



Office of the
Director-General

Department of
Education

19 DEC 2023

Ms Sandy Bolton
Chair
Youth Justice Reform Select Committee
Parliament House
Email: youthjustice@parliament.qld.gov.au

Dear Ms Bolton

I refer to correspondence received on 11 December 2023 to address questions taken on notice by Department of Education representatives during the public briefing on the inquiry to examine ongoing reforms to the Youth Justice system and support for victims of crime that was held on 6 December 2023.

Please find enclosed a written response to the questions taken on notice during the briefing.

Should you require any further information, I invite you to contact [REDACTED],
[REDACTED], Department of
Education, on [REDACTED].

Yours sincerely



MICHAEL DE'ATH
Director-General

Ref: 23/CLLO; FILE77907; REC77910

Enc

Student Engagement in First Nations communities

Success rate of Clontarf Academies

The Department of Education (DoE) is committed to achieving Equity and Excellence by realising the potential of every student through improving academic achievement, engagement and wellbeing and culture and inclusion. Improving outcomes for First Nations students is a key focus across all priorities and measures.

One of the keys to lifting education outcomes for First Nations students is to maximise student learning days by increasing school attendance and retention to Year 12. To support First Nations students to engage and attend school to maximise their learning potential, DoE funds First Nations Attendance and Engagement Programs.

These programs support First Nations students who may be disengaged or at risk of disengaging from education to attend school, engage in learning and transition into further education and employment after year 12. The programs are delivered in state schools across urban and regional areas, and discrete Aboriginal communities.

The Clontarf Foundation is one of five non-government organisations who deliver First Nations Attendance and Engagement Programs. The Clontarf Foundation are contracted by DoE to support a minimum of 1,778 students across 20 schools in Queensland per school year. The other organisations are Netball Queensland Limited; Former Origin Greats; the Brisbane Broncos Rugby League Club Limited; and the Stars Foundation Limited.

These programs operate in urban and regional areas and in two discrete Aboriginal communities; Cherbourg and Yarrabah.

In 2022, the programs supported 5587 First Nations students across 58 schools with female students comprising around 43% of students accessing the programs. Overall, data indicates students in these programs have higher attendance rates, lower rates of Student Disciplinary Absences and better academic outcomes than similar First Nations students not accessing a program.

DoE is currently in negotiations with four of these providers to renew contracts to extend the current programs until 31 December 2026. The fifth provider currently has a contract until 31 December 2025.

DoE data indicates that students participating in the Clontarf Foundation program have higher levels of attendance at school and retention to year 12, when compared to male First Nations students not enrolled in an attendance and engagement program. In 2022:

- the average attendance rate of male First Nations students participating in the program was 76.8%, higher than the average attendance rate for all male First Nations secondary students of 72.1%.
- of those students who commenced Year 12 in 2022 and were participating in the Clontarf program, 90.7% received a Senior Education Profile upon the completion of Year 12, compared to 80.3% of all male First Nations students.
- of those students who received their Senior Education Profile, 92.7% of program participants also achieved certification (either Queensland Certificate of Education or Queensland Certificate of Individual Achievement), similar to certification rate for all male First Nations Year 12 completers of 93.5%.

On 4 December 2023, an additional investment of \$29.1 million from 2024 to expand First Nations Attendance and Engagement Programs over the next five school years was announced. The increased investment will enable programs to expand to new communities and students, as well as new provider organisations to deliver services, increasing supports for First Nations students to engage in education.

First Nations students and their families are also a priority group for one of DoE's newest initiatives, *Student, Child and Family Connect*. This initiative supports vulnerable students and families to access multi-agency support to remain in education.

Lastly, as part of the extension of the Early Action Group in Townsville to Cairns and Mount Isa, three Aboriginal and Torres Strait Islander Education Liaison Officer positions are being established in each of these locations to work with students and their families.

Specialist and staffing issues may impact the work being undertaken in First Nations communities

DoE is actively investing in and supporting additional frontline positions, particularly in regional Queensland, strengthening the economy and supporting teachers to focus on their important role to educate young Queenslanders.

It is anticipated the additional support for teachers and school leaders to respond to student engagement needs will support workforce wellbeing and assist in lifting the retention rate of the teaching workforce. Additionally, over time, the focus on early intervention and prevention will alleviate demand on systems such as youth justice.

