memes, messages).

		<ul style="list-style-type: none"> • Encouraging others to exclude or target a student because of their race, culture, or religion. • Making threatening or intimidating statements targeting a cultural or religious group, including chants, slogans, or language intended to incite fear, hostility or exclusion (e.g. anti-Semitic chants directed at individuals or groups).
Harassment (sexual)	Any unwelcome behaviour of a sexual nature that makes a person feel offended, humiliated, or intimidated, and which a reasonable person would anticipate could cause such a reaction.	<ul style="list-style-type: none"> • Making or spreading unwelcome sexual comments, jokes, gestures or rumours. • Inappropriate comments about a person's body, appearance, or sexual activity. • Repeated requests for romantic or sexual attention after refusal. • Sharing or showing sexual images (including via device or online) without consent. • Sending sexually explicit messages or images. • Inappropriate physical contact (e.g. non-consensual touching, grabbing, unwanted contact).
Physical aggression (unsafe behaviour)	Student uses physical force or actions that are likely to cause harm or injury to others.	<ul style="list-style-type: none"> • Hitting, kicking, or pushing. • Throwing objects at others. • Physical intimidation.
Property damage	Student deliberately or recklessly damages property, impacting safety, function, or belonging.	<ul style="list-style-type: none"> • Vandalism or graffiti. • Breaking equipment or furniture. • Damaging others' belongings.
Property misuse causing risk to others	Student uses equipment or property in a manner that creates a foreseeable risk to the safety of others.	<ul style="list-style-type: none"> • Throwing furniture or objects. • Misusing tools or equipment. • Interfering with safety systems e.g. smoke detectors and alarms.
Refusal to participate in the educational program (disengaged behaviour)	Student persistently refuses to engage in learning activities or educational expectations, impacting their progress or others' learning.	<ul style="list-style-type: none"> • Refusing to engage in the program of learning, including refusal to complete classroom activities, homework and assessment tasks. • Sustained disengagement and/or absence despite support.
Substance misconduct involving illegal substances (unsafe behaviour)	Student is in possession of, using, or distributing illegal drugs or related items.	<ul style="list-style-type: none"> • Possession or use of illicit drugs and/or drug paraphernalia. • Supplying illicit substances and/or drug paraphernalia to other members of the school community.
Substance misconduct involving tobacco and other legal substances	Student possesses, uses, or distributes legal substances in breach of school rules.	<ul style="list-style-type: none"> • Smoking and/or possession of tobacco or vapes. • Misuse of other substances including but not limited to prescription or over the counter medication, aerosols, spray paint etc...
Technology violation	Student uses digital technology in a way that breaches school expectations, compromises safety, or disrupts learning.	<ul style="list-style-type: none"> • Accessing inappropriate content. • Recording or sharing without consent. • Cyberbullying or misuse of networks. • Making and/or sharing content that brings the school into disrepute or jeopardises the good order and management of the school. • Accessing or attempting to access files or content stored on school digital platforms, networks, SharePoint or other digital environments.
Theft	Student takes, possesses, or distributes property without permission or lawful authority.	<ul style="list-style-type: none"> • Removes or takes property belonging to others without permission, including items from bags, lockers, the tuckshop, classrooms, or any other location on school grounds • Takes possession of and/or distributes property that has been stolen.
Truancy (out of class/school)	Student is absent from scheduled learning without approval or a valid reason.	<ul style="list-style-type: none"> • Unexplained absence from class, loitering around the school when the student is supposed to be in class. • Leaving school grounds without permission from both parent/carer and school staff.

		<ul style="list-style-type: none"> • Unexplained absences from school.
Use/possession of combustibles (unsafe behaviour)	Student possesses or uses items capable of causing fire or explosion, creating risk to safety.	<ul style="list-style-type: none"> • Matches, lighters, fuel. • Firecrackers or flammable materials.
Use/possession of weapons (unsafe behaviour)	Student possesses or uses an object designed or used to cause harm.	<ul style="list-style-type: none"> • Knives or imitation weapons. • Any object used to threaten or harm others.

Differentiated Responses to Major Behaviours

The school staff or school leadership team will at times provide school disciplinary responses to major behaviours. This may include:

Responses (Major)

- | | |
|--|--|
| <ul style="list-style-type: none"> • A Functional Behaviour Assessment • Individual student behaviour support strategies (e.g. student behaviour plan) • Targeted skills teaching in a small group • Targeted individual skills teaching • Detention • Behavioural contract • Counselling and guidance support • Self-monitoring plan • Restorative practices • Check in/Check Out strategy • Teacher coaching and debriefing • Referral to Student Support Network for team-based problem solving • Stakeholder meeting with parents and external agencies • Short- or long-term suspension (up to 10 - 20 school days) | <ul style="list-style-type: none"> • Charge related suspension • Suspension pending exclusion • Exclusion • Cancellation of enrolment for students older than compulsory school age • Reporting to QPS • Parent/Carer contact • Loss of privileges • Community service (student performing tasks outside of learning time that are beneficial to the community) • Confiscation of item (handed into student services) • Restorative conversations (may be with teacher, individual students, groups of students or whole class). Students are guided to reflect on the cause of the harm, take accountability for their actions and plan ways to repair the affected relationships <p>*This list is not exhaustive</p> |
|--|--|

Major Behaviour Management Flowchart

Major Incident

Teacher ensures safety of other students and intervenes / manages where safe to do so

Refer to Deputy Principal (DP) P-5 as soon as possible
Refer to Head of Year (HoY) 6-12 as soon as possible
who will follow the Major Behaviour Referral Triage process

One School referral completed as soon as practical with DP or HoY referred in.

