

PARENT & COMMUNITY ENGAGEMENT & CODE OF CONDUCT



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Parent And Community Engagement Framework at Varsity College

At Varsity College, we believe that strong partnerships between school, home and community are central to student success. Guided by Education Queensland's PACE Framework, we are committed to:

Partnerships

We work in genuine partnership with parents, carers, and community members to foster a shared responsibility for each child's learning and wellbeing. We value the diverse knowledge, experiences and contributions our families and community bring.

Advocacy

We empower parents and carers to be active participants and advocates in their child's education. We promote shared decision-making and support families in understanding and contributing to school priorities and student outcomes.

Communication

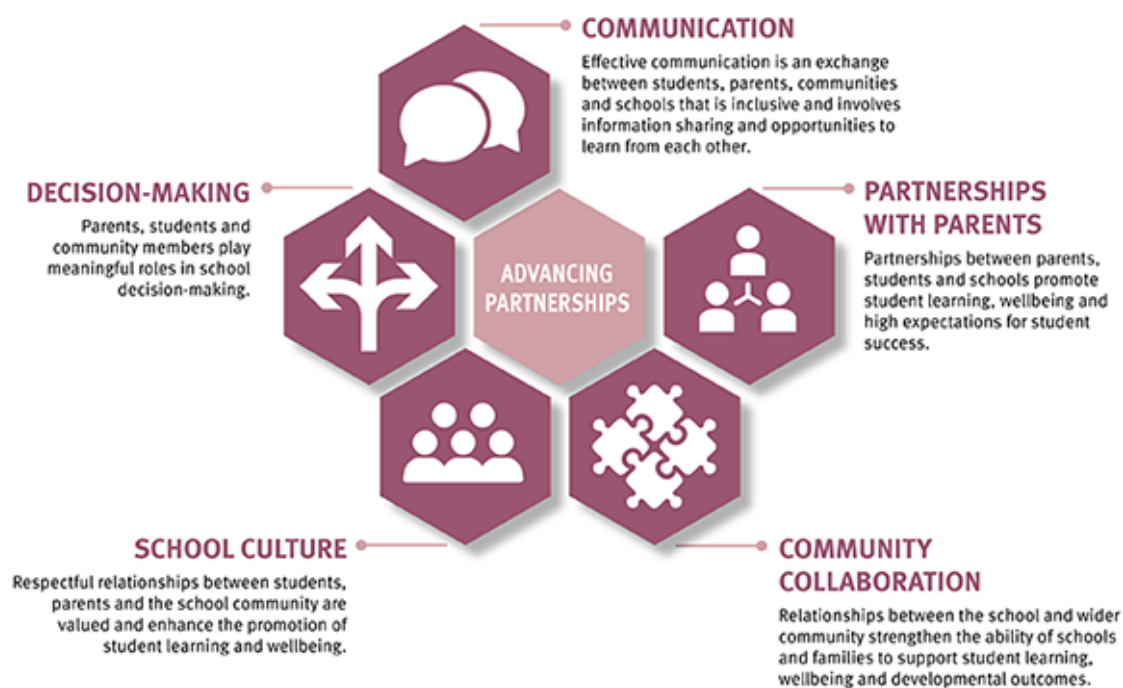
We are committed to open, honest, and timely communication. We use clear and accessible channels to share information, celebrate success, and listen actively to parent and community feedback.