Teacher shortages are widely acknowledged as key challenge for the education sector in Queensland, across Australia and internationally. In Queensland these challenges can be more evident in some rural, regional and remote communities, and in particular subject areas, including Science, Technology, Maths, Engineering and Mathematics and Languages other than English.

The National Teacher Workforce Action Plan, launched by the Australian Government in late 2022, was developed in partnership with all states and territories to address the national issue of teacher workforce shortages. The plan includes a series of actions focusing on addressing the primary drivers of teacher shortages, including increasing teacher supply and improving the retention of teachers.

DoE has a suite of teacher attraction and retention initiatives, and continues to prioritise efforts to ensure it is well-placed to respond to current and forecasted demand for teachers, this includes prioritising recruitment and mobility of teachers and school leaders for our most complex school communities.

The initiatives focused on increasing the supply of teachers and supporting more people to become teachers include:

- Supporting up to 300 career changers to become teachers in high-priority curriculum areas through the Turn to Teaching Internship pathway;
- the Trade to Teach Internship that supports skilled and industry-experienced tradespeople to transition into a teaching career;
- Increased financial support through teaching scholarships, grants and pathways to enable Year 12 graduates, teacher aides, Aboriginal and Torres Strait Islander people and preservice teachers to start their teaching careers, including in regional, rural and remote locations; and
- Teach Queensland initiatives to attract beginning and experienced teachers to employment in state schools across Queensland, including the annual Teach Rural and Teach Queensland Career Fairs.

School Disciplinary Absences

Different reasons that School Disciplinary Absences Occur

Queensland state school principals have the autonomous power to suspend or exclude any enrolled student, with discretionary authority beyond any other government principal in Australia.

There have been no changes to the powers or grounds for suspension or exclusion of students from Queensland state schools since the *Education (Strengthening Discipline in State Schools) Amendment Bill 2013*.

Each of the following is a ground for suspension under the *Education (General Provisions) Act 2006* (the Act):

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student is charged with a serious offence, refer to Suspension (charge-related); and/or
- 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.

Each of the following is a ground for exclusion under the Act:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff; and/or
- if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

At the beginning of 2023, following extensive consultation with principals and other stakeholders, the OneSchool reporting system used by principals to record suspension and exclusion decisions was updated to:

- reduce the burden on schools through a streamlined data entry wizard;
- improve data quality, collection and consistency of system reporting; and
- align grounds for suspension and exclusion to reflect the Act.

There were no changes to the authority of principals to suspend or exclude students. Greater detail was provided to describe behaviours (**Attachment 1**) so that a more informed analysis of the type of behaviours being experienced could be captured at a systemic level and help inform improved responses, resource allocation and support for students and staff.

For example, it is difficult to understand what behaviour a student has engaged in when the ground is 'misbehaviour'. Now, when principals select 'misbehaviour' as a ground, the system also captures the detail of the behaviour, such as academic misconduct or abusive language. This approach has greatly improved the systems' insight into the patterns of behaviour across the state and is helping inform school and regional responses to meet local needs.

Suspension rates for state school students for the past decade

The percentage of Queensland state school students subject to one or more school disciplinary absence (including suspensions, exclusions and cancelations) by Year level for years 2011 to 2022 are provided below:

Year level	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Prep Year	0.5%	0.7%	0.7%	1.0%	1.0%	1.1%	1.1%	1.2%	1.4%	1.1%	1.1%	0.9%
Year 1	1.4%	1.4%	1.6%	1.7%	1.7%	2.0%	1.8%	2.4%	2.2%	1.8%	1.9%	1.8%
Year 2	2.0%	2.1%	2.2%	2.5%	2.6%	2.8%	2.6%	2.7%	3.0%	2.4%	2.5%	2.2%
Year 3	2.9%	2.9%	3.2%	3.1%	3.5%	3.6%	3.5%	3.7%	3.5%	3.1%	3.0%	2.8%
Year 4	3.9%	3.7%	3.7%	4.2%	3.9%	4.3%	4.3%	4.7%	4.5%	3.6%	4.0%	3.7%
Year 5	4.0%	4.8%	4.6%	4.6%	5.1%	4.7%	5.2%	5.4%	5.0%	4.6%	4.7%	4.7%
Year 6	4.9%	5.0%	5.8%	5.8%	5.6%	6.0%	5.8%	6.4%	6.1%	5.6%	6.2%	6.0%
Year 7	6.5%	6.2%	6.3%	7.5%	12.7%	12.4%	13.3%	13.7%	13.6%	12.0%	14.2%	14.0%
Year 8	13.7%	14.0%	12.9%	12.9%	14.5%	15.5%	15.6%	17.2%	15.4%	13.7%	16.5%	16.4%
Year 9	16.9%	16.0%	15.4%	14.9%	15.6%	16.0%	16.0%	16.4%	16.3%	13.2%	16.7%	16.5%
Year 10	16.0%	15.7%	13.9%	14.3%	13.4%	13.9%	14.1%	13.8%	13.2%	11.3%	13.3%	13.4%
Year 11	12.7%	12.9%	11.8%	12.1%	12.2%	11.4%	11.4%	11.8%	10.2%	8.6%	10.2%	9.2%
Year 12	8.3%	8.4%	8.1%	8.2%	8.0%	8.3%	7.7%	8.4%	7.1%	4.9%	6.1%	5.5%
All students	6.9%	6.8%	6.5%	6.7%	6.9%	7.1%	7.2%	7.7%	7.4%	6.4%	7.5%	7.3%

