# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>3</td>
</tr>
<tr>
<td>CONSULTATION AND DATA REVIEW</td>
<td>3</td>
</tr>
<tr>
<td>LEARNING AND BEHAVIOUR STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR</td>
<td>5</td>
</tr>
<tr>
<td>WHOLE SCHOOL BEHAVIOUR SUPPORT</td>
<td>5</td>
</tr>
<tr>
<td>TARGETED BEHAVIOUR SUPPORT</td>
<td>7</td>
</tr>
<tr>
<td>INTENSIVE BEHAVIOUR SUPPORT</td>
<td>7</td>
</tr>
<tr>
<td>CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR</td>
<td>8</td>
</tr>
<tr>
<td>EMERGENCY SITUATIONS AND CRITICAL INCIDENTS</td>
<td>13</td>
</tr>
<tr>
<td>NETWORK OF STUDENT SUPPORT</td>
<td>15</td>
</tr>
<tr>
<td>CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES</td>
<td>17</td>
</tr>
<tr>
<td>RELATED LEGISLATION</td>
<td>177</td>
</tr>
<tr>
<td>SOME RELATED RESOURCES</td>
<td>188</td>
</tr>
<tr>
<td>ENDORSEMENT</td>
<td>18</td>
</tr>
<tr>
<td>APPENDIX A: POLICY ON HARASSMENT AND BULLYING (including Cyberbullying)</td>
<td>19</td>
</tr>
<tr>
<td>CYBER BULLYING POLICY</td>
<td>19</td>
</tr>
<tr>
<td>APPENDIX B: UNIFORM POLICY</td>
<td>211</td>
</tr>
<tr>
<td>APPENDIX C: POLICY ON SMOKING AND POSSESSION OF TOBACCO PRODUCTS INCLUDING E-CIGARETTES, DEVICES AND LIQUIDS</td>
<td>233</td>
</tr>
<tr>
<td>APPENDIX D: POLICY ON POSSESSION AND/OR CONSUMPTION OF ILICIT SUBSTANCES</td>
<td>255</td>
</tr>
<tr>
<td>APPENDIX E: BEHAVIOUR CARDS POLICY</td>
<td>266</td>
</tr>
<tr>
<td>APPENDIX F: MOBILE DEVICE POLICY</td>
<td>288</td>
</tr>
<tr>
<td>APPENDIX G: ACCEPTABLE USAGE NETWORK POLICY</td>
<td>29</td>
</tr>
<tr>
<td>APPENDIX H: POLICY ON POSSESSION, SUPPLY AND/OR USE OF KNIVES AND OTHER DANGEROUS ITEMS</td>
<td>30</td>
</tr>
<tr>
<td>APPENDIX I: ATTENDANCE POLICY</td>
<td>311</td>
</tr>
<tr>
<td>APPENDIX J: ATTENDANCE POLICY QUICK GUIDE</td>
<td>34</td>
</tr>
<tr>
<td>APPENDIX K: RETURN FROM SUSPENSION AGREEMENT FORM</td>
<td>355</td>
</tr>
<tr>
<td>APPENDIX L: LEARNING RISK ASSESSMENT</td>
<td>36</td>
</tr>
<tr>
<td>APPENDIX M: GUIDELINES FOR THE IMPLMENTATION OF MNSHS BEHAVIOUR MANAGEMENT PROGRAM</td>
<td>38</td>
</tr>
<tr>
<td>APPENDIX N: ACHIEVEMENT AND EFFORT MATRIX</td>
<td>40</td>
</tr>
</tbody>
</table>
Purpose
Mackay North State High School is committed to its motto – ‘We Strive for the Best’. To meet this goal, we will provide a safe, supportive and disciplined school environment, where academic and social learning outcomes are maximised for all with a quality, interconnected and relevant curriculum. Enriching interpersonal relationships and strong and efficient school organisation, exemplified by school practices around student behaviour which are proactive rather than reactive; using appropriate, respectful language and behaviours that are defined, modelled and reinforced. The Responsible Behaviour Plan for Students is the document which sets out how we will establish and maintain this supportive school environment.

CONSULTATION AND DATA REVIEW
Mackay North State High School developed this plan in collaboration with our school community. Following on from broad consultation with parents, staff and students undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2015-18 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director and will be reviewed in 2022 as required in legislation.

LEARNING AND BEHAVIOUR STATEMENT
At Mackay North State High School, we aim to maintain, enhance and develop a supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on Education Queensland’s Code of School Behaviour, the school’s pedagogical model “The Art and Science of Teaching”, and the shared beliefs of the school community. Surveys of staff, students and parents consistently show strong pride in the school, and support for the policies and procedures that guide the school. Students show clearly that they value quality teaching and the effective management of behaviour in their classes to allow them to learn and take advantage of the wide range of opportunities in subject areas, co-curricular and extra-curricular activities offered at Mackay North State High School.

North High’s pedagogical model is that of the Art and Science of Teaching (ASOT). Within that model there is a framework for the development and Implementation of rules and procedures within a classroom setting, using the underlying philosophy of the Art and Science of Teaching. These ASOT processes work beside the school’s Responsible Behaviour Plan to assist and support teachers in the development of effective learning and teaching environments. The school Administration utilises the Art and Science of Teaching model when developing and refining the school’s Responsible Behaviour Plan.

Our school community believes that social and academic learning outcomes are maximised for all through employing quality practices in the areas of curriculum, interpersonal relationships and school organisation. We value the desire to learn through the pursuit of excellence, coupled with sincere effort and a positive attitude.

Staff and students at Mackay North State High School have the right to work to their potential, free from disruption, abuse or threat, in a safe and cooperative environment. To enable productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviour needs to be taught, modeled, encouraged and developed. To facilitate this, we teach and reinforce the values of Respect, Resilience and Confidence which encapsulates our beliefs about learning and responsible behavior. This is presented in the students’ diaries and in posters around the school and is supplemented by individual classroom rules and procedures which are appropriate for each year level, and the subject areas being studied. The values of Respect, Resilience and Confidence are supported in all activities and in opportunities where students participate in specific lessons in relation to well-being and values to support their academic achievement.

To be the best school that we can be, students are provided with:

- a wide range of subjects and extra-curricular activities.
- specific well-being, values based and academic learning lessons.
- a dedicated staff that can provide students with the learning and support that they need.
- an attractive learning environment – we work together to improve it all the time.
The values of **Respect**, **Resilience** and **Confidence** can be seen in the school when students show: **Respect** in the following ways;

We learned about gratitude and humility - that so many people had a hand in our success, from the teachers who inspired us to the janitors who kept our school clean... and we were taught to value everyone’s contribution and treat everyone with respect. Michelle Obama

**RESPECT** in the following ways:

**RESPECT YOURSELF**

- *Don’t let yourself down, make sure that you –*
- do your best with full attendance and participation.
- be on time and ready for work.
- obey all classroom and playground rules and routines.
- speak with courtesy at all times.
- obey our school rules concerning tobacco, alcohol and illicit drugs.
- wear your North High uniform with pride.

**RESPECT OTHER STUDENTS**

- Allow others to learn.
- Treat other students with fairness, tolerance and courtesy.
- Show respect to others through positive words and actions.
- Respect the property of others.

**RESPECT STAFF**

- Follow instructions
- Listen and learn
- MANNERS! MANNERS! MANNERS!

**RESPECT YOUR SCHOOL AND ITS ENVIRONMENT**

- Vandalism or mistreatment of school property is not tolerated.
- Do your part in keeping the environment safe and clean. ‘Just Bin It’ is our slogan and ‘Two or Twenty’ is how we all do our part.
- Represent the school with pride at all times.
- Take part in as many activities as possible.

**RESILIENCE** in the following ways;

Failure is a part of life. Success teaches you nothing, but failure teaches you resilience. It teaches you to pick yourself up and try again.”

— Sarah Morgan

Resilience is part of the culture at Mackay North State High School where we provide multiple opportunities for students to work at the limits of their abilities in order to find out what they are truly capable of. Through classwork, out of class activities, excursions, camps, challenge days, community support events, overseas trips special celebratory events we ask students to attempt all tasks to the best of their ability, and when they fail, to learn from that failure, apply what they learnt and succeed in the next task they attempt.

**CONFIDENCE** in the following ways;

Confidence comes from hours and days and weeks and years of constant work and dedication.

We instil Confidence at North High through the encouragement of students to live up to their unrealised potential and to see students express confidence in the manner in which they treat themselves, fellow students, staff and members of the wider North High community. Confident students will be polite and helpful; willing to accept criticism as a pathway to improvement, and accepting of the differences in others, as they would like to have their different strengths and weaknesses be accepted. Students from North High should leave the school able and willing to face the next stage of their life knowing their strengths and able to take full advantage of them.
PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

In keeping with the ideals of positive behaviour support, as outlined in the Art and Science of Teaching, we address the behaviour support needs of all students within a whole school context. Because of the large number of students enrolled, we choose to organise our school population into ‘sub-schools’, The Junior School consists of Years 7, 8 and 9 and the Senior School consists of Years 10, 11 and 12. Each year level has a member of the Administration team, Head of Department, Year Coordinators and guidance support allocated to those students in order to maximise the knowledge of students’ needs and behaviours, and to maintain partnerships and connections with families and carers.

