



Maryborough State High
School

Student Code of Conduct 2024-2027

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

Queensland Department of Education

Contact Information

Postal address: Kent Street Maryborough

Phone: 07 4120 9333

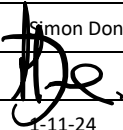
Email: Info@maryboroughshs.eq.edu.au

School website address: www.maryboroughshs.eq.edu.au

Contact Person: Simon Done (Principal)


Endorsement

Principal Name: Simon Done

Principal Signature: 

Date: 1-11-24

P/C President and-or School
Council Chair Name: Letitia Schwarzrock

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

Date: 1-11-24

Contents

| | |
|---|----|
| Purpose | 4 |
| Principal's Foreword | 5 |
| School Community Council (P and C) Statement of Support | 6 |
| School Captains' Statement | 7 |
| Consultation | 8 |
| Data Overview | 9 |
| Review Statement | 9 |
| School Opinion Survey | 10 |
| School Disciplinary Absences (SDA) | 11 |
| Learning and Behaviour Statement | 12 |
| Multi-Tiered Systems of Support | 12 |
| Consideration of Individual Circumstances | 13 |
| Student Wellbeing | 14 |
| Student Support Network | 16 |
| Whole School Approach to Discipline | 18 |
| PSC Expectations | 19 |
| Differentiated and Explicit Teaching | 21 |
| Focussed Teaching | 22 |
| Intensive Teaching | 23 |
| Legislative Delegations | 24 |
| Legislation | 24 |
| Delegations | 24 |
| Disciplinary Consequences | 25 |
| School Policies | 29 |
| Temporary removal of student property | 29 |
| Use of mobile phones and other devices by students | 31 |
| Preventing and responding to bullying | 33 |
| Appropriate use of social media | 41 |
| Restrictive Practices | 43 |
| Critical Incidents | 44 |
| Related Procedures and Guidelines | 45 |
| Resources | 46 |

Purpose

Maryborough State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Maryborough State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Principal's Foreword

Maryborough State High School has a long and proud tradition of providing high quality education to students from across the Fraser Coast. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Maryborough State High School has three core values, Respect, Tradition and Community.

| | |
|------------------|--|
| Respect | For self and others, for property and processes |
| Tradition | Traditions are crucial in schools as they build a sense of community and identity among students, staff, and alumni. They foster school spirit, celebrate achievements, and create a feeling of belonging, which enhances the overall educational experience. By linking individuals to the school's history and values, traditions provide stability and a shared sense of purpose. |
| Community | Community is crucial in a school as it fosters a sense of belonging, support, and collaboration among students, teachers, and parents. This environment enhances learning, encourages positive relationships, and creates a safe, nurturing space, contributing to the overall success and well-being of students. |

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Maryborough State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct details the steps school staff take to educate students about our policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Maryborough State High School Student Code of Conduct together over the last few months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

School Community Council P & C Statement of Support

As president of the Maryborough State High School Community Council, I am proud to support the new Student Code of Conduct. Collaboration with the P and C Association has been an important component in the development of the Maryborough State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Maryborough State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Maryborough State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart within provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Maryborough State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Maryborough State High School Community Council. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately encouraged to meet their individual social and learning needs.

School Leaders' Statement

On behalf of the student body at Maryborough State High School, we support the Student Code of Conduct for 2025-2027. Throughout the year, we will work closely with the school administration, our Student Representative Council, and the Maryborough State High School P&C Association to evaluate the Code's implementation, pinpoint areas needing improvement, and offer alternative solutions or recommendations.

Students with questions or concerns they wish to bring to the School Captains should first discuss them with their Student Representative Council members, but they are also welcome to approach any of us directly.

Student Representative Council President:

Sharde Jespersen-Hughes

Signature:



Date:

1 November 2024

School Captain:

Raine Walker

Signature:



Date:

1 November 2024

School Captain:

Olivia Maxwell

Signature:



Date:

1 November 2024

Consultation

The consultation process used to inform the development of the Maryborough State High School Student Code of Conduct occurred in three phases.