<https://education.qld.gov.au/parents-and-carers/community-engagement>

	Communication	Partnerships parents	Community collaboration	Decision making	School culture
Daily	Compass (attendance, behaviour) QParents Varsity College Website	Prep start & end of day routines	Home readers volunteers		Coffee van (primary)
Weekly	POL Secondary email update (DPs) Social media update (Marketing) Varsity Life		Rotary Toastie Tuesday (primary) Rotary Butterfly Garden Volunteers Butterfly Garden Volunteers – additional community members Pre-prep Program Storydogs School Nurse TPO = industry and post school partnerships		Butterfly garden Varsity After Hours Programs
FT	Primary Sector email update (DPs)	Parent Learning lounges	Local kindy partnerships		
Term	Formal reporting Principal welcome to Term email + PTC Teacher email home Semester and assessment planners (website)	Open classrooms (primary) Diverse backgrounds collaborations opportunities MT etc P&C meetings (twice term) Parent wellbeing expert events	P & C Bond University Indigenous perspectives/ collaboration	P & C Meetings Parent forum	
SEM	Parent Teacher interviews Executive Principal PTC			Local elders – indigenous perspectives	Pillar assemblies Primary Campus Disco

PARENT & COMMUNITY ENGAGEMENT

Year	Prep orientation Year 7 Enrolment information sessions SETP/ JETP evenings QTAC evenings Open House	Year 7 Welcome BBQ New family BBQ Prep Welcome BBQ	External wellbeing support expo at PT interviews Subject selection evening with Tertiary/ workforce representatives Mental Health week engagement with external stakeholders NAIDOC week – external partnerships Harmony Week - external partnerships Year Level Excursions & Incursions Targeted Student Support Programs	SOS results and feedback	Sporting events Fathering project Celebration events - Graduation, Formal, Volunteers thank you morning tea Leadership students and families MT Colour run
On request	Parent/ teacher meetings as agreed by all involved Staff response to families (email) Student Stakeholder meeting with external support agencies/services		Local businesses Work experience initiatives ASPIRE Program – community links		



Communicating with your child's school

We value open and respectful communication with parents and carers, to support student learning.



You can expect schools to:

- recognise and celebrate your child's achievements
- report on your child's academic progress
- communicate about your child's learning, wellbeing and development
- inform you of any serious issues concerning your child
- alert you on the same day if your child is absent without a reason
- forward requests needing your consent or payment
- provide regular school updates and notify you of school events
- offer opportunities and ways to give feedback
- offer parent/carer-teacher interviews twice per year.



You should not expect:

- an immediate response to non-urgent inquiries - it may take a minimum of 2 or more business days
- staff to return calls or reply to emails outside standard business hours (including evenings and weekends)
- a response from staff to social media messages from their personal account
- access to teachers' personal phone numbers or emails
- teachers to discuss school matters when not at work (e.g. if you see a teacher outside of school hours in the community)
- meetings with staff during the school day without an appointment
- to be allowed on school grounds if you have been aggressive or harassed staff or students.



Contact your child's school if:

- your child will be absent, providing the reason
- you are concerned about your child's learning, social progress or wellbeing

- there are changes to your child's medical information
- there are changes in family circumstances
- you notice safety issues or behaviour changes at home
- issues arise that may affect student and/or staff safety at school
- you need to make or change an appointment.



When contacting your child's school:

- contact the school administration for general inquiries
- follow the school's processes for requesting meetings or contact with teachers
- for more complex or sensitive issues, request a face-to-face meeting to give the matter the attention it needs
- allow staff time to respond to your inquiry, remembering that teachers' priorities during the day are in the classroom.



How you can help your child's school:

- keep your contact details up-to-date
- read school communications
- use polite language in all spoken and written messages
- be open to ideas and willing to compromise if needed to reach an agreement.



If you are unhappy about something that has happened at school, you can make a complaint:

- first raise your concern with the school by making an appointment or sending an email
- if you're not happy with the outcome, you can speak with the principal or take your [complaint](#) to the school's [Regional Office](#). All complaints about staff or school operations are handled fairly.








Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> • (parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy. 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

Guide for Queensland state schools:

Promoting respectful conduct by parents and visitors, and managing difficult or unsafe situations

The Department of Education is committed to supporting learning, wellbeing and safety in every Queensland state school.