Overall, our school approach represents the range of support needs – whole-school behaviour support, targeted behaviour support and intensive behaviour support.

Staff at North High utilise the Achievement and Effort Matrix (Appendix N) to provide detailed feedback to parents and students on the students’ progress around Achievement, Effort, Behaviour and Homework.

Whole School Behaviour Support

Students are given every opportunity and encouragement to have a positive and productive education at Mackay North State High School, and emerge as Respectful, Confident and Resilient young men and women at the end of their time at the school. As a community we are proud of our students who enjoy their opportunities and achieve great outcomes, both for themselves as individuals and for the wider school community. We provide whole-school support for students to achieve this through having –

- **Clear expectations for student behaviour** with levels and consequences set out in the Diaries. These are explained by student’s Home Group teachers, reinforced during the year on assemblies and in both planned and incident responsive lessons.
- **A high quality, interconnected, relevant curriculum** which is driven by student’s choices and seamlessly integrates technology into the students learning.
- **Camps and special activities** – Year 7 and 9 Camp, Year 8 Focus Day, Year 11 Senior Leadership Camp, special assemblies, guest speakers and excursions all offer students an opportunity to learn, and apply new skills outside of their classroom setting.
- **Reward for good behaviour and participation** – ranging from individual classroom teacher rewards through to recognition on assemblies, via daily notices and at our annual Awards Night. Being on Stage 1 of our Responsible Behaviour Plan allows students the privileges of all excursions and extra-curricular activities.
- **Active student involvement** – an active Student Council, student leadership opportunities in both Junior and Senior schools and school celebrations all encourage participation and foster success. Actively seeking student opinions through school based surveys and use of the School Opinion Survey Data as guides to students’ perceptions of the school to inform programs and activities at the school.
- **Staff skilling** – professional development in the areas of ASOT (Art and Science of Teaching), EI (Explicit Instruction), subject specific knowledge and behaviour management is ongoing.
Targeted Behaviour Support

Intervention and support will be required by a small number of students who are not cooperating with teachers, their fellow students and are causing problems for themselves or others by exhibiting unacceptable behaviours. The level of targeted behaviour support depends on the nature and frequency of the unacceptable behaviours being displayed.

Examples of Mackay North State High School's targeted behaviour support include –

- **Referral to support specialists** – Our Year Coordinators will often be the first referral; however, we make use of a wide range of services including Guidance Officers, CEC (Community Education Counsellor), Youth Support Coordinator and with external programs and agencies, such as Smith Family, Youth Mental health and many others.

- **Individual plans** – These can include an Individual Behaviour Plan or a modified timetable, off campus opportunities and programs, all tailored to improve behaviour and learning outcomes.

- **Whole school approach to bullying** – We recognise that bullying, in face to face or social media settings, is not acceptable and offer a structured approach to its reporting and follow up.

- **Use of One School data base** – Regular entries in this data base record contact with home. Students’ behaviour is also recorded here to ensure accurate and timely follow up to incidents, with all stakeholders involved and aware to ensure the best possible outcomes for the students in question.

- **Contact with parents or carers** – We aim to keep parents well informed, to share successful strategies and to work together for improvement.

- **Use of buddy teacher** – A planned ‘time-out’ can provide a positive outcome for students who need behaviour support to break some patterns of unacceptable behaviour. Also the observations of students in other year levels learning and succeeding in appropriate ways can provide good examples of how to succeed for those students struggling with school.

- **Learning Risk Assessment** - To ensure all students get a start at the school that caters to each individual students’ needs, the school will, on occasion, complete a Learning Risk Assessment (Appendix L) that analyses the students previous experience at school and allows the Deputy to develop a plan that allows students with challenging situations to have an integrated plan for their successful commencement at the school.

Intensive Behaviour Support

Students identified as needing intensive behaviour support are those who, despite having had targeted support, are still at risk of significant educational underachievement due to their ongoing unacceptable behavior. The student’s targeted behavior support approach has been reviewed regularly and more intensive behavior support is now deemed appropriate.

With information from the student, their teachers, the parents/caregivers, relevant school support personnel such as the Head of Department (Senior/Junior), Year Coordinator, Guidance Officer, CEC and Youth Support Coordinator, the Principal/Deputy Principal will review the student’s targeted behavior support and plan further support.

The following supports may be put in place for the student:

- Further counselling with the school’s Guidance Officer
- modified timetable or attendance schedule
- Teacher Aide support through school or district behaviour funding
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Participation in PLC (Positive Learning Centre)
- Development of specified behaviour program using Functional Behaviour Assessment.

The STAR room is a breakout facility where students can be placed on a short term basis to assist with re-integrating back into a whole school setting or individual classes. Students can only be referred to the STAR room by a Deputy Principal, who uses feedback from the supporting staff to structure the student’s program and to then facilitate their integration into normal classes.
CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Unacceptable behaviours are those behaviours which, when carried out by a student, clearly demonstrate the student is not living up to the standards of Respect, Resilience and Confidence expected by the Mackay North State High School Community. These unacceptable behaviours may include behaviours which; disrupt the learning of others; interrupt the teachers ability to teach, cause, or allow harm to be caused to, a member of the school community, or are dangerous and/or illegal. When applying corrective strategies for unacceptable behaviour, the individual circumstances and actions of the student are considered, along with the needs and rights of the wider school community. Consistency, fair treatment and natural justice for those involved, and those affected by unacceptable behaviours, are our goals. Consequences are based on our system of Stages, Stage 1 being a student’s behaviour is appropriate and therefore they are able to access all the rights and privileges of a student at North High. All students commence on Stage 1. A student who demonstrates unacceptable behaviour sees them moving through Stages 2-5. While there is scope for a progression through the Stages for students who, despite support and assistance, fail to effectively modify their behaviour, in some circumstances the student’s level of offence caused by the unacceptable behaviour may be severe enough to go straight to a Stage 5 consequence of external suspension or exclusion.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- Minor problem behaviour is handled by staff members at the time it happens.
- Major problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:
- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness.
STAGE 1: NO BEHAVIOURAL CONCERNS

STAGE 2: MINOR AND/OR ISOLATED UNACCEPTABLE BEHAVIOURS

**Unacceptable Behaviours** (not exhaustive)
- Lateness to class
- Not performing to potential
- Failure to bring materials
- Uniform Infringement
- Class work non completion
- Assessment non completion
- Repeated talking
- Refusal to follow instruction
- Disruption to other’s learning
- Mobile phone infringement
- Non compliance to program of instruction
- Swearing in class
- Unsafe behaviour
- Out of class unsupervised
- Lateness to school
- Uniform Infringement
- Truancy
- Mobile phone infringement in PGD
- Swearing in grounds
- Littering
- Unsafe behaviour in PGD
- Out of bounds
- Student intimacy
- Inappropriate behaviour to and from school or on out of school activities.

**Corrective Strategies** (not exhaustive)
- Year Co-ordinator Card (Yellow)
- Banned from JSP
- Gesturing
- Spare materials for genuine cases
- Reminder of appropriate policy
- Verbal warning
- Relocation of seating – student isolation (remains in classroom)
- Lunch detentions for particular subject
- Refer to Buddy class
- Parent/guardian contact
- After school detentions / weekend detentions
- Removal from playground
- Removal from normal activities for a specified period of time.
- Restorative practices

STAGE 3: FAILURE TO MODIFY UNACCEPTABLE STAGE 2 BEHAVIOURS

MORE SERIOUS UNACCEPTABLE BEHAVIOURS

**Unacceptable Behaviours** (not exhaustive)
- Continued Stage 1-2 Unacceptable Behaviours
- Continued non-compliance to card system
- Continued non-compliance to HOD
- Plagiarism
- Repeated verbal, physical, emotional and social harrassment
- Sustained refusal to follow instruction
- Smoking/substance concerns/possession/paraphenalia
- Graffiti or vandalism
- Physical misconduct
- Dangerous objects

**Corrective Strategies** (not exhaustive)
- Year Co/HOD card – behaviour (yellow / green)
- Detention – lunch / after school / weekend
- Formal warning
- Parent/Guardian contact
- Intervention – Student services team/outside agencies
- Individual Behaviour Plan
- Restorative justice
- Isolation
**STAGE 4:** STILL NO IMPROVEMENT
FAILURE TO MODIFY UNACCEPTABLE STAGE 3 BEHAVIOURS
MORE SERIOUS UNACCEPTABLE BEHAVIOURS