In the first phase, the school Executive Team held a series of internal meetings with staff between July and September 2024. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we worked with a group of parents, students and staff on school culture and climate as a direct result of the 2023 Quadrennial School Review. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development which are held regularly in the school as part of our improvement practices.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in late October 2024, and the finished version, incorporating suggested changes and feedback, was sent to the School Council and P&C Association meetings in Term 4 2024 for endorsement. The P&C Association endorsed the Maryborough State High School Student Code of Conduct for implementation from January 1 2025.

A communication strategy has been developed to support the implementation of the Maryborough State High School Student Code of Conduct, including promotion through the school website and social media platforms and regular newsletter articles.

Any families who require assistance to access a copy of the Maryborough State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

The Maryborough State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle and will align with the next Quadrennial School Review and Strategic Plan in 2027, for implementation in 2028-2031.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and Principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

| Percentage of parents/caregivers who agree¹ that: | 2021 | 2022 | 2023 |
|--|-------------|-------------|-------------|
| This is a good school. | 96.0% | 94.5% | 92.0% |
| My child likes being at this school. ² | 90.8% | 85.4% | 84.6% |
| My child feels safe at this school. ² | 93.1% | 89.8% | 90.5% |
| My child's learning needs are being met at this school. ² | 86.4% | 84.1% | 85.7% |
| My child is making good progress at this school. ² | 85.8% | 85.3% | 85.7% |
| Teachers at this school expect my child to do his or her best. ² | 97.6% | 95.1% | 97.5% |
| Teachers at this school provide my child with useful feedback about his or her school work. ² | 93.4% | 89.6% | 90.6% |
| Teachers at this school motivate my child to learn. ² | 88.8% | 88.8% | 88.8% |
| Teachers at this school treat students fairly. ² | 93.1% | 87.6% | 86.5% |
| I can talk to my child's teachers about my concerns. ² | 94.2% | 89.0% | 91.5% |
| This school works with me to support my child's learning. ² | 94.7% | 87.6% | 88.3% |
| This school takes parents' opinions seriously. ² | 85.7% | 84.2% | 83.7% |
| Student behaviour is well managed at this school. ² | 89.5% | 86.4% | 83.3% |
| This school looks for ways to improve. ² | 94.5% | 91.0% | 91.8% |
| This school is well maintained. ² | 97.1% | 98.2% | 98.7% |

Student opinion survey

| Percentage of students who agree¹ that: | 2021 | 2022 | 2023 |
|--|-------------|-------------|-------------|
| I like being at my school. ² | 85.3% | 78.4% | 77.1% |
| I feel safe at my school. ² | 85.2% | 80.2% | 84.4% |
| My teachers motivate me to learn. ² | 90.3% | 77.3% | 83.1% |
| My teachers expect me to do my best. ² | 97.2% | 96.0% | 100.0% |
| My teachers provide me with useful feedback about my school work. ² | 91.5% | 86.7% | 83.8% |
| Teachers at my school treat students fairly. ² | 86.5% | 73.3% | 71.1% |
| I can talk to my teachers about my concerns. ² | 69.0% | 68.0% | 64.7% |
| My school takes students' opinions seriously. ² | 81.5% | 64.6% | 77.9% |
| Student behaviour is well managed at my school. ² | 73.8% | 74.4% | 61.0% |
| My school looks for ways to improve. ² | 96.5% | 90.7% | 98.6% |
| My school is well maintained. ² | 94.2% | 89.2% | 91.2% |
| My school gives me opportunities to do interesting things. ² | 93.8% | 90.7% | 90.1% |