Actions and responses taken by DP/HoY communicated to referring staff member as soon as practical

Major Behaviour Referral Triage

Junior School P-5

Major incident referred to Deputy Principal

Deputy Principal determines next step in management

Managed by Deputy Principal

Refer to HOSES (if substantial or extensive)

Refer to Junior School Principal

Middle and Senior School 6-12

Major incident referred to Head of Year

Head of Year determines next step in management

Managed by Head of Year

Refer to Deputy Principal of Year Level

Refer to HOSES (if substantial or extensive)

School Disciplinary Absences

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

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

Suspensions (1-10 or 11-20 days)

- Principals at Kelvin Grove State College (KGSC) are the only staff members under the *Education (General Provisions) Act 2006* (Qld) with the power to make a decision about the use of suspension for an enrolled student.
- In contemplating the use of suspension as a disciplinary consequence, a Principal at KGSC will consider whether the student's behaviour constitutes one or more of the following grounds from section.282 of the *Education (General Provisions) Act 2006* (Qld):
 - disobedience
 - misbehaviour
 - conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
 - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
 - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
 - the student is charged with a serious offence (refer to Flowchart: Suspension (charge-related))
 - the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Flowchart: Suspension (charge-related))
- A Principal at KGSC will provide the student and parent written notice of the suspension on the approved form.
- A Principal at KGSC may authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent of the Principal's decision to suspend.

Exclusion by Principals

- Principals at Kelvin Grove State College (KGSC) are the only persons authorised under the *Education (General Provisions) Act 2006* (Qld) to make a disciplinary decision about the use of exclusion
- A Principal at KGSC will consider exclusion only as a **last resort**, including if suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct or risk (e.g. student has sold a large quantity of illicit drugs, seriously assaulted a staff member)
- In contemplating disciplinary consequences, a Principal at KGSC will consider whether the suspension of the student under division 2 of the *Education (General Provisions) Act 2006* (Qld) is inadequate to deal with the disobedience, misbehaviour, conduct or risk, and if so, whether the student's behaviour constitutes one or more of the following grounds under section.292 of the *Education (General Provisions) Act 2006* (Qld):
 - persistent disobedience
 - misbehaviour
 - conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours)
 - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours)
 - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
- It is also ground for exclusion if:
 - the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school
- A Principal at KGSC will provide the student and parent written notice of the proposed exclusion on the approved form
- A Principal at KGSC will ensure the student and parent have at least five school days of receiving the proposed exclusion notice to provide relevant additional information or responses to allegations prior to making a final decision
- A Principal at KGSC will finalise the decision within 20 school days of providing the student and parent with the proposed exclusion notice
- A Principal at KGSC will provide the student and parent written notice of the exclusion decision on the approved form
- A Principal at KGSC may authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent of the Principal's decision to exclude.

Appeals

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

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

Re-entry Following Suspension

Students who are suspended from Kelvin Grove State College may be invited to attend a re-entry meeting on the day of their scheduled return to the college. The main purpose of this meeting is to welcome the student, with their parent/s or caregiver/s, back to the College. It is not a time to review the student's behaviour or the decision to suspend as the student has already received a punishment through their disciplinary absence from the college. The aim of the re-entry meeting is for College staff to set the student up for future success and strengthen home-College communication. A record of the meeting will be saved in OneSchool, including any notes or discussions that occurred during the meeting.

In planning the re-entry meeting, College 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, provision of written and/or pictorial information and other relevant accommodations. Support staff such as guidance officers or other allied health professionals may be invited to attend to offer advice or recommendations.

It is not mandatory for the student or their parents/carers to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Discussing Your Child's Behaviour with the College

Everyone benefits when schools and parents work together to support students to learn what behaviours are expected of them. Talk with your child's classroom teacher or Head of Year in the first instance, or a member of the College's leadership team and let them know if you have any concerns about your child's behaviour at home or at school. The College staff will work with you to support your child's learning and behaviour needs.

School Policies

Kelvin Grove State 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
- Acceptable use of departmental ICT systems
- Preventing and responding to bullying
- Appropriate use of social media
- Safe, Responsible and Respectful Online Learning

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 College and to maintain and foster mutual respect between all State College staff, students and visitors. The Student Code of Conduct includes information about the temporary removal of student property by College staff procedure, including examples of student property prohibited by the College that may be temporarily or permanently removed.

Prohibited Items:

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- slingshots/ projectile devices
- potentially dangerous items (e.g. blades, rope)
- items intended to restrict the movements of another individual (hand cuffs, zip ties)
- drugs** (including tobacco and vapes/e-cigarettes)
- prescription medications that have not been prescribed to the individual in possession of them
- 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)
- stolen property.

Note: This list is not exhaustive.

* 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, craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for College activities will be provided by the College, and the use of them will be supervised by staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the College will provide information about the procedures for carrying and storing these items at the College.

** The administration of medications to students by College 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. Kelvin Grove State College requires medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities of Students, Parents/Carers and Staff

Students:

- must not bring property that the Student Code of Conduct prohibits onto College grounds or other settings used by the College (e.g. camp, or sporting venues).
- must not bring property onto College grounds or other settings used by the College (e.g. camp, or sporting venues) that:
 - 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
- must collect their property as soon as possible, when advised by College staff that it is available for collection.