<table>
<thead>
<tr>
<th>UNACCEPTABLE BEHAVIOURS</th>
<th>CORRECTIVE STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continued Stage 1-3 Unacceptable Behaviours</td>
<td>• DP / Principal card – behaviour (blue)</td>
</tr>
<tr>
<td>• Continued non-compliance to YLC</td>
<td>• Formal warning and detentions (lunch/after school/weekend)</td>
</tr>
<tr>
<td>• Continued non-compliance to card system</td>
<td>• Parent/Guardian contact and interview</td>
</tr>
<tr>
<td>• Continued non-compliance to HOD</td>
<td>• Intervention meeting</td>
</tr>
<tr>
<td>• Ongoing truancy</td>
<td>• Enforcement of Attendance process</td>
</tr>
<tr>
<td>• Repeated verbal, physical, emotional, sexual, mental and social harassment</td>
<td>• Suspension 0 – 20 days</td>
</tr>
<tr>
<td>• Sustained refusal to follow instruction</td>
<td>• Cancelation of enrolment</td>
</tr>
<tr>
<td>• Swearing at, in the presence of, school staff</td>
<td>• Recommendation for Exclusion</td>
</tr>
<tr>
<td>• Smoking/substance concerns/possession/paraphenalia</td>
<td>• Referral to SBPO</td>
</tr>
<tr>
<td>• Graffiti or vandalism</td>
<td></td>
</tr>
<tr>
<td>• Physical misconduct</td>
<td></td>
</tr>
<tr>
<td>• Dangerous objects</td>
<td></td>
</tr>
</tbody>
</table>

**STAGE 5:** PERSISTENT FAILURE TO MODIFY STAGE 4 BEHAVIOURS OR EXTREMELY SERIOUS BEHAVIOUR BREACHES

Suspension or recommendation for exclusion may occur without students moving through the Stages of our Responsible Behaviour Plan when serious breaches of our Plan have occurred. **Students will be referred to the Administration Team directly for serious incidents.**

**Any student who physically contacts a member of staff in a deliberate manner may be recommended for exclusion.**

**Examples of this include placing hands on a staff member, pushing, kicking/tripping and any other form of intentional physical contact.**

<table>
<thead>
<tr>
<th>UNACCEPTABLE BEHAVIOURS</th>
<th>CORRECTIVE STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continued Stage Four Unacceptable Behaviours</td>
<td>• DP / Principal card – behaviour (blue)</td>
</tr>
<tr>
<td>• Continued non-compliance to DP</td>
<td>• Formal warning and detentions (lunch/after school/weekend)</td>
</tr>
<tr>
<td>• Continued non-compliance to card system</td>
<td>• Parent/Guardian contact and interview</td>
</tr>
<tr>
<td>• Ongoing truancy</td>
<td>• Intervention meeting</td>
</tr>
<tr>
<td>• Repeated verbal, physical, emotional and social harassment</td>
<td>• Enforcement of Attendance Process</td>
</tr>
<tr>
<td>• Sustained refusal to follow instruction</td>
<td>• Suspension 0 – 20 days</td>
</tr>
<tr>
<td>• Sustained swearing at, in the presence of, school staff</td>
<td>• Cancelation of enrolment</td>
</tr>
<tr>
<td>• Smoking/substance concerns/possession/paraphenalia</td>
<td>• Recommendation for Exclusion</td>
</tr>
<tr>
<td>• Graffiti or vandalism</td>
<td>• Referral to SBPO</td>
</tr>
<tr>
<td>• Physical misconduct</td>
<td></td>
</tr>
<tr>
<td>• Dangerous objects</td>
<td></td>
</tr>
<tr>
<td>• IT misconduct involving photos or videos of staff or students</td>
<td></td>
</tr>
<tr>
<td>• Airdropping inappropriate material</td>
<td></td>
</tr>
<tr>
<td>• Theft</td>
<td></td>
</tr>
<tr>
<td>• Brings the school, a member of staff, or other students reputation, into disrepute.</td>
<td></td>
</tr>
</tbody>
</table>
In the event the school’s Administration decides a student’s behaviour warrants a suspension, the following protocols will apply to ensure continuity of education for the suspended student. On the student’s return from suspension they may be required to complete a Return from Suspension Agreement form to be included in their One School file as a reflective tool to assist the student on their return. Parents will also be required to return the signed section of the RBP relating to the reasons for which their student was suspended.

**SHORT SUSPENSION (1 – 10 DAYS):**
The student will be supplied with work, to be returned to the teacher for marking on their return from suspension. If a student completes this earlier, it is to be returned to the school for marking and staff will be asked to supply further work which will need to be returned to the school for the student’s teachers to mark on their return from suspension. Upon return, students will be required to successfully complete a period of time on a stage 4 behaviour monitoring card.

**LONGER SUSPENSION (11 – 20 DAYS):**
The school will put together a program of work comprising work from all the student’s teachers, to allow the student to maintain their continuity of learning when they return to school. Staff will be asked to supply work either electronically or in hard copy for the student, and to provide contact details in case the student has any queries regarding their program of work. If the student completes this work before the end of their suspension, they will be asked to return it to the school either electronically or in hard copy for marking, and then further work will be supplied. Upon return, students will be required to successfully complete a period of time on a stage 4 behaviour monitoring card.

**RECOMMENDATION FOR EXCLUSION:**
The school will put together a program of work comprising work from all the student’s teachers, to allow the student to maintain their continuity of learning for when they attend another school/educational opportunity. Staff will be asked to supply work either electronically or in hard copy for the student, and to provide contact details in case the student has any queries regarding their program of work. Until such time as the exclusion is confirmed, students will be required to return the work for marking and further work will be supplied. Once the exclusion is confirmed the case manager will liaise with the student’s new school.

**CANCELLATION OF ENROLMENT:**
A further behavioural consequence which may be applied to post compulsory students is cancellation of enrolment. A student may be deemed to be at risk of cancellation through non-participation in the program of instruction. Non-participation may be defined as the following:

- Inappropriate numbers of days absent from school
- Behaviour which is indicative of a lack of engagement in the program of instruction
- Failure to attend Academic Reviews
- Failure to submit assessment, and/or failure to submit assessment of an appropriate standard.

Students at risk of cancellation will be informed by letter and phone call. They will then be required to attend an interview with the Guidance Officer and expected to take responsibility for the actions and guidelines outlined to enable them to resume appropriate participation in their chosen course of study.

If the student fails to resume appropriate participation in their course of study their enrolment will be cancelled. An exit interview will be made available to the student and their parents to discuss the best “next step” for the student.

**PARTICIPATION AT SCHOOL EVENTS, EXCURSIONS AND AS A REPRESENTATIVE OF THE SCHOOL:**
Student who have been subject to disciplinary action and are on stages 2-4 of the schools Behaviour Management program will have their participation in events at, and external to, the school looked at on a case by case basis. As with other areas of Behaviour Management, individual circumstances, age, behaviour history, the severity or ongoing nature of the unacceptable behaviour all are taken in to account when deciding on consequences for students. Therefore students may find they are not allowed to represent the school, attend excursions and special events as part of the consequences of their unacceptable behaviour.

**ASSAULTS AND SERIOUS PLAYGROUND INCIDENTS.**
Students who are suspended for any length of time for:

- an assault/fight/bullying in the playground
- for serious/dangerous misbehaviour in the playground
- on-going use of social media to harass and intimidate.
Will be placed on a gradual return to the playground on their return. This will be codified in an Individual behaviour agreement which will outline the length of time, and where, the student will be required to spend their lunch breaks when they return to school. This process is implemented to ensure the student understands the serious nature of their behaviour, and the responsibility required of them to interact appropriately in large social situations.

**FUNCTIONAL BEHAVIOUR ASSESSMENT.**

Students who have been suspended multiple times, or received an immediate long suspension of 10 days or longer may be required to undergo FBA (Functional Behaviour Assessment). This assessment process provides more information about students’ behavior by identifying factors regarding behaviors that may not be obvious. It provides data trends and patterns, may be simple or intensive and helps identify the root causes and functions of the students’ inappropriate behaviors. The data from the process assists in the development of an appropriate and effective behavior plan for students with complex inappropriate behaviors.

A member of the school’s administration and a Guidance Officer are trained in the use of FBA. The school’s Social Justice Committee will recommend the implementation of the process and will oversee it and liaise with the parents, student and welfare agencies as required.

**GUIDELINES FOR THE IMPLEMENTATION OF MNSHS BEHAVIOUR MANAGEMENT PROGRAM.**

Appendix M details a series of guidelines which can be used by staff at the school to assist in the implementation of the schools Responsible Behaviour Plan. There is also the schools Pedagogical model, the Art and Science of Teaching, which contains detailed steps which the teacher can use to ensure they establish in their classrooms a safe, and responsible learning environment that ensures the students at North High develop resilience, respect and confidence.
EMERGENCY SITUATIONS AND CRITICAL INCIDENTS

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student engaging in the behaviours, or other staff or students, is likely to be placed in serious jeopardy.