Attendance Data and Absenteeism Rates

Attendance Data for schools on a Friday

Queensland state school Semester 1, 2023 attendance rates by region and day of the week are provided below:

Region	Monday	Tuesday	Wednesday	Thursday	Friday
Central Queensland	86.1%	87.7%	87.6%	86.5%	81.4%
Darling Downs South West	86.9%	88.3%	88.1%	86.8%	83.0%
Far North Queensland	82.7%	85.2%	85.2%	83.5%	79.1%
Metropolitan North	88.9%	89.9%	90.1%	89.1%	85.3%
Metropolitan South	88.4%	89.6%	89.7%	88.7%	85.3%
North Coast	87.5%	89.0%	89.0%	87.6%	83.1%
North Queensland	84.4%	86.5%	86.2%	85.0%	80.6%
South East	87.0%	88.4%	87.9%	87.3%	83.5%
Queensland state schools	87.2%	88.7%	88.6%	87.5%	83.5%

Attendance rates for students in residential care and Youth Detention

DoE is committed to ensuring all young people in youth detention centres have access to a high-quality learning program. Young people in detention are expected and supported to attend education and training sessions in the Education Training Centre (ETC) every school day. At times, factors such as lockdowns and staff shortages may impact on the ability to move young people to the ETC to participate in education. In these circumstances and where possible, students are provided with learning programs in their residential setting and/or staff may work with students individually.

DoE has only recently obtained data from the Department of Child Safety, Seniors and Disability Services (DCSSDS) identifying placement types of students in care, including those in residential care. This data has been obtained to improve education support planning to students in care. The data identifying students in residential care is based on DCSSDS data from 30 September 2023 and is limited to those who are actively enrolled in a state school.

DoE's attendance data is based on data available from Semester 1, 2023.

Of the students actively enrolled and identified by DCSSDS as living in residential care as at 30 September 2023, their attendance rate in Semester 1, 2023 was 74.6% (an absenteeism rate of 25.4%). It is possible that some of these students may not have been in residential care in Semester 1, 2023.

There is no provision in DoE's *Roll marking in state schools* procedure which would allow a student to be marked as being in attendance for the full day if they only attended school for one hour.

Absenteeism and suspension rates for students on Department of Child Safety orders

During the first semester of 2023, children who were recorded as being under the custody or guardianship of DCSSDS and enrolled in a Queensland state school had an attendance rate of 85.1% (absentee rate of 14.9%), compared to 87.2% for children who were not in care.

In 2022, 24.9% of students in care were suspended at least once, compared to 6.8% of students who were not in care.

Engagement at Watchhouses and Youth Detention Centres

Watchhouses

DoE is not generally involved in the direct provision of education to young persons who are temporarily held in Queensland Police Service (QPS) watchhouses.

Instead, at the discretion and approval of the QPS Officer in Charge, Youth Justice staff employed by the Department of Youth Justice may provide young people in a particular watchhouse with practical and personal support including education material and other services that will help them to improve stability and wellbeing.

To support these arrangements, DoE (through the Brisbane Youth Education and Training Centre) provides educational resources which may be delivered in a watchhouse environment by youth justice staff. This includes the provision of worksheets focused on English, Mathematics and Reading.