Parents/Carers:

- must support their children to understand they must not bring property prohibited according to the Student Code of Conduct onto College grounds or other settings used by the College
- must collect temporarily removed student property as soon as possible after they have been notified by the Principal or State College staff that the property is available for collection.

Principals and College Staff:

- are the only people authorised under the Education (General Provisions) Regulation 2017 (Qld) to remove property in a student's possession.
- may in certain circumstances, remove student property without the consent of parents/carers or students, including property such as bags and prohibited items, including (but not limited to) mobile phones, knives, drugs (including tobacco and vapes/e-cigarettes), alcohol, or aerosol deodorants or cans.

Consent

- Parents/carers and students may refuse permission for Principals and State College staff to search student's personal property (e.g., school bag).
- The Queensland Police Service may be called if consent to open or search student property is not given and staff reasonably believe the student is in possession of property that is illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime.
- Principals and other State College staff do not have the authority to search the person of a student (i.e., physically touch or pat down).

When Consent Is Required:

Principals and College staff must obtain consent (verbal or written) from the student or their parents/carer prior to searching temporarily removed student property, including when seeking to examine or otherwise deal with temporarily removed student property (e.g., opening student's school bag and removing/accessing contents or unlocking a mobile phone*).

**If Kelvin Grove State College staff seize student-owned property such as iPads, computers or mobile phones, they cannot demand that students provide passwords for them or search or download content from the equipment. If the staff believe the property may have been used to commit a crime, it may be handed to police.*

When Consent Is Not Required:

Principals and College staff are not required to obtain consent:

- When searching college property such as lockers, desks, laptops or other items that are supplied to the student by the College.
- In emergent medical circumstances, such as a need to access an adrenaline auto-injector (e.g., EpiPen) for an anaphylactic emergency.
- If there is reasonable belief that the student is in possession of prohibited content or property (including content on mobile phones), the Principal or College staff can, under these circumstances, immediately remove the whole school bag or item. They may obtain consent to search the bag or item after removing it. If staff are concerned that there are items that threaten the safety or wellbeing of students or staff or are reasonably suspected to have been used to commit a crime, and the student or parents/carers have not given permission for the bag or items to be searched, staff can still remove the whole bag but they do not have the authority to open or search a student's item or bag unless consent is obtained. They may contact the Queensland Police Service in this instance who will exercise their own policies and procedures for consent to search.

Temporarily Removed Student Property

Principals and College staff must:

- give proper consideration to human rights, including cultural rights, when making a decision to temporarily remove student property.
- store any item that is temporarily removed from a student in a way that is secure, safe and respectful.
- notify the Queensland Police Service if temporarily removed property is illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime.

Determining a Reasonable Time Frame for Collection

Principals and College staff will make arrangements for the property to be collected by the student or parent/carer at the conclusion of the school day, or if this is not possible, as soon as practicable, with consideration of:

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

Principals and College staff must take reasonable care that temporarily removed student property is made available for collection in the same condition as it was when the property was removed from the student. A record of collection may be documented in the student's OneSchool Student Profile under contact or behaviour, if required.

Retaining Temporarily Removed Student Property

Principals and College staff can retain temporarily removed student property if;

- they are in the process of notifying the Queensland Police Service because the property is deemed to be illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime
- a police officer has informed the Principal they will come to the school to investigate matters relating to the temporarily removed student property
- a police officer has seized the property under the [Police Powers and Responsibilities Act 2000 \(Qld\)](#) - noting under these circumstances the student and their parent/carer will be advised of this action and that the temporarily removed student property is no longer in the possession of the Principal or College staff
- the Principal or College staff knows or reasonably suspects the student is not the owner of the property - in this case the Principal or staff member must then make reasonable efforts to return the property to the owner
- College staff have made reasonable efforts to notify the student or their parent/carer that the property is available for collection (e.g., multiple phone calls, emails or meetings) and has not been able to contact the student or their parent/carer.

Disciplinary Consequences For Prohibited Items

- A Kelvin Grove State College Principal will apply disciplinary consequences in line with the Student Code of Conduct and which are reasonable and proportionate to the circumstance and individual situation and compatible with the *Human Rights Act 2019* (Qld).

Use of Mobile Phones and Other Devices by Students

In line with the Department of Education's 'away for the day' approach, the following expectations and procedures are in place at Kelvin Grove State College:

- All students must keep mobile phones switched off and 'away for the day' from when they first enter college grounds until after they leave their final class for the day.
- Mobile phones must also be switched off and away while students are attending school activities, such as representative school sport, excursions and camps.
- All students must switch off notifications on personal smart devices, including smartwatches, from when they first enter college grounds until after they leave their final class for the day, and while attending school activities, such as representative school sport, excursions and camps, ensuring that phone calls, messages and other notifications cannot be sent or received during school hours.
- All students must keep headphones, airpods and similar devices turned off and away from when they first enter college grounds until after they leave their final class for the day. These devices must also be switched off and away while students are attending school activities, such as representative school sport, excursions and camps.

Whole College Clarifications:

Responsibility for mobile phones and other electronic devices

- The College cannot accept any responsibility for theft, loss, damage, or health effects resulting from the use of any mobile phones or other electronic devices.
- Parents and students are reminded that these devices are personal property and are not insured by the College or Education Queensland.
- Students should not allow other students to access their phone or personal smart device, as use of a phone remains the owner's responsibility.
- Personal laptops and College issued laptops are considered personal smart devices if they are being used for non-teacher directed learning or classwork.
- It is advisable to protect phones and other electronic devices with security codes, clear markings and to keep them in a safe place while at the College.
- Education Sub schools will provide education in relation to safe and effective use of mobile phones and personal smart devices as appropriate. This may include work units in class time, activities during assemblies, access to resources, and outside of hours events for families.