Basic defusing strategies –
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 or communicating anger and frustration through body language.

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.

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.

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.

Debrief
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.

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member.
- posing an immediate danger to himself/herself or to others.

Appropriate physical intervention may be used to ensure that Mackay North State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. It should only be used as a last resort, staff should not place themselves at risk in any circumstances.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
All staff understand:
- physical intervention cannot be used as a form of punishment.
- physical intervention must not be used when a less severe response can effectively resolve the situation.
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction.
- school disruption.
- refusal to comply.
- verbal threats.
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident, 
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

**NOTE: NO STAFF MEMBER IS REQUIRED TO PLACE THEMSELVES AT RISK.**

Record keeping
- debriefing report (for student and staff)
NETWORK OF STUDENT SUPPORT

All personnel in the school contribute to the welfare of students.

**ADMINISTRATION TEAM:** The Principal and Deputy Principals will take responsibility for designated Year levels and work closely with the Year Coordinators and HODs. They will deal directly with students who are on Stages 4 and 5 of our Responsible Behaviour Plan.

Their overall responsibilities are to –
- administer the provisions of the Education (General Provisions 1996) Amendment Act and the policies of Education Queensland.
- guide the development, implementation and evaluation of the Responsible Behaviour Plan.
- liaise between school, parents, the wider community and Education Queensland.
- maintain students’ behaviour records in the respective year levels for which they have responsibility.

**HEADS OF DEPARTMENT** take responsibility for supporting teachers in their faculty and for incidents which take place in their subjects.

Their responsibilities are to –
- assist with classroom related problems, e.g. late assignments, classroom disruptions.
- provide support for staff and students in their department.
- maintain subject area records.
- liaise with Year Coordinators, Junior and Senior School HODs regarding persistent behaviour management problems.
- ensure aims and objectives of teaching programs suit the needs and welfare of staff and students.
- provide a link between staff and Administration for information, communication and support.
- identify underachieving students and liaise with parents regarding student progress.

**JUNIOR AND SENIOR SCHOOLING HODS** will support the other HODs and Year Coordinators by taking responsibility for students who show persistent poor behaviour across a number of subjects. Their areas of responsibility will develop over time. These will include –
- being responsible for students on Level 2 and 3.
- dealing with students who are persistently truanting or late to class.
- dealing with incidents of minor assaults or persistently bullying behaviour or harassment.

**YEAR COORDINATORS** are appointed for each Year Level and provide another avenue of support for students and staff.

Their responsibilities include –
- working with HODs and the Administration team to provide support for students with persistent behaviour problems.
- running weekly assemblies and developing Year Level activities.
- dealing with breaches of our uniform policy.
- taking responsibility for playground behaviour incidents.
- being responsible for students on Level 1.
- truancy – first level.
- Develop and implement the wellbeing program for the year level.

(Stage 3 students are the particular responsibility of Heads of Department and Year Coordinators)

**TEACHERS** make a difference. Their building of relationships with students, their preparation of relevant and challenging activities and their modelling of respect to students form the basis of successful behaviour management of students.

Their goal is to –
- take responsibility for classroom management.
- provide a positive, stimulating learning environment.
- report/act upon disruptive behaviour in the classroom with appropriate documentation and referral.
- challenge and address harassment and discrimination.
- be involved in Year Level activities with their Home Groups.
- liaise with parents.

(Stage 1 & 2 students are the particular responsibility of teachers)
**TEACHER AIDES** support students in a wide range of areas to ensure that all students get the opportunity to participate as fully as possible in their education. Their goals are to:

- become aware of and support school policies.
- inform teachers and the administration of specific student concerns in relation to students behaviour, with accompanying documentation.

**THE PARENTS AND GUARDIANS** of our students are an essential part of the successful application of our policies.

Their goal should be to –

- become aware of and support school policies.
- inform school of specific student concerns.
- encourage good behaviour and work habits in their children.
- participate in school activities.
- respond to advice sent home from the school.

**STUDENTS** who cooperate and work within this policy will gain the most from their schooling.

They need to –

- recognise the teacher’s duty of care, i.e. recognise that teachers have a responsibility to give directions and instructions.
- show respect to their teachers, their peers and their environment.
- take part in Year Level activities.
- provide leadership through Student Council, Captains and House Captains, Junior Leadership roles etc
- make the most of the many activities and opportunities available – academic, sporting, cultural, and school sponsored social activities.

**GUIDANCE COUNSELLORS** are an important part of the support staff available for staff, students and parents/guardians.

Their areas of work will include –

- counselling students on problems related to school, work, family and friends.
- working with Administration and other staff members, parents and students on problems of individual students.
- maintaining accurate, updated material on employment and further education.
- assisting students in setting positive goals.
- referral of students to outside agencies where appropriate.
- Communication with parents

**THE COMMUNITY EDUCATION COUNSELLOR** assists with the specific needs of Aboriginal, Torres Strait Islander and South Sea Islander students.

This includes –

- developing an awareness of cultural issues by maintaining close contact with the Aboriginal, Torres Strait Islander and South Sea Islander communities and teachers.
- responding to educational, vocational and personal issues that affect learning e.g. goal setting, anger management, learning support and personal counselling.

**THE SCHOOL-BASED POLICE OFFICER** is based in our school for two days each week. They will –

- take action when crimes are committed.
- ensure that there is an early intervention of crime, with appropriate advice to students and parents.
- provide classroom lectures on the Law.
- work to improve Road Safety through patrols and Offence Notices.

**THE SCHOOL-BASED YOUTH HEALTH NURSE** is provided by Queensland Health for further student support. Role is to –

- provide advice for students, parents and staff on youth health issues.
- provide class information in the area of health education.

**THE YOUTH SUPPORT COORDINATOR** is available on a part time basis for further student support. Role is to -

- provide support and information for homeless and independent students and those at risk of becoming early school leavers.
- liaise with the Guidance Officers and other support team.

**THE CHAPLAIN** is provided by the support of local churches and Scripture Union. Work will include –

- providing spiritual counselling and support for students.
- liaising with relevant support staff and Administration team.
- provide lunchtime programs for students.

In addition, we access outside agencies where possible to enhance our network of student support. These may include – the Youth Mental Health arm of Queensland Health, YERS, Headspace and special programs supplied by the youth networks in Mackay.
CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

In deciding on the consequences for breaking the rules and breaching the school's Responsible Behaviour Plan, the school will consider a number of factors which may include, but not limited to the:

- age of the student.
- understanding of the impact of cultural or socio-economic circumstances.
- level of disability of the student.
- previous behaviour record.
- previous consequences applied.
- severity of the incident.
- degree of provocation.
- intent of the action.

In addition, we will consider the consequences which have been applied to other students for similar breaches, with a view to ensuring consistency and fairness. Students who are faced with suspension, exclusion or cancellation of enrolment will be advised why the proposed action is being taken and will be given the opportunity to respond (either by written or verbal statement) to the allegations and present their case prior to any decision being made.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
SOME RELATED RESOURCES

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

ENDORSEMENT

______________________________  _______________________________
Catherine Rolfe                                             Trina Saunders
Principal                                               P&C President

Date Effective from January 2019 to December 2022
Mackay North State High School adopts a three level approach for resolving conflict where various avenues are able to be explored. Students are supported and encouraged to take an active part in various resolution processes outlined. By being empowered to act independently or collaboratively with adults, all students can feel safe and supported. The main goal is to foster partnerships that empower students, increase their levels of responsibility and prepare them for life. Ensure all students are made aware of the Responsible Use of Internet Policy and the school’s Electronic Devices Policy and that misuse of either of these may result in students moving through the Behaviour Management Levels of the school.

**CYBER BULLYING POLICY**

Cyber bullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; always on and always there. Above all, information communication technologies support social activity that allows young people to feel connected to their peers. Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobile phones or the internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adults around them will understand it to be that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety.

Bullying is not new, but some features of cyber bullying are different from other forms of bullying:

1. **Personal space.** Cyber bullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

2. **The audience can be very large and reached rapidly.** The difficulty in controlling electronically circulated messages means the scale and scope of cyber bullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.

3. **People who cyber bully may attempt to remain anonymous.** This can be extremely distressing for those being bullied. The person committing the cyber bullying may never be in the same physical space as their target.

4. **Cyber bullying can take place both between peers and across generations.** Age or size is not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.

5. **Some instances of cyber bullying are known to be unintentional.** It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another student, or friend that they don’t expect to be forwarded or viewed outside their immediate group.

Some cyber bullying activities could be criminal offences under a range of different Commonwealth, State and Territory laws. For example, using a carriage service (such as a mobile phone) to make a threat, to menace, harass or cause offence could be a criminal offence under the Schedule to the Criminal Code Act 1995 (Cth).