Staff opinion survey

| Percentage of staff who agree¹ that: | 2021 | 2022 | 2023 |
|--|-------------|-------------|-------------|
| I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas. | 81.8% | 85.4% | 90.7% |
| I enjoy working at this school. ² | 93.0% | 91.1% | 95.6% |
| I feel this school is a safe place in which to work. ² | 96.5% | 91.4% | 95.6% |
| I receive useful feedback about my work at this school. ² | 85.5% | 77.9% | 87.6% |
| Students are encouraged to do their best at this school. ² | 94.6% | 98.7% | 95.6% |
| Students are treated fairly at this school. ² | 96.6% | 92.6% | 96.7% |
| Student behaviour is well managed at this school. ² | 93.1% | 89.2% | 92.3% |
| Staff are well supported at this school. ² | 89.3% | 82.1% | 90.1% |
| This school takes staff opinions seriously. ² | 91.2% | 81.5% | 86.4% |
| This school looks for ways to improve. ² | 94.7% | 94.9% | 98.9% |
| This school is well maintained. ² | 96.4% | 92.3% | 98.9% |
| This school gives me opportunities to do interesting things. ² | 94.6% | 85.7% | 91.0% |

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| Type of school disciplinary absence | 2021 | 2022 | 2023 |
|--|-------------|-------------|-------------|
| Short suspension | 366 | 381 | 379 |
| Long suspension | 7 | 14 | 2 |
| Exclusion | 6 | 2 | 7 |
| Cancellation | 8 | 8 | 12 |
| Total | 387 | 405 | 400 |

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Administration team to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Maryborough State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students. Our school operates under a triad system of support, with a Deputy Principal, Head of Year and Year Level Mentor (7-9) or Coach (10-12) for each level.

| Tier | Prevention Description |
|------|--|
| 1 | <p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive School Culture (PSC) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being insistent, consistent and persistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. |
| 2 | <p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive School Culture (PSC) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). |

| | |
|---|---|
| | <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p> |
| 3 | <p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. This may also include working with school for a Discipline Improvement Plan or Individual Behaviour Support Plan.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p> |

Consideration of Individual Circumstances

Staff at Maryborough State High School take into account 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 inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Student Wellbeing

Maryborough State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. The school prides itself with the role of the Form teacher at the centre of this relationship, supported by the Year Level Triad.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Maryborough State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Maryborough State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Maryborough State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Maryborough State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Proactive support

The school operates two defibrulators (one on each campus) in the event of a cardio-related emergency for students or staff.

Mental health

Maryborough State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Maryborough State High School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Maryborough State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Maryborough State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Maryborough State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

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

Students can approach any trusted school staff member at Maryborough State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school on the school phone number.

| Role | What they do |
|--------------------------------|--|
| Community Education Counsellor | <ul style="list-style-type: none">• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. |
| Guidance Officers | <ul style="list-style-type: none">• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting• assists students with specific difficulties, acting as a mediator or providing information on other life skills• liaises with parents, teachers, or other external health providers as needed as part of the counselling process. |



| | |
|---|---|
| Deputy Principal – Wellbeing / School Culture | <ul style="list-style-type: none"> • key role for implementation of Positive School Culture (PSC) • monitors and supports improvement in attendance and behaviour for key groups (Indigenous, Out Of Home Care, Learning Support) in Years 7 to 9. • Management of Wellbeing Team and Enrichment Precinct |
| School-Based Youth Health Nurse | <ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs. |
| Year Level Mentors / Year Level Coach | <ul style="list-style-type: none"> • Monitors student wellbeing at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school. |
| Youth Support Coordinator | <ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance issues at school ○ drug and alcohol support needs ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing. |
| Form Teacher | <ul style="list-style-type: none"> • Roll marking and communications • Central wellbeing support person for Junior (Mentor) and 10-12 (Coach) • Works within the Year Level Triad to support students |
| Chaplain | <ul style="list-style-type: none"> • Part of the school Wellbeing team • Works with counselling and assistance of school support • Case manages identified students |
| Head of Department Inclusion | <ul style="list-style-type: none"> • Ensures equitable access to curriculum and support for all identified students |
| Psychologist | <ul style="list-style-type: none"> • Works across the Wellbeing Team to ensure that higher level clinical support is identified and addressed |
| GP In Schools | <ul style="list-style-type: none"> • Qualified General Practitioner to assist with referrals and diagnoses for students as a bulk billed service |
| Head of Year | <ul style="list-style-type: none"> • Management of a Year Level (Head of Department) • Works with in class behaviours for a cohort through Year 7 to 12 |
| Deputy Principal | <ul style="list-style-type: none"> • Responsibilities for a Year Level Cohort • Reviews student management and performance • Leader of Year Level Triad (YLM/C / DP/ Head of Year) • Management of out of class behaviours |

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles please speak with the Deputy Principal of your student's year level.