Urgent Contact Between Students and Families:

- Families will need to be aware that students cannot be contacted via their mobile phone or personal smart device from when students first enter College grounds until after they leave their final class for the day.
- For routine and non-urgent communication, students will be able to check any messages or notifications when they turn their devices on at the end of the school day.

- Parents and caregivers may also be able to communicate with their child via email.
- Students in the Middle School and Senior School are encouraged to check their emails on a regular basis using their BYOD devices.
- In the case of genuinely urgent or time-critical messages, parents and caregivers will be able to communicate to their child by contacting the College office.

Exemptions:

Families can apply for an exemption by completing and submitting the exemption form found on the College's website to inclusionadmin@kelvingrovesc.eq.edu.au. Exemptions will be managed by the College's Inclusive Education Staff and may be granted on grounds including use of a device:

- to monitor or manage a medical condition, in accordance with established health support procedures,
- as an agreed reasonable adjustment for a student with disability or learning difficulties,
- as an augmentative or alternative communication system or as an aide to access and participate in the environment,
- as an agreed adjustment for a student with English as an additional language or dialect,
- in extenuating circumstances that necessitate the need for access to a mobile device during the school day, including students who are primary carers for a child or family member; and
- by students in Years 11 and 12 who are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Junior School Clarifications:

- Electronic devices (mobile phones, tablets, iPads) are prohibited in classrooms and the playground unless they are being used as part of a learning experience facilitated by a teacher.
- Any device brought to school must be handed in to the front office on arrival and collected at the end of the school day.
- Wearable devices (smartwatches) are permissible to be worn at school but notifications and access to phone calls and personal messages must be disabled during school time.
- Electronic and wearable devices may not be used to take pictures while students are on College grounds or attending a College activity (e.g. interschool sport).
- Earphones and similar devices are not to be used at school.

Middle and Senior School Clarifications:

- Students in the College's Middle School and Senior School who bring mobile phones to school must keep these devices out of sight on their person or in their school bag.
- Students are not permitted to use mobile phones or wearable personal smart devices to make payments at the College's tuckshops or vending machines. Students are able to make payments using physical bank cards or cash.
- Teachers within the College's Middle School and Senior School may give permission for students to use their mobile phones, wearable personal smart devices or headphones during a lesson for a specific and agreed educational purpose.
- Teachers will provide permission for specific times and uses that provide a genuine educational benefit that cannot be achieved using student or College-owned devices approved for educational use as part of the College's BYOD policy.
- College staff may designate specific times during school activities, such as representative school sport, excursions and camps, when students are permitted to use their mobile phones and personal smart devices under teacher supervision.
- This policy does not apply to College-owned digital devices or to BYOD devices brought to school by students in the Middle School and Senior School.

Acceptable Use of Departmental ICT Systems

ICT and the curriculum: Students use ICT as an integral part of their learning and to equip them to live and work successfully in the digital world. In the Prep to Year 10 Australian Curriculum in all learning areas, students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Student Access to the Department's ICT Services, Facilities and Devices

The department's Digital Strategy 2024-2028 supports the investment in new foundations for contemporary learning, with near-seamless access to information and digital technologies at any time, any place and on any device. Essential tools for providing these innovative educational programs include the intranet, internet, email and network services (such as printers, display units and interactive whiteboards) that are available through the department's ICT network. These technologies are vital for the contemporary educational program provided in schools.

At all times **students**, while using these ICT services, facilities and devices, will be required to act in line with the requirements of the Student Code of Conduct. In addition, **students and their parents/carers** should:

- understand the responsibility and behaviour requirements that come with accessing the department's ICT services and 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 services, facilities and devices provides valuable learning experiences for students and supports the college's teaching and learning programs
 - ICT services, facilities and devices should be used appropriately as outlined in the Student Code of Conduct
 - the college is not responsible for safeguarding information saved/stored by students on departmentally-owned student computers or mobile devices
 - the college may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a college's ICT services, facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the college, which could include restricting network access
 - illegal, dangerous or offensive information may be accessed or accidentally displayed despite internal departmental controls to manage content on the internet
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student
 - any inappropriate images/footage posted by individuals on website/s is managed according to the Online incident management guideline for school leaders.

Preventing and Responding to Bullying

The staff at Kelvin Grove State College know that learning is optimised when students 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 positively engaging 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.

At Kelvin Grove State College, we are aware of the potential harmful effects of bullying, including online bullying (cyberbullying) on young people and take reports of bullying seriously. The primary aim of our College's response is to restore a positive learning environment for all students. Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community.

What is Bullying?

Bullying behaviours can have immediate, medium and long-term effects on those involved, including bystanders. 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.
- behaviours that can involve an individual or a group misusing their power (or perceived power) over one or more persons who feel unable to stop it from happening.
- behaviours that can happen in person or online and it can be obvious (overt) or hidden (covert).
- behaviour that is repeated, or has the potential to be repeated, over time (e.g. through sharing of digital records).

Behaviours that do not constitute bullying include:

- Conflict, fights or arguments between equals
- One-off acts of meanness, spite or social rejection, or not liking someone
- Isolated incidents of aggression, intimidation or violence

However, these conflicts are still considered serious and need to be addressed and resolved. At Kelvin Grove State College, our staff will work to quickly respond to any matters raised of this nature.