When an instance of Cyber Bullying has been identified or reported, the school will give reassurance that the person has done the right thing by telling someone, and will refer them on to any existing pastoral support/procedures and inform parents. **Staff will also provide the following specific steps:**

- Make sure the person knows not to retaliate or return the message.
- Ask the person to think about what information they have in the public domain.
- Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they’ve received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
• Check the person/s being impacted by the cyberbullying understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chat room.
• Take action to contain the incident when content has been circulated:
  • If you know who the person responsible is, ask them to remove the content
  • Contact the host (e.g. the social networking site) to make a report to get the content taken down.
• Follow steps set out in school mobile device policies in relation to inappropriate use. Ask the student/s concerned who they have sent messages on to.
• In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

Once the person bullying is identified, the school will deal with them as per the schools anti-bullying policy. The school will also reinforce the following message:
• Always respect others – be careful what you say online and what images you send.
• Think before you send – whatever you send can be made public very quickly and could stay online forever.
• Treat your password like your toothbrush, keep it to yourself. Only give your mobile number or personal website address, social media passwords to trusted friends.
• Block the bully – learn how to block or report someone who is behaving badly.
• Don’t retaliate or reply.
• Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
• Make sure you tell an adult you trust, or call a helpline like the Kids Helpline on 1800 55 1800 in confidence;
• Finally, if you see cyber bullying going on stand up and speak out! Support the victim and report the bullying. How would you feel if no one stood up for you?

STOPPING BULLYING WITH STYMIE AT MACKAY NORTH STATE HIGH SCHOOL

Mackay North State High School utilises the resource of STYMIE, a social media anti bullying reporting framework to allow students and parents the opportunity to report bullying anonymously. Stymie.com.au encourages students to support their peers by making anonymous notifications through their site. These notifications will be about other students who are being bullied or experiencing harm at MNSHS. Students can also make notifications about illegal activity and any other kind of harm to the school community. The notifications can include evidence such as screen shots of Facebook conversations or text messages and are automatically forwarded to the school administration at MNSHS. The first conversation the Administration will have, will be with the student who is experiencing harm - they will know they are not alone.
Mackay North State High School is committed to supporting all students in being able to make positive choices about bullying and harm in our community.

Stymie promotes the pro-social responsibilities of bystanders and outlines their responsibilities in the cycle of bullying. We are empowering Mackay North State High School students to stand up for each other without fear.

Stymie Notifications provide supporting documentation to assist the person being bullied, the parents and the teachers, to stymie the bullying cycle.

Stymie fosters pro-social values, physical and emotional safety and enhances interpersonal skills and self-awareness.

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has.”

~ MARGARET MEAD
APPENDIX B: UNIFORM POLICY

SCHOOL POLICY
The school uniform has been determined by the P&C Association with input from staff and students. Our school community values the wearing of full school uniform at all times, and this expectation is made clear to all students who enrol at Mackay North State High School. It is expected that all students will wear the uniform with pride and modesty. The school’s administration team reserves the right to enforce the school’s uniform policy under these guidelines. The school strongly recommends the wearing of hats/caps for all outdoor activities. Beanies and bandanas are not permitted.

GUIDELINES
All teaching staff are responsible for enforcing the Uniform Policy. Students who do not comply with the Uniform Policy will be subject to procedures for non-compliance as per the Responsible Behaviour Plan.

Department of Education safety regulations dictate that in practical classes (e.g. Art, Science, Manual Arts, Physical Education and Home Economics) ‘footwear with impervious uppers will be worn’. All footwear at Mackay North SHS must comply with these guidelines.

The school strongly recommends the wearing of hats/caps for all outdoor activities. Reversible school/house colour bucket hats and school caps are available for sale from the school office. Beanies and bandanas are not permitted.

Combinations of the sports uniform and formal uniform are not permitted, except in the case of shoes.

SPORT UNIFORM
The Sport Uniform may be worn Monday, Tuesday, Thursday and Friday. Details in table on next page. All students are to wear the sport uniform for school sporting carnivals. Students attending sporting events outside the school are to wear the sports uniform.

FORMAL UNIFORM
The formal uniform is designed to be worn every Wednesday by all students. Students who have leadership positions or represent the school at various public speaking/formal functions will require the full formal uniform, with the following additional items:
- black lace-up shoes
- school blazer (borrowed from the Senior Centre) or knit jumper as per the day uniform.

Shoes
Students are strongly urged to wear plain, black shoes with the formal uniform, however black, blue or white sports lace-up shoes (as per sport uniform) are acceptable. Slip-ons, skate shoes or canvas shoes are not appropriate. If in doubt, contact the Year Coordinator before purchasing shoes. Shoes MUST be laced up with the bow visible at the top of the shoe.

Students attending formal duties for the school (i.e. School Leaders) are to wear black lace up shoes and a school blazer (borrowed from the school).

Winter
Knit jumper is preferred with the formal uniform, however, plain royal blue pullover (zipped or overstyle, not hooded) or windcheater is acceptable. Plain royal blue trackpants. Senior jersey which may be purchased at the beginning of each year through the Senior Coordinators (Years 11 and 12 only).

GENERAL UNIFORM GUIDELINES

SAFETY CLOTHES
Students enrolled in Senior Manual Arts subjects will be required to provide safety boots, overalls and safety glasses for the workshops. Information will be provided during subject selection.

Students participating in Agriculture may wear a high visual shirt during practical sessions.

JEWELLERY
The only jewellery permitted is a watch (plain band), two pairs of plain sleepers or studs, (four earrings in all, a maximum of two earrings per ear) and one plain ring to meet safety requirements. Necklaces are not permitted.

NAIL POLISH
Only clear nail polish is to be worn. No artificial and gel nails are permitted. Nails are to be trimmed to a safe length.

MAKE-UP
Light foundation may be worn.
**HAIRSTYLES**
Any student with an inappropriate hairstyle (including colour, tracks etc) may be isolated from non-curriculum activities until rectified.
Hair accessories should be primarily functional and not a fashion item. Items such as hairbands, hair ties, combs etc are to be predominantly in school colours.

**BODY PIERCING**
Body piercing, such as eyebrows/nose/lip/tongue piercings is not permitted.
Any student who chooses to have piercings done during the school term should ensure the piercing can be removed during school hours, as covering with band aids, insertion of a clear stud etc is not appropriate. Isolation from normal activities will be implemented until rectified.

**TATTOOS:**
Visible tattoos are not part of the school uniform. Students who choose to get a tattoo while attending North High will be asked to have it discreetly covered, failure to follow this direction will result in the students moving through the behaviour stages.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports Uniform</strong>&lt;br&gt;MNSHS Sports shirt (Junior or Secondary)  Junior Secondary Polo shirt (Year 7–9) – Royal blue micro-mesh polo shirt with blue/white side stripe.  Senior Secondary Polo shirt (Year 10–12) – Royal blue micro-mesh polo shirt with blue/yellow side stripe.&lt;br&gt;MNSHS unisex shorts&lt;br&gt;White ankle socks with MNSHS&lt;br&gt;MNSHS jacket or plain royal blue pullover (zipped or over-style not hooded) or windcheater is acceptable.</td>
<td><strong>Girls</strong>&lt;br&gt;Predominantly white / off white joggers with white laces&lt;br&gt;Or&lt;br&gt;Predominantly black joggers with black laces or predominantly blue joggers with blue laces</td>
</tr>
<tr>
<td><strong>Sports Shoes</strong>&lt;br&gt;Predominantly white / off white joggers with white laces&lt;br&gt;Or&lt;br&gt;Predominantly black joggers with black laces or predominantly blue joggers with blue laces</td>
<td><strong>Girls</strong>&lt;br&gt;MNSHS royal blue with white and grey stripe front pleated skirt. Skirts are not to be worn shorter than just above the knee  OR&lt;br&gt;Grey dress shorts / long grey dress pants&lt;br&gt;MNSHS formal shirt&lt;br&gt;MNSHS Tie&lt;br&gt;MNSHS White, School logo ankle sock  or&lt;br&gt;Black, navy or natural coloured tights may be worn for formal occasion or during colder weather.  OR&lt;br&gt;MNSHS Knit Jumper  Or  MNSHS Blazer (for students attending formal duties – borrowed from school)</td>
</tr>
<tr>
<td><strong>Formal Uniform</strong>&lt;br&gt;Grey dress shorts&lt;br&gt;OR&lt;br&gt;Long grey dress pants&lt;br&gt;MNSHS formal shirt&lt;br&gt;MNSHS Socks, white with royal blue stripe, or school logo ankle socks&lt;br&gt;MNSHS Tie&lt;br&gt;MNSHS Knit Jumper&lt;br&gt;Or&lt;br&gt;MNSHS Blazer (for students attending formal duties – borrowed from school)</td>
<td><strong>Girls</strong>&lt;br&gt;MNSHS royal blue with white and grey stripe front pleated skirt. Skirts are not to be worn shorter than just above the knee  OR&lt;br&gt;Grey dress shorts / long grey dress pants&lt;br&gt;MNSHS formal shirt&lt;br&gt;MNSHS Tie&lt;br&gt;MNSHS White, School logo ankle sock  or&lt;br&gt;Black, navy or natural coloured tights may be worn for formal occasion or during colder weather.  OR&lt;br&gt;MNSHS Knit Jumper  Or  MNSHS Blazer (for students attending formal duties – borrowed from school)</td>
</tr>
<tr>
<td><strong>Formal Shoes</strong>&lt;br&gt;Students are strongly urged to wear plain, black shoes with the day uniform.</td>
<td><strong>Girls</strong>&lt;br&gt;MNSHS royal blue with white and grey stripe front pleated skirt. Skirts are not to be worn shorter than just above the knee  OR&lt;br&gt;Grey dress shorts / long grey dress pants&lt;br&gt;MNSHS formal shirt&lt;br&gt;MNSHS Tie&lt;br&gt;MNSHS White, School logo ankle sock  or&lt;br&gt;Black, navy or natural coloured tights may be worn for formal occasion or during colder weather.  OR&lt;br&gt;MNSHS Knit Jumper  Or  MNSHS Blazer (for students attending formal duties – borrowed from school)</td>
</tr>
<tr>
<td><strong>Hat</strong>&lt;br&gt;MNSHS Bucket hat</td>
<td><strong>Girls</strong>&lt;br&gt;MNSHS Bucket hat</td>
</tr>
<tr>
<td><strong>Examples of incorrect Shoes</strong></td>
<td><strong>Girls</strong>&lt;br&gt;MNSHS royal blue with white and grey stripe front pleated skirt. Skirts are not to be worn shorter than just above the knee  OR&lt;br&gt;Grey dress shorts / long grey dress pants&lt;br&gt;MNSHS formal shirt&lt;br&gt;MNSHS Tie&lt;br&gt;MNSHS White, School logo ankle sock  or&lt;br&gt;Black, navy or natural coloured tights may be worn for formal occasion or during colder weather.  OR&lt;br&gt;MNSHS Knit Jumper  Or  MNSHS Blazer (for students attending formal duties – borrowed from school)</td>
</tr>
</tbody>
</table>
APPENDIX C: POLICY ON SMOKING AND POSSESSION OF TOBACCO PRODUCTS INCLUDING E-CIGARETTES, DEVICES AND LIQUIDS.