Whole School Approach to Discipline

Maryborough State High School uses Positive School Culture (PSC) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PSC is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PSC are encouraged to speak with the Head of Year or make an appointment to meet with the Deputy Principal of their year level.

PSC Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive School Culture (PSC) expectations in place for students.

Students

Below are examples of what these PSC expectations look like for students across the school. In addition, each classroom will have their own set of examples under broad categories of Safety and Learning to help students and visitors understand the expectations and meet the standards we hold for everyone at Maryborough State High School.

Parents and staff

The table below explains the PSC expectations for parents when visiting our school and the standards we commit to as staff. These expectations are similarly outlined in the Parent and Community Code Of Conduct, as ratified by the School Community Council.

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|--|---|
| You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child. | We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. |
| You are respectful in your conversations at home about school staff. | We will ensure positive behaviours are role modelled for all students. |
| You leave and collect your child from the designated area at school. | We will give clear guidance about a designated area for parents to leave and collect students. |
| You share relevant information about your child's learning, social, medical and behavioural needs with school staff. | We will share relevant information with you about your child's learning, social and behavioural progress at school. |
| You take a positive, solution-focussed approach to resolving complaints. | We will nominate a contact person for you to work with to resolve a school related complaint. |
| You respect school, student and staff privacy in your online communications. | We will act quickly to address social media issues that affect staff, students or families. |
| You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. | We will create a safe, supportive and inclusive environment for every student. |
| You recognise people are different and will be non-judgemental, fair and equitable to others in the school community. | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events. |
| You support your child to meet the learning and behavioural expectations at school. | We are clear about our learning and behavioural expectations, and contact you to provide timely feedback about your child's progress. |
| You stay informed about school news and activities by reading the school | We will use our Facebook page and Compass as the primary means of |

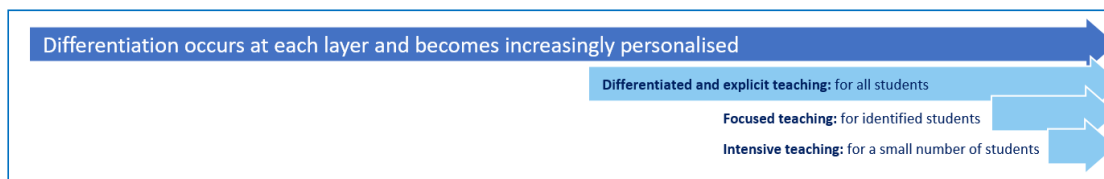
| | |
|---|---|
| newsletter and other materials sent home by school staff. | notifying parents about school news, excursions or events. |
| You respect the obligation of staff to maintain student and family privacy. | We will maintain confidentiality about information relating to your child and family. |

Differentiated and Explicit Teaching

Maryborough State High School has a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

There are three main layers to differentiation. These three layers map directly and provide progressively more personalised support for students. This model is the same used for academic and pedagogical differentiation and can be illustrated below:



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

Focused Teaching

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

Focussed teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focussed teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Maryborough State High School to provide focussed teaching. Focussed teaching is aligned to the PSC Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Maryborough State High School has a range of Student Support Network staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Our 'Jumpstart' intervention program
- Foundation classes for verified students with additional needs

For more information about these programs, please speak with the Head of Department Inclusion.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor/case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Our Pedagogical Approach

Universal Design for Learning (UDL) is an educational framework that aims to create inclusive learning environments by providing flexible methods of teaching, assessment, and engagement. By addressing the diverse needs of all students, including those with disabilities, UDL ensures that every learner has equitable access to education. In a school setting, implementing UDL enhances pedagogy by encouraging teachers to design lessons that accommodate various learning styles and abilities. This not only supports struggling students but also challenges advanced learners, fostering a more inclusive and dynamic classroom environment. Ultimately, UDL benefits both educators and students by promoting engagement, reducing barriers to learning, and improving overall academic achievement.