Student Responses to Bullying:

If a student or someone they know is being bullied, there are two important things they are encouraged to think about:

1. Look after yourself or the person being bullied.
2. Take action to try to stop the bullying.

Below are some of the actions that Kelvin Grove State College students are encouraged to try to reduce the bullying behaviour:

- ask them to stop
- walk away or ignore them
- talk to someone
- report the abuse to a trusted adult or the police
- focus on looking after yourself
- if things don't improve get support from a friend, family member or counsellor.

Reporting Instances of Bullying to the College

Students and parents/carers are encouraged to firstly contact their child's teacher/head of year, or any teaching staff member at the College if this is not possible, and report all instances of bullying or suspected bullying that they experience or witness.

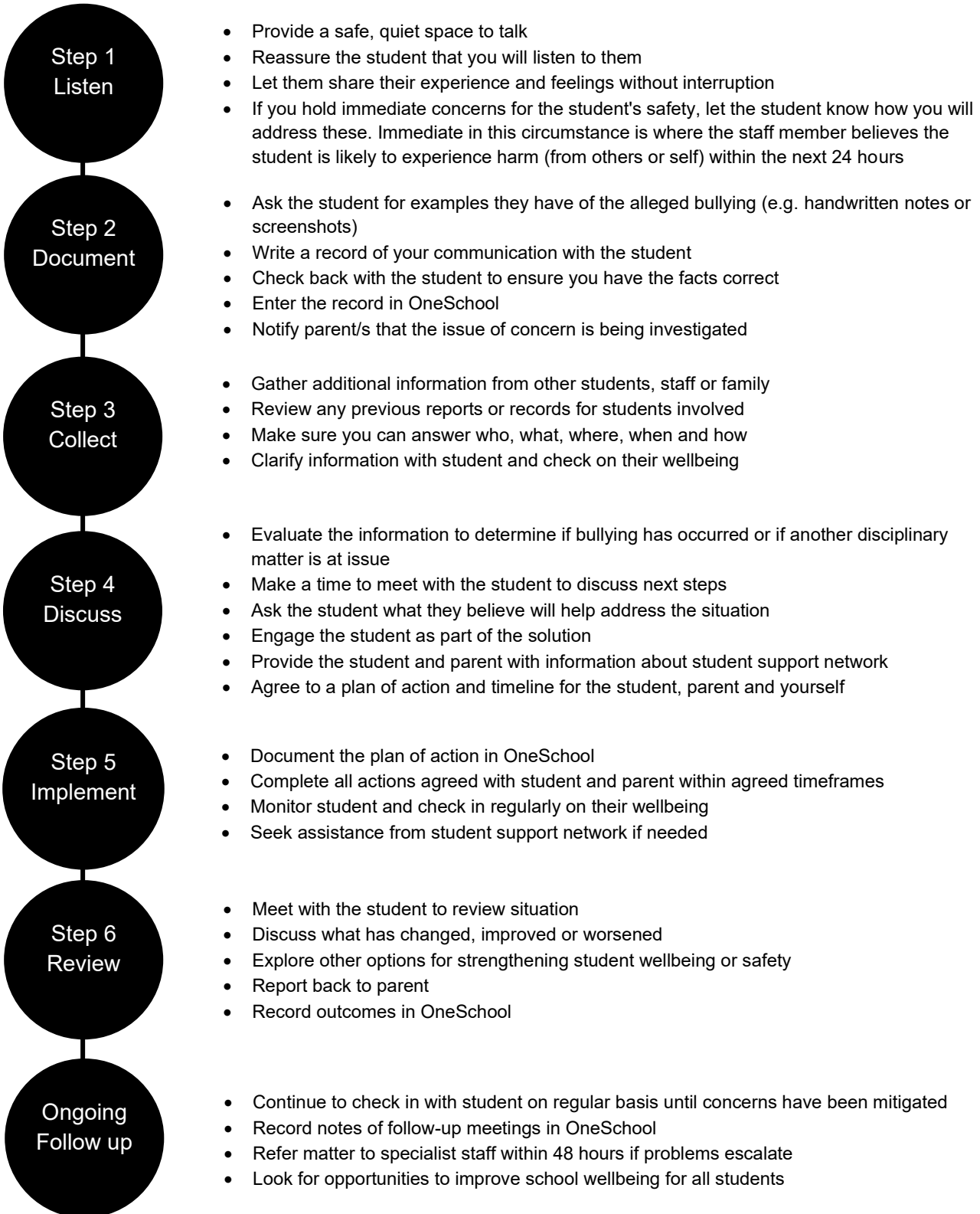
Kelvin Grove State College - Bullying Response Flowchart

The following flowchart is provided as a resource to all Kelvin Grove State College staff to guide their responses and actions when they receive a report about student bullying, including bullying which may have occurred online or outside of the College setting. Staff will use professional judgment and their assessment of immediate risk to student/s to determine the best steps to take and the appropriate time frames for the chosen steps.

**Please note: These timelines and steps may be adjusted depending on the unique circumstances and risk/s associated with each situation. This is at the professional judgment of the staff involved.*

Key contacts for students and parents to report bullying:

Prep to Year 5 – Class teacher, Year 6 to Year 12 – Head of Year



Cyberbullying

Cyberbullying is treated at Kelvin Grove State College with the same level of seriousness as in-person bullying. The major difference with cyberbullying, 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.

Reporting Instances of Cyberbullying to the College

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or a trusted teaching staff member (for students in middle and senior school).