More recently, there have been two particular instances in which DoE has entered, or a specific temporary arrangement for the direct provision of education in a watchhouse facility. These include:

- a temporary arrangement for the provision of educational services to young persons at the Brisbane City Watchhouse during 2019 (prior to the opening of the West Moreton Youth Detention Centre in December 2020); and
- a temporary arrangement for the provision of educational services to young persons held at the Caboolture Watchhouse (pending the commencement of new youth detention facilities at Wacol, Woodford and Cairns), which commenced on Friday 15 December 2023.

These arrangements involve the delivery of short education sessions focused on wellbeing, English, Mathematics and Reading. This does not extend to the delivery of VET. Watchhouse facilities do not include purpose-built learning areas that would support the delivery of vocational courses.

Youth Detention Centres

DoE operates Youth Education and Training Centres within each of the Brisbane, West Moreton and Cleveland youth detention centres. These centres ensure young people in detention have access to structured, high-quality educational programs. Participation in education programs is mandatory.

As part of these arrangements, all students 15 years and over participate in some form of VET.

All students 15 years and older study English and Mathematics through the Certificates in General Education for Adults, which address the education and training needs of adolescent and young adults who need to improve their literacy, basic mathematics and general education skills to access further study, employment or to participate in the community.

These nationally recognised qualifications are delivered at all of Queensland's detention centre schools at four different levels, up to Certificate II, with customised learning materials that are inclusive of students with culturally and linguistically diverse backgrounds. The CGEA certificates also allow students to gain credit towards a Queensland Certificate of Education.

After transitioning from a Youth Detention Centre Education and Training Centre, students may continue to access CGEA training through Vocational Training Queensland, DoE's Registered Training Organisation (RTO) or other RTOs.

These core curriculum offerings are supported by a range of additional VET and education programs (Health and Physical Education, wellbeing and personal development programs) designed to build on student's strengths and interests and to support their transition back to their home communities. For example, students undertaking senior education at the:

- Brisbane Youth Education and Training Centre may elect to undertake certificate courses in a range of vocational areas, including Construction, Engineering, Visual Art, Horticulture, Barbering, Music and Automotive.
- West Moreton Education and Training Centre may elect to undertake certificate courses in a range of vocational areas, including Bricklaying, Creative Industries and Horticulture.
- Cleveland Education and Training Centre may elect to undertake certificate courses in a range of vocational areas, including Construction, Hospitality (Barista Certificate), Automotive and Creative Industries (Music, Visual Arts, Sewing).

Figures for VET attainment at each centre are as follows:

Time Period	Brisbane Youth Education and Training Centre		West Moreton Education and Training Centre		Cleveland Education and Training Centre *	
	VET competencies completed	Completed Qualifications	VET competencies completed	Completed Qualifications	VET competencies completed	Completed Qualifications
2021	769	27	116	5	207	1
2022	1118	33	321	9	313	1
2023	849	23	139	7		

* 2023 data for Cleveland ETC is not currently available.

Alternative Learning

Each school has a responsibility to know each student's learning needs and progress, to engage them in learning, and to create inclusive teaching and learning environments.

Before considering the transition of a student to an alternative setting, professional conversations occur with the principal, classroom teachers, behaviour support teacher and/or guidance officer, and other relevant staff. Ongoing consultation with parents is essential.

When a principal and relevant school staff confirm that a student is disengaging with their learning, the school will first make adjustments to how the student is taught; and consider the environment for learning that best supports the student.

Schools are asked to demonstrate that they have considered a range of contextual factors and used many reasonable actions and adjustments before contemplating the use of an alternative education setting. There is no designated or mandatory time allocation for this process.

There are a variety of state and non-state delivered alternative education settings available in Queensland.

In state education, there are 52 FlexiSpaces in high schools providing additional flexible and individualised support for students to keep them connected to their school community. State high schools involved in this initiative were allocated resources to support FlexiSpace infrastructure and design. Principals manage staffing of these spaces from their existing allocations.

There are two state delivered Flexi School Campuses in high schools supporting students in the middle to senior years who require significant additional support to maintain a pathway to a Queensland Certificate of Education or engage in a work or further study pathway.

Through ongoing implementation of the Student Wellbeing Package, a range of wellbeing professionals, including youth workers are being employed to provide direct support for individual students' wellbeing and mental health. If a school with a FlexiSpace employs a youth worker through the Package, this youth worker would be well-placed to support students at the school attending the FlexiSpace.

Youth Engagement, student support and measures to address growth in disengagement rates

Social Workers and Wellbeing Professionals in state schools

Ensuring students in all Queensland state schools can access timely and appropriate wellbeing and mental health support is a key priority for DoE.