Legislative Delegations

Delegations

Under the Education (General Provisions) Act 2006, state school Principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of powers to assist them to meet this obligation. These decision-making responsibilities can be delegated to other staff in the school, such as Deputy Principals, under written agreement between key staff and the Principal.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Maryborough State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an

out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant removal of the student for being in contravention of the behavioural expectations of the school under the key headings of Safety and Learning, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- 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
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy – earn tokens for external rewards
- Detention



- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- 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

Intensive

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

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

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).

At Maryborough State High School, the use of any SDA is considered a very serious decision. Usually this course of action is only taken when the behaviour is either so serious as to warrant removal of the student for being in contravention of the behavioural expectations of the school under the key headings of Safety and Learning, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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 Maryborough State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents 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.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Our agenda:

- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Goal setting and data entry into One School
- Put in place an ongoing support process if required

Reasonable adjustments

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

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Maryborough State High School 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
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco, e-cigarettes and vaping paraphernalia)
- 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).
- Energy drinks (V, Mother, Red Bull etc)
- Laser pointers

* No knives of any type are allowed at school, including but not limited to: flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft

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

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

Responsibilities

Staff at Maryborough State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- are not required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- may be required to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person or bag of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination. Principal or delegate may ask a student to check or remove items from a bag or check pockets or footwear, but this is a request and discretion of the student's approval to participate
- are authorised by the Principal to photograph students on their personal device if they have refused to be identified AND they are required to be identified in the process of a breach of the broad categories of Safety and Learning. Any other circumstances of photographing students must have explicit approval from the Principal;

Parents of students at Maryborough State High School:

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

Students of Maryborough State High School:

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

Personal Electronic Device Policy

'Mobile phones and other personal electronic devices' includes smart watches and all other electronic devices (including iPods and other branded tablets not on our BYOx System), as well as their associated listening accessories – such as, but not limited to, headphones, ear pods and ear buds. These procedures are outlined to manage student use of these devices at Maryborough State High School.

In Queensland public schools, secondary school principals, in consultation with their communities, have discretion to make decisions about restricting or permitting student use of digital devices and online services in all school-related settings, including at recess, lunch and during class. Digital devices and online services are an important part of everyday life, shaping the way children and young people learn, communicate, work and play. Learning environments, at school and at home, should support students to develop technological, social, and emotional competencies. This support should maximise the benefits and minimise the risks of digital environments and prepare students for life beyond school.

The aim of this policy is to provide:

- a safe environment to learn without inappropriate mobile phone use or distractions.
- greater opportunities for social interaction and physical activity during recess and lunchtimes.

Rationale

While mobile phones and other such devices have significant advantages for use in the broader community their use in schools is highly problematic. In schools, mobile phones are significant distractors to learning and contribute to a student's cognitive load. They can also pose a significant risk to the safety and wellbeing of students through unfiltered/ unsupervised access to the internet and social networking platforms. The use of technology is important, but the risks and benefits need to be managed.

Use of mobile phones or other personal electronic devices

Students will have their device immediately confiscated by taking the device to Student Services and further disciplinary action may follow if:

- They are using their device in class (excluding laptops or BYOx onboarded devices) or in the playground without staff approval.
- The device is used to bully, intimidate, or otherwise harass other people through any voice call, text message, photographic, video, or other data transfer system available on the device.
- Students use digital devices to disrupt the learning environment or interfere with the operation of the school.

- Students use devices to record images, video, or sound without permission.
- The device has been used to contravene the law.