Disciplinary Actions

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 Kelvin Grove State College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from the College for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the College. 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. College staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

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.

Reporting Bullying and Cyberbullying to Police or Child Safety

Bullying and cyberbullying are taken seriously in our College community. All incidents are investigated and managed according to our whole school approach to discipline. However, some behaviours may meet the legal threshold for reporting to external authorities, including the Queensland Police Service and the Department of Child Safety.

Reporting and Staff Responsibilities

Staff are required to make a report to police or Child Safety **when there is a reasonable suspicion that a student:**

- Is at risk of **significant harm** (physical, emotional or sexual) and may not have a parent able or willing to protect them
- Has experienced **physical assault, sexual harassment**, or threats of violence
- Is involved in **sharing or threatening to share intimate images** without consent
- Has been **seriously harmed emotionally or psychologically**, such as showing signs of self-harm or suicidal thoughts
- Is targeted by an adult or older student in a way that risks exploitation or abuse

These situations may arise either in person or online, including on social media, messaging apps, or gaming platforms.

All College staff have a duty of care and must report concerns about student safety to the principal or Student Protection Contact. Certain staff, including teachers, are also **mandatory reporters** under the *Child Protection Act 1999* and must report suspected abuse or harm to Child Safety. Where a **crime may have occurred**, such as assault, stalking or sharing of child exploitation material, police will also be notified.

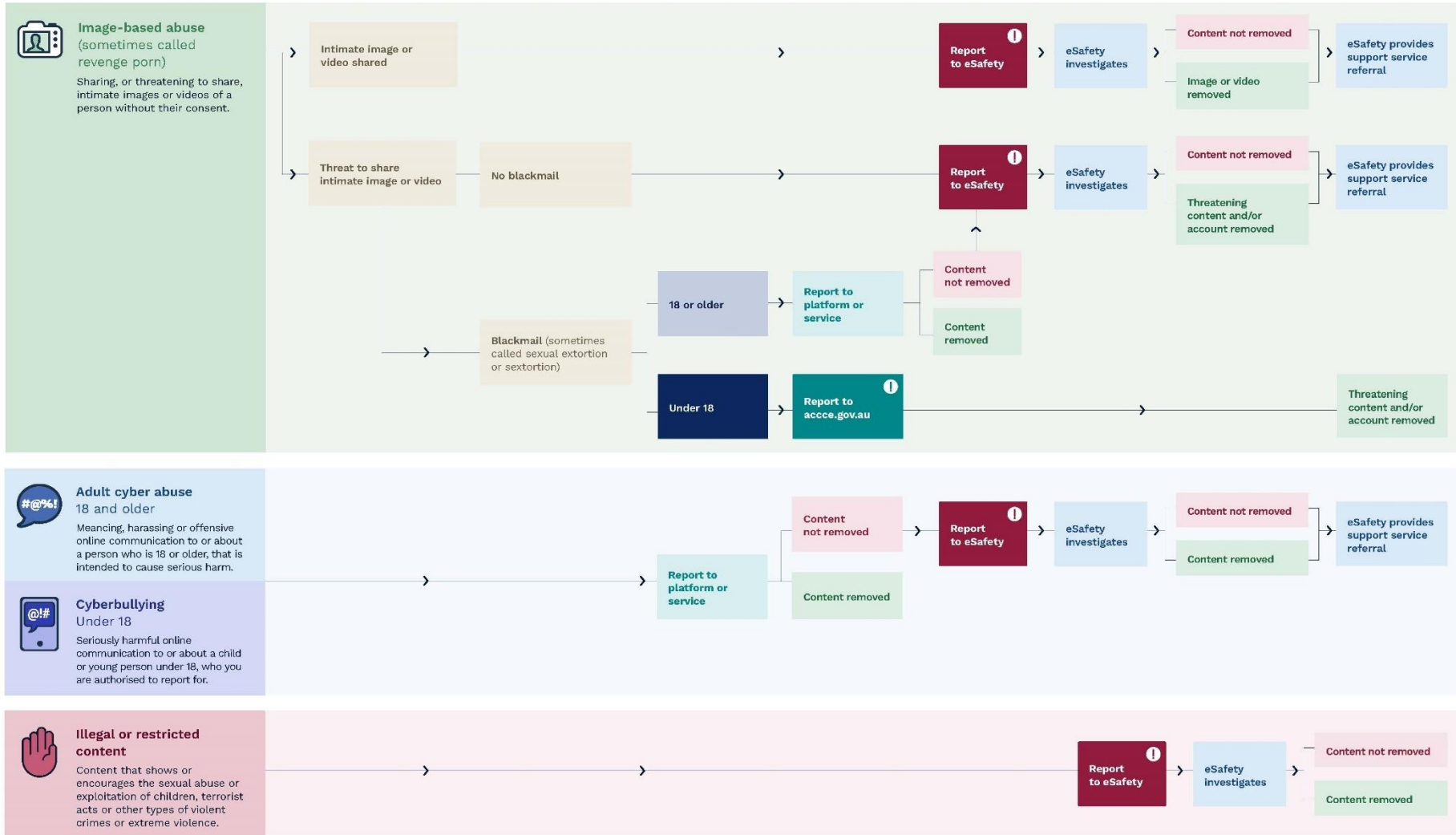
Student Intervention and Support Services

Whether or not a report is made to external authorities, the College will always act to support the wellbeing and safety of all students involved. This includes counselling, behaviour support, restorative practices and involvement of families where appropriate. Kelvin Grove State 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 including guidance officers, support staff and a school-based psychologist. 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 Kelvin Grove State College are required to be 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 may include counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. College disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

What to do if something bad happens online



Scan to visit eSafety Report section

If you are in immediate danger, call Triple Zero (000)

eSafety.gov.au

Appropriate Use of Social Media

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

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

Important Considerations for Students, Staff, Parents/Carers and Community Members

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 Kelvin Grove State College to continue improving and growing. If you have a compliment, complaint or enquiry about an issue at the College, the best approach is to speak directly to the College 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.