Commenced in July 2021, DoE is delivering on the Queensland Government's \$106.7 million commitment over three years for a Student Wellbeing Package (the Package), which is significantly bolstering the mental health support available for students at school.

Psychologists, social workers, guidance officers and youth workers are employed through the Package to provide direct support for students' mild to moderate mental health concerns in all Queensland state school sites, including primary, secondary, combined, and special schools and education centres in detention centres.

As of 30 November 2023, there are 470 wellbeing professionals employed through the Package, with students in approximately 70% of schools having access to a wellbeing professional employed through the initiative.

By 30 June 2024, all Queensland state schools will have access to a wellbeing professional employed through the Package.

In areas where there are significant challenges to employing a wellbeing professional to work directly in a school, DoE is investigating more flexible options for service provision.

Future of Reoffending Rates and Queensland's Methods to support youth not to reoffend

Wellbeing professionals employed through the Package add to the support already available to students in schools by over 800 guidance officers.

All wellbeing professionals working in schools are well-placed to support students for a range of mental health concerns and refer students who need additional support to local mental health services.

While the Package does not involve employing a Mental Health and Wellbeing Leader (as is taking place in Victoria), Queensland state schools' wellbeing teams work collaboratively with all school staff to implement and strengthen schools' whole-school approaches to supporting students' wellbeing and mental health.

With respect to the commitment for funding in Victoria referenced by Mr Harper, DoE understands that the Victorian Government has committed \$200 million over four years and \$93.7 million ongoing to expand the Mental Health in Primary Schools program to every government and low-fee non-government primary school in Victoria.

Participating schools receive funding to employ a Mental Health and Wellbeing Leader—a qualified teacher—to work across the school to implement a whole-school approach to mental health and wellbeing for students, staff and families based on a broad knowledge of the needs of the school community.

The funding will support individual students, help teachers better identify and support at-risk students, and build relationships and referral pathways to local mental health services.

By 2026, every primary school will be able to employ a Mental Health and Wellbeing Leader to implement a whole-school approach to wellbeing.

Proactive approaches to facilitate student growth when maladaptive behaviours are identified

Supportive discipline is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management and personal responsibility. The focus for teachers is on implementing proactive, preventative approaches that facilitate student growth. Difficulties with engagement, socialisation and adaptation can emerge at any point during a child's development as there are many different impacts that can cause maladaptive responses. For example, significant instability in the home environment, changes to health, learning difficulties or disability, exposure to traumatic event/s or other adverse childhood experiences.

At times, disciplinary consequences may be used as part of a student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others. Prior to making a decision about the suitability of any disciplinary consequence, the principal will consider the individual circumstances of a student. This will include their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. There are no mandated consequences used in Queensland state schools, each individual student case is considered and determined by the principal based on the particular circumstances.

The particular process in place at each school is detailed in the *Student Code of Conduct* developed by each school community. A copy of this document is provided to each family upon enrolment and is publicly available on the school website. A *Student Code of Conduct* exemplar is available online at <https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/student-code-of-conduct>.

In general, the continuum of responses starts with in-class responses managed by the teacher, such as verbal reprimands, restatement of rules or expectations, reminders and practise of routines, restriction or removal of in-class privileges, behaviour monitoring systems, time out, detention and communication with parents. For persistent or more serious behavioural incidents, other within-school disciplinary consequences may be implemented, such as temporary relocation to a 'buddy' classroom, individual review meetings with nominated staff person (e.g. Guidance Officer, Head of Department), and/or intensive support options. Suspensions, exclusions and cancellations of enrolment are used as a last resort option by principals, after considering individual circumstances, the actions of the student and the needs and rights of other school community members.

Principals also have extensive regional and state-wide specialist services available to consult on interventions to support students whose behaviour is presenting a significant challenge in the classroom or school setting. Examples of these external supports available include occupational therapists, speech language pathologists, physiotherapists, nurses, principal advisors in behaviour and disability, youth support coordinators, community education counsellors and senior guidance officers.

Youth Engagement Hub's position within the hierarchy of Youth Engagement Measures

DoE's *Youth Engagement Strategy 2023-2025* aims to support all Queensland schools and students with the tools and resources required to succeed at school. Coupled with the *Equity and Excellence: realising the potential of every student* strategy, all students are supported to realise their potential.