Student Expectations

- Students may not use mobile phones and other PEDs while on school grounds at any time. 'School grounds' does NOT extend to school excursions, but includes sports carnivals, and other events at the school or off site where an approved school activity takes place, unless otherwise advised.
- Students will place PEDs in the racks/boxes provided by the school, or remain in bags. NOTE – not on their person. PEDs should not be visible in the classroom at any stage and not used without teacher permission.
- Mobile phones are to be **'off and away all day'** from the time students enter school grounds in the morning until they are in the designated bus line area or have left school grounds at the end of the day. This includes before school and at break times.
- Students must switch their smart watch to 'flight mode' for the duration of the school day.
- BYOx or school issued laptops are NOT part of the program.
- Students will move to Student Services immediately if asked by a teacher or member of staff. The PED will then be logged and a receipt provided for the student, who will enter the PED on the Register and securely store the device in an Admin safe. Failure to follow these expectations may incur more severe consequences for persistent failure to follow school procedures and the Student Code of Conduct.
- Students must take full responsibility for any mobile phone or similar device brought to school. The school or staff will not be responsible for their loss, theft, or damage. Students who bring their devices to school, do so at their own risk.
- Purchasing at the Cafeteria -Students will be required to use a card/cash to pay for purchases at the Cafeteria. Students and parents are encouraged to use QKR! to pre – order prior to coming to school. Phones are not to be used for purchases.
- We encourage parents to use email as the primary and preferred option for contacting students during the day to minimise phone traffic.

Exceptions/Accommodations

A small number of exceptions/exemptions will be made. These exemptions will only be available for:

Managing a Health Condition

Health related exemptions can be sought by parents/carers by contacting the principal and completing the Mobile Phone Exemption Application. In the case of a health condition, a letter from a medical *specialist* may be required stating when and how the mobile phone is to be used. The Deputy Principal and Head of Year will work alongside parents and complete the Phone Exemption Plan. For example, the Plan may outline a process by which students check their phones as required in consultation with the Deputy Principal.

Parent or Caregiver expectations

In accordance with the procedures parents/carers will:

- Contact the school Front Office to pass on messages rather than contacting a student directly on their device.
- Understand that the school takes no responsibility for loss or damage to phones or personal electronic devices.
- Work collaboratively with the school and help reinforce Maryborough State High School's Use of Personal Electronic Devices Procedures with their student.

Consequences

- If requested by a teacher or staff member, students will immediately move to Student Services to surrender their PED. The device will be logged with a staff member who will enter the phone on the Register and securely store the device in an Admin safe. The device will be surrendered until the end of the day.
- Consequences will be applied according to the school's Student Code of Conduct. These include but, are not limited to:
- Confiscation of the device until the end of the day.
- Confiscation of the device until such time as their parent or caregiver can attend school to collect the device.
- Potential Suspension, for persistent failure to follow the

procedures of this policy and the School's Student Code of Conduct.

Students who fail to cooperate with the above process will be referred immediately to the Head of Year or Deputy Principal for further action as a failure to follow school procedures. If students are being deceitful in their actions (ie handing in a different phone, etc) an immediate consequence of suspension from school will be imposed.

Students with multiple mobile phone breaches or device misuse entries will be referred to the Deputy Principal and the Year Level Triad. An improvement plan will be formulated, in partnership with parents/carers. This may include consequences, such as an offer to voluntarily surrender the device daily, or a Suspension for persistent failure to meet the procedures of this policy and the School's Student Code of Conduct.

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

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

More information can be found in the Maryborough State High School Electronic Device Policy, available on request or on our website.

Preventing and responding to bullying

Maryborough State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Maryborough State High School has a **Student Representative Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve safety and learning outcomes. The standing items on the agenda are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Representative Council and School Wellbeing Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Maryborough State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