If you have raised an issue with the College 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 College, hinders a child's learning and/or affects the College 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* (Cwth) s. 474.17). College 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).

Uploading Photos/Videos of Other Students

If you are a parent uploading photos or videos of your child/ren or are a student sharing photo online, be mindful of who else is in the image or might be in the background. You might be happy to share your own or your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming other students, consider that they or their parents may not want their child's name attached to images online.

Encountering Problem Content

If you 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.

Safe, Responsible and Respectful Online Learning

Kelvin Grove State College students that are engaging in online learning, are expected to follow the same rules that apply in a physical classroom. The success of this form of learning depends on the same commitment you would bring to the physical classroom.

To participate in safe, responsible and respectful online learning students are expected to:

- Actively participate (e.g. take notes; participate by asking and answering questions).
- Wear classroom-ready clothing.
- For everyone's benefit, join the class in a quiet place.
- Turn on their video (if enabled).
- Mute microphones unless speaking.
- Close browser tabs not required for participating in the online class.
- Turn off or silence notifications for all devices and technologies that are not being used in a teacher directed activity to enhance learning (e.g. do not use your mobile phone whilst completing online learning via a laptop).

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure.
2. Be dressed in your college uniform when you appear on camera for any lessons or discussions with staff or other students and always use appropriate spoken and written language.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the college and take efforts to maintain communication through regular clearing of emails.

Unacceptable/Inappropriate Use/Behaviour by a Student Engaged in Online Learning

It is unacceptable for students to:

- Use a mobile device or other digital technology in an unlawful manner.
- Download, distribute or publish menacing, intimate, harassing or offensive messages or online content.
- Use obscene, inflammatory, racist, discriminatory or derogatory language.
- Use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking.
- Insult, impersonate, harass or attack others or use obscene or abusive language.
- Deliberately waste printing and internet resources.
- Damage computers, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions for the use of social media, online email and internet chat.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.
- Use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments.
- Use mobile devices at exams or during class assessments unless expressly permitted by college staff.

Restrictive Practices

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 Kelvin Grove State College 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.

Kelvin Grove State College follows the department's Restrictive Practices Procedure which 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 always observe the student 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.

Responsibilities

Principals at Kelvin Grove State College will ensure that the restrictive practices procedure outlined in the Student Code of Conduct is being complied with, and in responding to known risk will:

- provide training on evidence-based behaviour support to college staff
- consider conducting a focussed review after the use of seclusion and any unplanned physical restraint
- ensure utilisation of risk assessments to develop and implement Individual Behaviour Support Plans for students that behave in a way that might require the use of restrictive practices
- ensure the development and implementation of Individual Behaviour Support Plans and Individual Student Safety Plans in instances where planned physical restraint, mechanical restraint or containment are used, and
- ensure data is appropriately recorded for review by the principal's supervisor or delegate.

Critical Incidents

The Student Code of Conduct ensures that College 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.

Kelvin Grove State College staff will, in the first instance, follow the documented plan (e.g. individual behaviour support plan or risk management plan) for any student involved in regular critical incidents, which will be saved and available for staff to review in OneSchool.

Voluntary Defusing Techniques

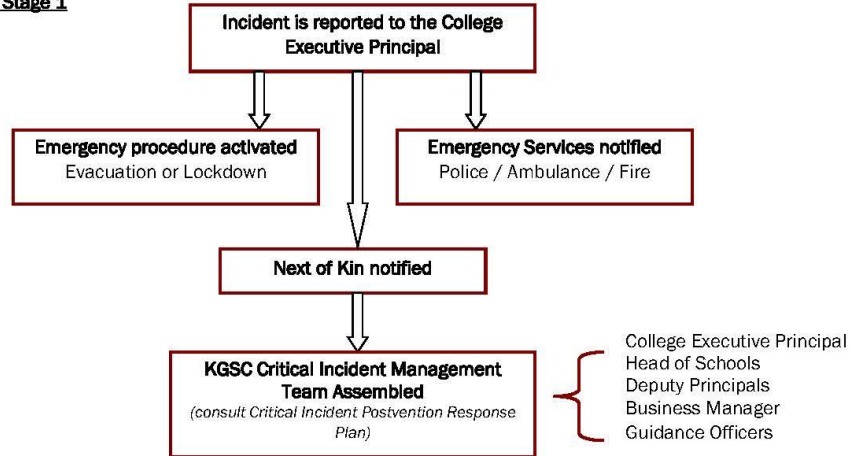
- For unexpected critical incidents, staff are expected to prioritise their own and others safety, follow the flow chart above and follow evacuation protocols if necessary.
- If documented plans have been followed, evacuation protocols have been enacted or were not necessary, and if it is safe to do so, staff may voluntarily use basic defusing techniques such as:
 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