WHAT WE ARE TRYING TO ACHIEVE?
The Mackay North High smoking policy should address three goals -
- encourage non-smokers to remain non-smokers
- encourage new / beginning smokers to quit
- manage long term / addicted smokers

HOW CAN WE ACHIEVE THESE GOALS?

**Encourage non-smokers to remain non-smokers**
- educate students in regards to the short and long term benefits of being smoke free – reasons not to start to smoke.
- educate students in regards to the short and long term harm of smoking – reasons not to start smoking.
- educate students on Assertive Behaviour and Goal Setting – equip our students with the skills to say ‘No’.
- widely publish the school smoking policy – staff, students, and parents – deter students through knowledge of the consequences.
- publish non-smoking literature to the wider school community – staff, students, parents – provide parents with some information / skills to adopt a non-smoking position.
- teachers to act as role models for students – do as you ask.

**Encourage new / beginning smokers to quit**
- as above plus
- involve parents and use a Quit Smoking Program in conjunction with Stages in our Behaviour Management Plan.

**Manage long term / addicted smokers**
- as above plus
- involve parents and use a Personal Management Policy in conjunction with Stages in our Behaviour Management Plan

OUR PROCESS:
Students are not permitted to be in the possession of, or to consume tobacco products, or be in possession of items used for the consumption of tobacco products –
- At school
- At a school related activity outside of school hours
- Travelling to and from school
- While in school uniform
- During camps and excursions

A student is considered to be in breach of this policy if he/she –
- Is in the presence of students who are consuming tobacco products,
- Is observed consuming tobacco products,
- Is in possession of cigarettes, lighters or implements used for the consumption of tobacco products
- Has a breath or hands which smell strongly of tobacco indicating that he/she has recently been smoking.

Consequence of a breach of the policy –
Any breach of the policy would be treated individually and on its merits taking in to consideration the age and history of the student concerned. A ‘fresh start’ in the list of consequences may be considered if there is a significantly long period of time between offences. In general, consequences would be linked to the stages in our Behaviour Management Plan and follow the steps –
FIRST OFFENCE:
- A one day internal suspension during which the student would complete a Quit Smoking Program.
- A further letter to the parent warning of future consequences.
- Referral to School Nurse and other agencies for support.
- Stage 4 Behaviour Card.

SECOND OFFENCE:
- A 3 day suspension and on return a Stage 4 Behaviour Card.
- Referral to School Nurse and other agencies for support.

QUIT SMOKING PROGRAM
Students to complete a Quit Smoking Program while in isolation – internal suspension. This program should have a positive focus – ‘YES! You can Quit’ – this is how and why. They may also use some of the strategies outlined below.

SUGGESTED MANAGEMENT STRATEGIES
This program is to be designed in conjunction with parents, the student, a member of Administration and the school nurse. This program takes into consideration two major points –

- The student is strongly addicted to nicotine and does not intend to quit.
- Smoking is not allowed on the way to, from and at school.

What needs to be designed is a program to allow students to manage their addiction while at school and going to and from school. Some ideas may include –
- nicotine patches and gum purchased by student / parent and to be distributed by the school nurse / Administration.
- some form of supervision during recess times
- direct supervised travel arrangements between school and home
APPENDIX D: POLICY ON POSSESSION AND/OR CONSUMPTION OF ILLICIT SUBSTANCES

BACKGROUND:
Our school community recognises that illicit and unsanctioned drug use has the potential for disruption to families, school performance and the physical and emotional development of young people. To assist students make wise choices, we will

- provide a drug and alcohol education program through the HPE and Well being courses.
- involve our support staff e.g. nurse, police officer where appropriate.
- set clear expectations of students regarding this policy and the consequences of breaches of our school rules.
- establish links with outside agencies such as ATODS and Queensland Health.

OUR PROCESS
Students are not permitted to be in possession of, provide for others or consume illicit substances. This policy covers alcohol and illegal drugs. Students are not permitted to be in the possession of, or provide for others materials or equipment which may be used for the consumption of an illicit substance. This policy is enforced –

- during a normal school program during school hours
- at a school related activity outside of school hours
- travelling to and from school
- while in school uniform
- during camps and excursions.

A student is considered in breach of this policy if he/she –

- is observed by either staff or other students consuming illicit substances.
- is in possession of illicit substances.
- is in possession of materials or equipment that may be used for the consumption of an illicit substance.
- acts in a manner that is consistent with the effects of an illicit substance.

Consequence of a breach of the policy:
Any breach of the policy would be treated individually and taken on its merits considering the age and history of the student concerned. In general, the consequences would be linked with our Behaviour Management Plan and would follow the steps –

FIRST OFFENCE OF CONSUMPTION OR POSSESSION

- A 6 – 20 day suspension and return on Stage 4 of the behaviour management plan, or recommendation for exclusion.
- referral to Guidance Officer, School Based Police Officer, School Based Youth Nurse and other agencies for support.

SECOND OFFENCE OF CONSUMPTION OR POSSESSION.

- 20 day suspension and return on Stage 4 of the behaviour management plan, or recommendation for exclusion.
- referral to Guidance Officer, School Based Police Officer, School Based Youth Nurse and other agencies for support.

FIRST OFFENCE OF PROVISION OR SALE OF SUBSTANCES

- recommendation for exclusion.
APPENDIX E: BEHAVIOUR CARDS POLICY

BEHAVIOUR CARDS:
Behaviour Cards for Stage 3, 4 and 5 students will be colour-coded – green for HODs, yellow for Year Co-ordinator, blue for Administration. The cards must be presented daily on arrival and departure to the HOD, Year Co-ordinator or member of the Administration who has issued the card and must be signed each day by a parent or guardian.

BEHAVIOUR CARD GUIDELINES

A. Why are Behaviour Cards used?
Whenever possible poor behaviour in class should be dealt with by the classroom teacher. However there are students who do not respond well in this situation and need additional “encouragement and guidance” to do the right thing. Behaviour Cards may be used to assist the student to modify their behaviour. They are used by Year Coordinators, HODs and Administrators to monitor the student’s behaviour to ensure that their behaviour is being maintained at a satisfactory standard. Occasionally, parents will request that their son/daughter be placed on a Behaviour Card for a short time so they can get a better idea of how they are going in various classes. Similarly, students sometimes ask to be placed on a card for a variety of reasons. These cards will be marked as “voluntary” but the students should be rated normally.

B. Who allocates cards?
When you have an on-going problem with a student and you have made a reasonable effort to modify his/her behaviour (and teachers have recorded what these efforts are, and contacted the student’s parents) the teacher will need to decide to whom they will refer the student. If the situation has become serious and abuse, swearing, etc. has been directed at you, the student should be referred directly to the Administration team. If there is an on-going subject related problem, the student should be referred to the relevant Curriculum HOD who will use green cards. If there is a problem in the school grounds, Home Group or a general problem in several classes, the Year Co-ordinator or HOD (Junior or Senior) should deal with the student (yellow cards for YLC).