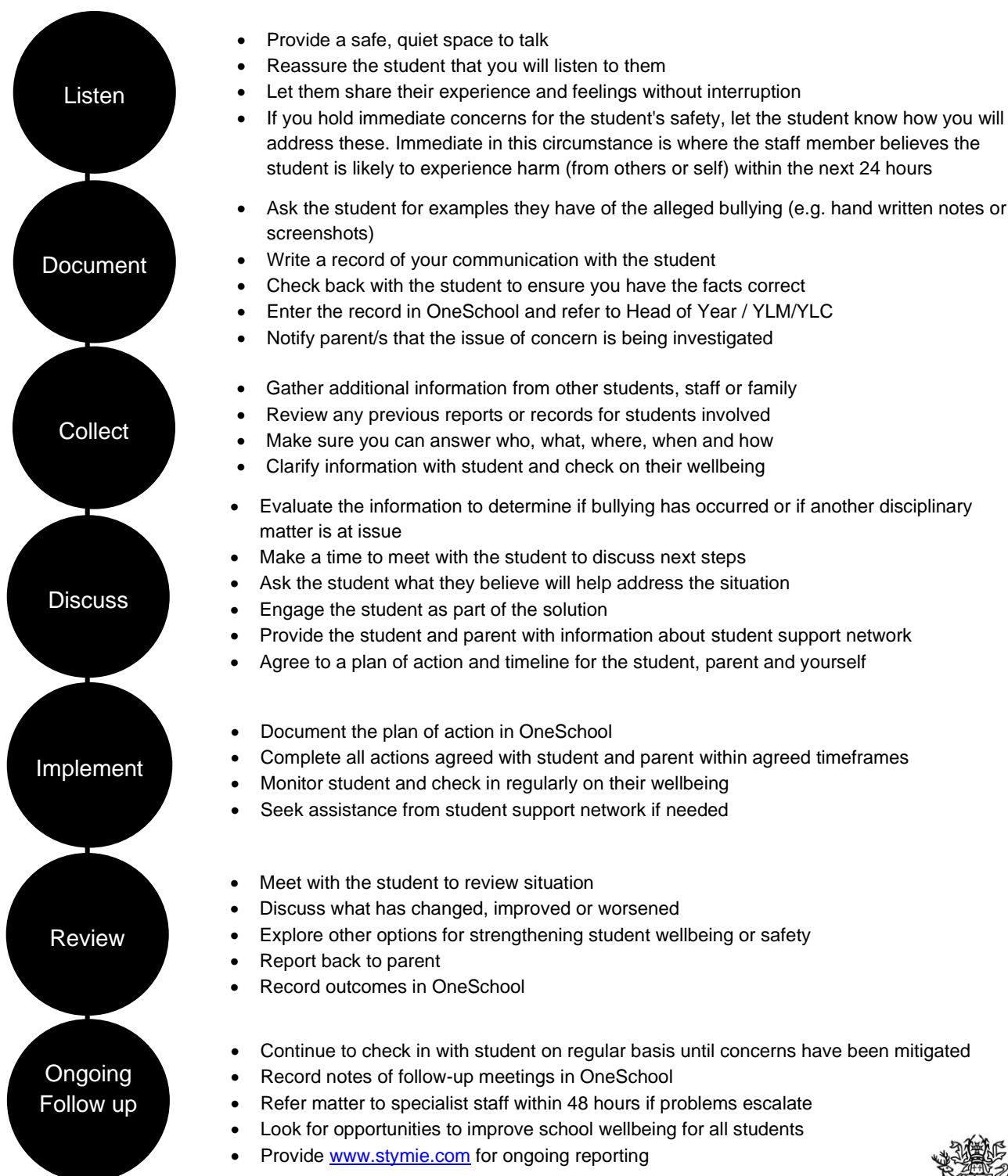
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Maryborough State High School our staff will work to quickly respond to any matters raised in collaboration with students and parents.

The following flowchart explains the actions Maryborough State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Maryborough State High School - Bullying response flowchart for teachers

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



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or the form class teacher. Please also address these issues directly with the Head of Year or Deputy Principal for your child's year level. The school has worked closely with the Queensland Police Service to address this issue, including legally binding documentation to 'serve' to students who continue to infringe the rights of others.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Head of Year or Deputy Principal.