DoE recognises that schools are best placed to identify and respond to early warning signs of student disengagement from education. DoE is working to build the capabilities of schools to engage and re-engage as many students as possible. The *Youth Engagement Strategy* provides tools for schools to re-engage children and young people who are at risk of disengagement, or who have disengaged from schooling.

One initiative of the *Youth Engagement Strategy* is the Regional Youth Engagement Services (RYES) which have been established in each education region. Schools, parents and other agencies may refer a student or young person to a RYES. The RYES team work with school staff to complement their role in providing safe, supportive and inclusive schools, supporting thousands to re-engage back into school, or pursue a pathway to employment or training. Each RYES is designed to meet its unique geographic and demographic context and works in partnership with a range of government agencies, schools, registered training organisations, community-based organisations and other stakeholders to re-engage students in education, or pursue a pathway to training or employment.

For example, in some situations the process may commence with a student who has been disengaged for approximately 30 days being referred to the RYES. An officer may liaise with the school, the family and other relevant services to determine the barriers to education and will actively work with the student and school to remove these barriers and re-engage the student in education. The process in each RYES will look different depending on region, needs of the community and geographic location.

The *Youth Engagement Strategy* supports student engagement with other initiatives including FlexiSpaces and Student, Child and Family Connect (which identify the most vulnerable students in each region and establish individualised and joined-up multi-agency approaches to assist them to engage in learning).

Measures to address growth in disengagement rates

The RYES, leads youth engagement and re-engagement in each region, and the number of students case managed by the RYES may fluctuate from year to year. For example, during 2020 and 2021, the number of registrations may have been impacted by the COVID-19 health pandemic. DoE continues to work with regions to support accuracy of data and information.

Increasing awareness of the RYES has seen more referrals from schools, as well as other government departments. Additionally, numbers at a regional level may also reflect variations in local staffing levels and data management practices. For example some regions have employed additional transition pathway officers.

The RYES provides general guidance and assessment of children and young people, including planning their learning pathway. This may involve accessing short-term programs to help them re-engage with their schooling, support to help manage behaviour, support for social and emotional wellbeing, as well as referring to other agencies who can assist. The RYES may enlist a wide range of professionals including guidance officers, youth support workers, transition pathway officers, Indigenous liaison officers, and teachers to provide case management services to reconnect young people to study or work.

The RYES is designed to assist DoE in meeting obligations to ensure young people of compulsory school age, and those of compulsory participation age, are engaged in accordance with the Act. The RYES complements the significant resources and achievements of state schools in providing safe, supportive and inclusive environments that deliver outcomes for every student.

Changing patterns of youth behaviour are not isolated to Queensland schools, and a current national Senate Inquiry into the issue of increasing disruption in Australian classrooms suggests that it is a national concern. This review is scheduled for release February 2024.

Additionally, the recently released [PISA 2022 Results: Learning During – And From – Disruption](#) paper concurs with findings from several reviews that linked COVID-19 school closure policies to adverse health effects and behaviours among adolescents (*Hume, Brown and Mahtani, 2023[4]; Lehmann, Lechner and Scheithauer, 2022[5]; Rajmil et al., 2021[6]; Saulle et al., 2022[7]; Viner et al., 2022[8]*). These include psychological issues, such as anxiety, loneliness, depression, dissatisfaction with life and a higher risk of suicidal thoughts

or attempts at suicide. Obesity, unhealthy food consumption and decreased physical activity have also been observed.

Behaviour Wizard

New Behaviour options, definitions and mapping

New Behaviour options	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	✓	✓	✓	
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	✓	✓	✓	
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	✓	✓	✓	
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	✓	✓	✓	
Defiance	Student refuses to follow directions given by school staff.	✓	✓	✓	
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	✓	✓	✓	
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	✓	✓	✓	
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.				
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	✓	✓	✓	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	✓	✓	✓	
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	✓	✓	✓	
Physical aggression	Student intentionally engages 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	✓	✓	✓	

New Behaviour options, definitions and mapping

New Behaviour options	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
	undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.				
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	✓	✓	✓	
Property misuse causing risk to others	Student engages 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.	✓	✓	✓	
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.				
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	✓	✓	✓	
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	✓	✓	✓	
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	✓	✓	✓	
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	✓	✓	✓	
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).				
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).				
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	✓	✓	✓	
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	✓	✓	✓	

New Behaviour options, definitions and mapping

New Behaviour options	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
Other – charge-related suspension	<p>Principal is reasonably satisfied that the student has been</p> <ul style="list-style-type: none">• charged with a serious offence; or• charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.				✓