A phone call is a good quick way to report an incident. However, be aware that it is essential that you follow this up with a brief report so accurate records can be maintained and so accurate details can be given to parents if necessary. If you repeatedly take the “soft option” of only reporting by phone with no written follow-up, then you can’t expect to get the strong support you would hope for and expect. In discussions with parents we need a summary of all the facts accurately reported by you, not what we think you said and meant.

If you have to send a student to a Year Co-ordinator, HOD or the Administration team, always follow this up with a phone call as soon as possible.

C. Completion of the card.
Students who take the cards seriously and make an effort to improve need to be given positive feedback by both the classroom teacher and the person who’s monitoring the card. These students would generally conclude their card in two weeks.

However, if problems continue, and the student continues to get “Unsatisfactory” ratings, they will generally be put on lunch time detentions and the period of time they remain on the card will be extended by at least a week. If they refuse to attend their lunch time detentions or if these detentions don’t appear to be achieving the desired result, the student may have to complete after school detentions, may be isolated or possible suspension.
STUDENT BEHAVIOUR STAGES

**STAGE 1**
You are working well and are cooperating fully with teachers and fellow students. It is expected that students who hold positions of responsibility within the school (e.g. school captains, house captains, student council representatives) will maintain Stage 1.

IF YOU CHOOSE to break the rules, then you will move onto Stage 2.

**STAGE 2**
You have decided to cause some problems. Your teacher will remind you of the rules and decide on the consequences. Your parents may be contacted.

YOU CHOOSE to either –
(a) stop breaking the rules, and go back to Stage 1, OR
(b) continue to break the rules and move to Stage 3.

**STAGE 3**
You will have to work out the problem with **Year Coordinator** or **Head of Department**. You may be given a behaviour card and your parents contacted. Consequences such as the withdrawal of privileges, participation in excursions and sporting events, litter duty or detentions may occur.

YOU CHOOSE to either
(a) stop breaking the rules and go back to Stage 1 OR
(b) continue to break the rules and move to Stage 4.

**STAGE 4**
At this stage you will be referred to the **Principal or Deputy Principals**. You may be given a behaviour card or put in isolation. Your parents may be contacted and you may be placed on suspension or asked to show cause as to why your enrolment may not be cancelled.

YOU CHOOSE to either
(a) stop breaking the rules and go back to Stage 1, OR
(b) continue to break the rules and move to a Stage 5.

**STAGE 5**
At this stage, you have decided to continue to break the rules and have not improved your behaviour. You may be suspended from school or asked to show cause as to why your enrolment may not be cancelled. On return from suspension, students will be placed on a Level 4 Behaviour Card.

**NOTE:**
IF YOU CHOOSE to cause a major problem, such as stealing, verbal or physical abuse of staff or students, use, possession or provision of drugs, then you may move straight on to Stage 4 or Stage 5.
APPENDIX F: MOBILE DEVICE POLICY

Acceptable personal mobile device use

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within the Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems, Student BYOx Charter.

While the school allows mobile phones at school we must ensure that students do not interrupt the learning of others with their phones. To that end the school has the following list of protocols and procedures for students to follow if they choose to bring their phone to school. This list is not exhaustive, and if in the professional judgement of a member of school staff, a student is affecting the learning of others through the manner in which they use their phone, the staff members directions in relation to the student and their phone and/or attachments (e.g. earphones) need to be followed without equivocation and in good time.

If a student chooses to bring their phone to school they need to ensure they are aware of, and follow, these guidelines:

- As a result of privacy legislation students are not allowed to take photo/s videos/audio recording of other students/staff/classes at school.
- Ear buds and ear phones are not part of the school uniform and should not be worn through the uniform at any time, and should not be taken into classes.
- Ear buds are permitted at breaks, however, they are not to be worn if a student, or a member of the group they are with, are being addressed by a staff member.
- There should be minimal need for lengthy, if any, phone calls while at school.
- Phones are not to be used in the classroom without the permission of their teacher.
- Phones should be used sparingly during flex/spares; students should be working through their study plan materials or reading.
- Selfie sticks are not permitted.
- Loud music, either through phone or via external speakers, is not permitted.
- The school accepts no responsibility if a student chooses to bring their phone to school and that phone is damaged or stolen.

If a student breaches the school’s mobile phone policy:

- On the first occasion it will be confiscated and returned to the student at 3 pm.
- On the second occasion it will be confiscated and the student’s parents will be required to pick the phone up from the front office.
- On the third occasion the student will be suspended.

The School Administration Team reserves the right to ask students to leave their phone at home if they have difficulty following these guidelines.

Other devices Responsible Use Guidelines: (iPad/Laptop)

STUDENT:

- Devices are a valuable learning device and fall under the responsible use of technology policy.
- As a result of privacy concerns students are not allowed to take photos / videos of other students at school in unsupervised situations or without the appropriate permissions.
- Push notifications are to be turned off.
- Airdrop or Airstream is not to be done at school at any time, unless under the direction of a teacher.
- The staff member’s directions in relation to the student and their device and/or attachments (e.g. earphones) need to be followed without equivocation and in good time.
- Students who choose to not follow these guidelines will move through the school’s behaviour management stages.
- Students are responsible for maintaining their devices in good working condition and looking after their devices at school.

STAFF

If students break these rules they need to be treated as any other breach of school policy according to the severity and frequency of the misdemeanours, e.g. if a student has a highly inappropriate photo on their device that may require immediate referral to HOD or Admin, whereas if they air drop a note to a friend that should be dealt with by the teacher (severity). Frequency means a student continues to air drop after increasingly more serious consequences from you (lines/detention/phone call home) then you refer that on to a HOD.
APPENDIX G: ACCEPTABLE USAGE NETWORK POLICY

This is an extract from the Student BYOx Charter and more detailed information can be found in that charter.

Acceptable personal mobile device use

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within the Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems, Student BYOx Charter.

Communication through internet and online communication services must also comply with the department’s Code of School Behaviour and the Responsible Behaviour Plan available on the school website.

While on the school network, students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- use unauthorised programs and intentionally download unauthorised software, graphics or music
- intentionally damage or disable computers, computer systems, school or government networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

Note: Students’ use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.

Misuse and breaches of acceptable usage

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.

The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action which includes, but is not limited to, the withdrawal of access to school supplied services.
APPENDIX H: POLICY ON POSSESSION, SUPPLY AND/OR USE OF KNIVES AND OTHER DANGEROUS ITEMS

BACKGROUND:
Our school community recognises that dangerous items, including knives, have the potential for harm to students themselves, other students, teachers, administrative staff, teacher aides and other adults who work in and around the school. To ensure all can attend school in a safe and protected environment, we will
- Provide a safe and disciplined school environment through the 4 ways 4 respect school policy.
- Involve our support staff e.g. Guidance Officer, Community Counsellor, Nurse, Police Officer where appropriate.
- Set clear expectations of students regarding this policy and the consequences of breaches of our school rules.

OUR PROCESS
Students are not permitted to be in possession of, or provide for others, knives or other dangerous implements including, but not exclusively, slingshots/spud guns/chemicals etc. which may disrupt or harm. This policy is enforced
- During a normal school program during school hours
- At a school related activity outside of school hours
- Travelling to and from school
- While in school uniform
- During camps and excursions.

A student will be considered to be in breach of the policy if –
- They are observed by either staff or other students to be in possession of a knife (flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives) or other dangerous or disruptive items.
- They are found in possession of a knife (flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives) or other dangerous or disruptive items.
- They are in possession of materials or equipment that may be used for the construction of a knife or dangerous item.
- They supply another student with a knife (flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives) or other dangerous or disruptive item.

Consequence of a breach of the policy:
Any breach of the policy would be treated individually and taken on its merits considering the age and history of the student concerned. In general, the consequences would be linked with our Behaviour Management Plan and would follow the steps –

FIRST OFFENCE OF POSSESSION OR SUPPLY OF A KNIFE OR DANGEROUS ITEM
- A 6 – 20 day suspension and return on Stage 4 of the Behaviour Management Plan, possible exclusion
- Referral to Guidance Officer, School Based Police Officer, School Nurse and other agencies for support.
- If associated with threat, recommend for exclusion.

SECOND OFFENCE OF POSSESSION OR SUPPLY OF A KNIFE OR DANGEROUS ITEM
- 20 day suspension and return on a Stage 4 of the Behaviour Management Plan, or recommendation for exclusion
- Referral to Guidance Officer, School Based Police Officer, School Nurse and other agencies for support.
APPENDIX I: ATTENDANCE POLICY

School responsibilities
Mackay North SHS aims to work in partnership with parents and students to maximise student attendance. Through the systems we have in place we aim to:

- identify absences quickly;
- follow-up absences promptly;
- send clear messages to students and parents that attendance is vital.