Maryborough State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

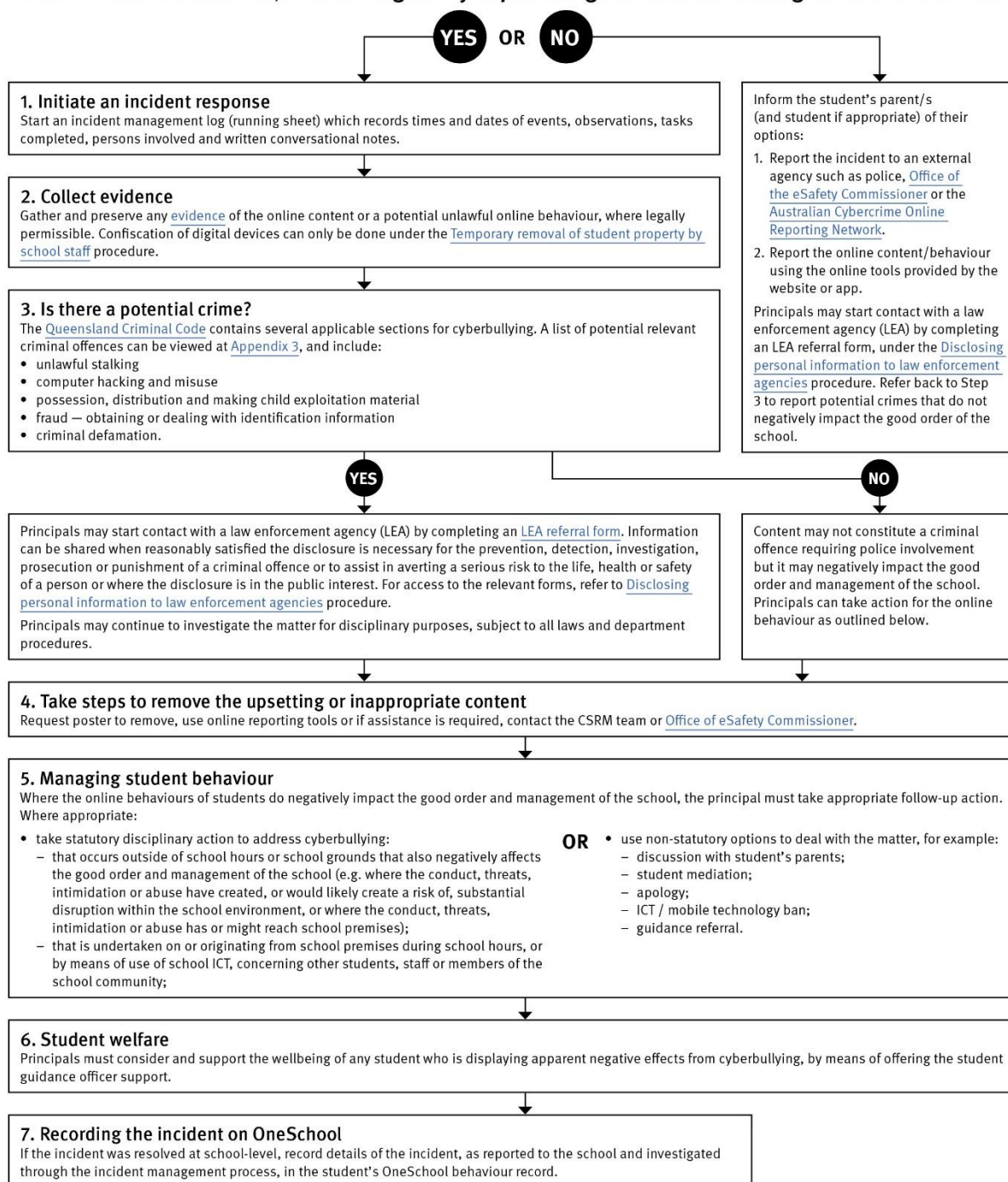
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Maryborough State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

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

Appropriate use of social media

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

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

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep remarks as general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school,

hinders a child's learning and/or affects the school community at large, contact the school.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school Principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

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

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

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

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

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

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

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

Following the use of any restrictive practice, a focussed review will help staff to understand how they responded to the risk in any necessary incident. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

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

Conclusion

Maryborough State High School staff are committed to ensuring every student is supported to feel valued, developed and empowered in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).