When managing difficult or unsafe situations, principals need to respond reasonably and impartially, applying proportionate responses. This guide assists state school principals to prevent and respond to inappropriate conduct by parents¹ or other visitors on school grounds, at school activities, and/or in their use of school communication channels. Responses to inappropriate conduct must be compatible with [human rights](#).

The department's [Managing inappropriate and hostile conduct procedure](#) outlines the legislative powers under the *Education (General Provisions) Act 2006* (Qld) that principals and departmental staff can exercise to regulate a person's conduct or movement at, or access to, a school's premises. *Note: Depending on the circumstances of the situation, it may not be appropriate to issue a legislative direction in response to all of the examples of conduct given below, particularly those marked with an asterisk (*)*.

Staff impacted by inappropriate parent or visitor conduct should seek assistance through the department's [Health, safety and wellbeing](#) team who can provide information about, and access to, a range of supports and resources including debriefing processes and/or referral to the [Employee Assistance Program](#).

Disclaimer: This is a guide only. It is not possible to provide guidance for every situation that may arise. Depending on the circumstances of the situation, conduct may fall within a different category to which it is listed.

Examples of conduct and what schools can do:

Promoting respectful conduct in the school community

Informing parents and visitors of the expected conduct while on school grounds or at school activities

- Create a shared understanding of the [Parent and Community Code of Conduct](#) in the school community².
- Provide a copy of the Parent and Community Code of Conduct to parents during the enrolment process.
- Regularly communicate the expected conduct for parents and visitors, including through:
 - posters around the school (e.g. Parent and Community Code of Conduct [poster](#), [No excuse for school abuse](#) posters)
 - messages in the school newsletter and on social media
 - general emails to the school community
 - opening addresses at assemblies or other events (e.g., information evenings, open days)
- Actively promote an inclusive culture, free from bullying, harassment and discrimination.
- Use the [Parent and Community Code of Conduct](#) supporting resources to promote positive engagement.
- Use the School Opinion Survey to identify areas for improvement in strengthening community relationships.
- Talk with volunteers about expectations and provide a copy of the Parent and Community Code of Conduct.
- Consistently follow a clear [customer complaints management process](#).

¹ The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for the child

² The term 'school community' refers to school staff, students, parents, local business and community organisations and visitors to the school.

Somewhat threatening conduct – one-off or limited in number

The actions of a parent or visitor are inconsistent with school community expectations and cause disruption to student learning and/or the good order or management of the school, and/or are detrimental to staff wellbeing.

Examples of this conduct:

- Having a verbal altercation with staff, parents, students or visitors.
- Using swear words or obscene gestures directed at another person.
- Refusing to follow school policies, procedures or protocols regarding conduct or movement at the school's premises.
- Multiple communications to staff (e.g., in person, email, telephone) about matters already addressed*.

Addressing this conduct (one or more actions could be taken):

- Invite the parent or visitor to a meeting to discuss their concerns.
- Outline the conduct that has not met the school community expectations.
- Discuss options with the parent or visitor about future interactions at, or communications with, the school to promote positive relationships.
- Depending on the circumstances, document agreed outcomes or actions from the meeting and share a copy with the parent or visitor.
- Maintain a record of all discussions and agreements with a parent in OneSchool (Contact tab).
- Identify staff who have a positive relationship with the family and seek their advice about the resolution of issues.
- Engage an independent mediator (e.g., from the [Principal Hotline and Conflict Resolution](#) team) to manage a difficult conversation or discussion and assist with resolution of the matter.
- Issue a [s.339 direction](#) by orally directing the person to immediately leave and not re-enter the premises for 24 hours after the time of the direction.
- Issue a [letter of warning](#) to the parent or visitor advising that if their conduct continues, further action may be taken (e.g. a [s.337 direction](#) may be issued).

Moderately threatening conduct – a repeated pattern of conduct

The actions of a parent or visitor unreasonably divert school staff away from their responsibilities in order to respond to the parent or visitor's conduct, and/or are detrimental to staff wellbeing.