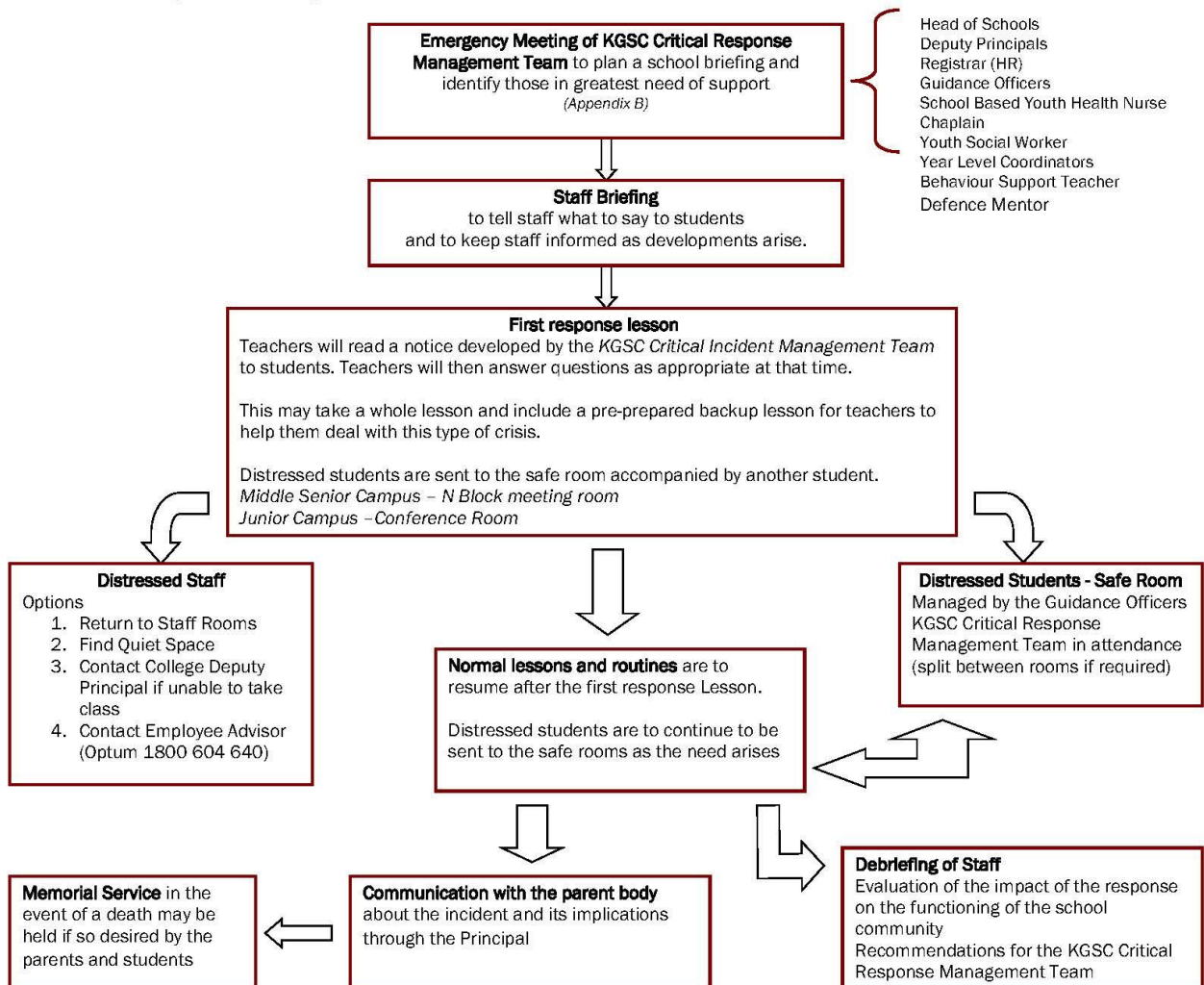
KGSC Critical Incident Flowchart

A critical incident is a major accident, disaster or traumatic event with serious effects on the school community, including personal injury, loss of life and damage to property. It may occur within the school campus, during off-campus school activities, or in the community.

Crisis Response Management Plan - Stage 1



Crisis Response Management Plan - Stage 2



IWS Team

Generative Artificial Intelligence (GenAI) Policy

Kelvin Grove State College seeks to ensure the ethical, transparent, and purposeful use of GenAI technologies to enhance teaching, learning, and communication across the college community. In pursuing “The pursuit of Excellence with all our might”, we recognise that GenAI has the potential to enrich educational experiences, foster innovation, and prepare students for an increasingly digital world.

Responsibilities

Kelvin Grove State College seeks to ensure the successful implementation of this policy through shared responsibility among all members of the college community.

Staff

- Implement this policy within teaching, learning, and administration
- Model ethical, transparent, and responsible GenAI use
- Protect student data and privacy
- Guide students to understand GenAI’s capabilities and biases
- Report any misuse in line with college processes, or to your line manager
- Report data breaches immediately to your leadership member
- Engage in professional learning around GenAI and digital ethics

Students

- Use GenAI technologies safely, ethically, and responsibly
- Version: 14 January 2025
- Follow staff guidance for GenAI use
- Acknowledge reasonable use of GenAI-generated content in their work
- Avoid dishonest or inappropriate uses of GenAI
- Protect personal data and seek help from staff when unsure

Parents and Carers

- Support responsible GenAI use at home and school
- Attend college information sessions
- Encourage open discussion about technology use
- Contact college staff for any questions or concerns

A copy of the full Kelvin Grove State College Generative Artificial Intelligence (GenAI) Policy with additional details can be found on the College website or by calling the school office and requesting a copy.