Examples of this conduct:

- Making excessive demands for contact with the classroom teacher or other staff (i.e., persistent emails and/or phone calls per day) that has continued over a long period of time*.
- Being aggressive and argumentative with school staff, another parent or a student of the school.
- Making negative comments, inappropriate advances or slanderous allegations about other school community members – in person, in writing or on social media*.

Addressing this conduct (one or more actions could be taken):

- Apply actions suggested for 'somewhat threatening' conduct (above).
- Establish a communication protocol to address persistent and excessive communications and demands on staff.
- Seek advice, support and/or endorsement of proposed actions from regional office staff.
- Issue a [s.339 direction](#) by orally directing the person to immediately leave and not re-enter the premises for 24 hours after the time of the direction.
- Issue a [s.337 direction](#) to manage the person's conduct or movement at the school for up to 30 days.

Highly threatening conduct – concern for immediate or future injury to people or property damage
 The actions of a parent or visitor result in a person being hurt or threatened, disrupt the good order and management of the school, and/or cause damage to property.

Examples of this conduct:

- Entering classrooms during class time without invitation and refusing to leave when requested.
- Using abusive, insulting or threatening language which may include aggressive swearing.
- Displaying threatening or aggressive body language (e.g., hostile physical posturing).
- Making threats of violence to persons or threats of damage to property at the school.
- Wilfully damaging school property.

Addressing this conduct (one or more actions could be taken):

- Place school in lockdown and call the Queensland Police Service to protect people or property from immediate danger or harm.
- Lodge a complaint to the Queensland Police Service that a person may have committed an offence of wilful disturbance, trespass or wilful damage to property.
- Issue a [s.339 direction](#) by orally directing the person to immediately leave and not re-enter the school premises for 24 hours after the time of the direction.
- Seek advice, support and/or endorsement of proposed actions from regional office staff.
- Engage an independent facilitator (e.g., from the region or [Principal Hotline and Conflict Resolution](#) team) to manage a difficult conversation or discussion and assist with resolution of the matter.
- Issue a [s.340 direction](#) (in writing) that directs the person not to enter the school premises for up to 60 days after the day on which the direction is given.

Severely threatening conduct – immediate response required

A parent's or visitor's conduct requires their immediate (and possible ongoing) removal from the school site to ensure the safety of persons and property.

Examples of this conduct include:

- Actual or threatened violence.
- Assault of another person, or perceived risk of assault.
- Other forms of intimidation (e.g., yelling, screaming, use of weapons)

Addressing this conduct (one or more actions could be taken):

- Place school in lockdown and contact the Queensland Police Service to request the police remove the person from the school in accordance with police powers.
- Lodge a complaint to the Queensland Police Service that a person has committed an offence.
- Request that the Regional Director (as the Director-General's delegate) issue a [s.341 direction](#) (in writing) that directs the person not to enter the school premises for more than 60 days, but not more than one year, after the day on which the direction is given.
- Seek regional office advice, support or endorsement of other proposed actions.

Social media conduct

- If a person's comments on a website or a social media site indicate that they are going to threaten the safety or wellbeing of persons at the school; damage the school premises or property; or disrupt the good order at or management of the premises, a principal may consider issuing a [s.337 direction](#).
- If online comments include threats or harassment, the conduct may constitute a criminal offence and should be reported to the Queensland Police Service.
- If comments contravene the terms of the social media application or website where they are posted, the content can be reported directly to the [site](#) with a request for removal of the offending material. If this does not elicit an appropriate response, the [Office of the e-Safety Commissioner](#) may assist.
- School principals concerned for their own or staff wellbeing as a consequence of hostile references in social media commentary or posts, can consider issuing the [social media harassment template letter](#).
- For further information regarding responses and investigative strategies in relation to online incidents, refer to the [Online incident management guidelines for school leaders](#). Note: The department's Legal Services staff cannot provide legal advice to staff in relation to private legal matters (e.g., defamation).

Version 2



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