Student responsibilities
Students are required to:

- make a determined effort to attend school every day
- provide the school with a reasonable explanation from a parent/guardian when an absence is unavoidable
- catch up on any classwork that has been missed due to an unavoidable absence

Parent responsibilities
Parents are ultimately responsible for ensuring their children attend school, and our aim is to work with parents and the local community to implement the best strategies to suit the needs of students and the context of the community.

Parents may be prosecuted for their children’s poor attendance; however this is a last resort.

Implementation and strategies
A five step approach is used to address absenteeism in a school.

1. Develop a positive school culture
Students are more likely to attend and achieve at school if they feel accepted, valued, respected and included. We promote positive relationships between and amongst students, staff, and parents.

At MNSHS we use the following strategies to develop a positive school culture:

- Resilience programs and anti-bullying strategies are delivered by student services staff (Guidance Officers, School Based Youth Health Nurse, Chaplain, Youth Support Coordinator, School Based Police Officer) that develop social and emotional skills
- The Community Education Counsellor works closely with Indigenous students and their families to encourage and promote attendance
- Positive relationships with parents through ongoing communication from Homegroup Teachers and Year Level Coordinators.

2. Communicate high expectations of attendance
Staff, parents and the community can all play a role in helping schools to improve student attendance. Discussion of attendance is important when a student first enrolls at a school. The move from primary to high school is a crucial transition during which attendance patterns are established for the future.

Expectations of student attendance at MNSHS are conveyed through:

- Newsletter items
- Website documents
- Enrolment packages and interviews

All students are expected to set a goal to achieve a 95% attendance rate. Students are regularly made aware of their current attendance rate by their Homegroup teachers using OneSchool Dashboard. Students who have an attendance rate below 85% are specifically targeted by Homegroup Teachers and Year Level Coordinators for early intervention.

3. Record and follow-up student absences
Timely follow-up is a key preventative strategy in reducing absenteeism. It makes it harder for students to miss school without being detected. It also enables parents who may not be aware that their children are absent to take action. (A summary of the school’s approach can be found at Appendix O)

Recording absences:

- Rolls are marked on ID Attend each morning
- Rolls for each subject class are marked on ID Attend by the classroom teacher every lesson in a timely manner so that truancy can be detected immediately
- Classroom teachers are to report suspected truancy to the Year Level Coordinator as soon as possible
Reporting and explaining absences:

- Student absences from school can be explained by a parent or guardian in the following formats:
  - Phone call to the office
  - QParents
  - Note or a letter to Homegroup Teacher
  - Email to Homegroup Teacher or office
  - Sending a reply to school generated SMS

- On receipt of the explanation for an absence:
  - Office staff are to enter the explanation on ID Attend
  - Homegroup Teachers are to send notes to the office or if they have received the explanation themselves recording this in an email or on One School and sending this to the office

- ID Attend will be rolled into One School each day by office staff so that the One School data is up to date

Following up absences:

- Parents will be notified via SMS (ID Attend) if their child is absent from school or late to school after period one
- Homegroup Teachers are responsible for reviewing and analysing attendance data for students in their Homegroup each week (this could include when a student has had numerous days away from school or when their overall attendance is dropping / is below 85%).
- Year Level Coordinators meet fortnightly with a Deputy Principal or Senior / Junior Schooling Head of Department to discuss student attendance and are the next point of contact for ongoing issues with student attendance
- Teachers, staff and parents can refer attendance concerns to Year Level Coordinators
- All communication regarding attendance is recorded through Record of Contact on One School

4. Monitor student non-attendance

The Executive Team, Heads of Department and Student Services members will work with Year Level Coordinators to monitor students who show patterns of non-attendance. With the members of these teams, Year Level Coordinators are required to:

- Investigate trends in data (e.g. days of the week with the highest level of absenteeism)
- Review attendance data for the previous term to identify students with poor attendance and monitor these students
- Discuss attendance data with staff and Homegroup teachers so that trends and students at risk can be identified
- Consider the reasons for attendance patterns
- Schedule fun events and activities on days that have traditionally poor attendance
- Focus on improving attendance during the last week of term, when there is often a significant increase in absences. Ensure that learning continues up to and including the last day of school.
- Discourage families from taking holidays during school terms
- Distribute weekly reports to all school staff on the attendance rates for all year levels and classes

Data is comprehensively analysed weekly using the performance dashboard on One School. Students are categorised into one of the following categories according to their attendance rate:

- <85%: RED
- 85 – 90%: ORANGE
- 90 – 95%: LIGHT GREEN
- 95 – 100%: DARK GREEN

Any student who has an attendance rate of less than 85% will be monitored closely by both Homegroup Teacher and Year Level Coordinators. A phone call will be made to parents of these students regularly to discuss patterns in their attendance, any improvements they may have shown from week to week, and to gain information as to why they may be absent from school.

Teachers are provided with a guide to call / email parents regarding student attendance.
5. Provide intervention and support

When a student has been identified as high risk and the usual measures do not provide and improvement in attendance, school staff need to work more closely with these students and their families to help identify the reasons for poor attendance, promote the benefits of attending school, identify attendance and achievement goals, and develop a realistic plan for improving attendance.

These families will be offered support from both within the school (Guidance Officers, School Based Youth Health Nurse, Chaplain, Youth Support Coordinator, Community Education Counsellor, school based Police Officer) and external support (Social Worker, Psychologist). In these cases, Mackay North SHS will work together with support staff to address any attendance or welfare concerns. Home visits may be made in some circumstances by a Police Officer or Youth Support Coordinator.

Where there is no reasonable excuse for the child’s non-attendance, the department may refer parents to the Queensland Police Service for prosecution, in accordance with Managing Student Absences and Enforcing Enrolment and Attendance. Prosecution is a last resort and will only be utilised once all reasonable strategies have been exhausted, or if the family refuses to cooperate.

The Enforcement of Attendance process is initiated in One School by a Deputy Principal after identification and consultation with the Year Level Coordinator and a Student Services team member.

Some related resources

Departmental Policies and Procedures:
Managing Student Absences and Enforcing Enrolment and Attendance at State Schools
Roll Marking in State Schools
Vignette resources:
Attendance routines from prep
Attendance: it all adds up
Attending every day
Every day counts
Appendix J: Attendance Policy Quick Guide

School responsibilities
Mackay North SHS aim to work in partnership with parents and students to maximise student attendance. Through the systems we have in place we aim to:
- identify absences quickly
- follow-up absences promptly
- send clear messages to students and parents that attendance is vital

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Group Teachers</td>
<td>ID Attend</td>
<td>Every morning</td>
</tr>
<tr>
<td></td>
<td>Monitor patterns in absences</td>
<td>Introductory contact (phone call/email/text message) home by end of week 3</td>
</tr>
<tr>
<td></td>
<td>Promote Attendance policy</td>
<td>Ongoing – concerns with students’ attendance</td>
</tr>
<tr>
<td></td>
<td>Contact home (phone call/email)</td>
<td>including lateness, patterns in absence</td>
</tr>
<tr>
<td>All teachers</td>
<td>ID Attend</td>
<td>Every lesson</td>
</tr>
<tr>
<td></td>
<td>Electronic roll marking</td>
<td>To be completed by 3.30 each day</td>
</tr>
<tr>
<td>Year Level Coordinators</td>
<td>Monitor attendance</td>
<td>JS and SS performance meetings</td>
</tr>
<tr>
<td></td>
<td>Promote the attendance policy including rewards for attendance</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Contact home (phone call/email)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>ID Attend administrator:</td>
<td>Monitor students below 85% and above 70%</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>3 day absences</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>ID Attend anomalies</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Text messages and justifications from parents</td>
<td>Every day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By lunch 1 each day</td>
</tr>
<tr>
<td>Student Services Team and Deputy Principals</td>
<td>Case Manage those students at risk (below 70% attendance),</td>
<td>Fortnightly Team meetings</td>
</tr>
<tr>
<td></td>
<td>• home visits</td>
<td>Recommendations from Year Cos/DPs</td>
</tr>
<tr>
<td></td>
<td>• external agencies</td>
<td></td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>Enforcement of Attendance process</td>
<td>Ongoing absences – formal OneSchool process</td>
</tr>
</tbody>
</table>
## Return to School from Suspension Agreement Form

### Why were you suspended?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swearing</td>
<td></td>
</tr>
<tr>
<td>Swearing at Member of Staff</td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td></td>
</tr>
<tr>
<td>Technology Breach – videoing fight</td>
<td></td>
</tr>
<tr>
<td>Repeated refusal to follow instruction</td>
<td></td>
</tr>
<tr>
<td>Cyber bullying</td>
<td></td>
</tr>
</tbody>
</table>

### To improve I will do the following:

<table>
<thead>
<tr>
<th>Action</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring all my equipment</td>
<td></td>
</tr>
<tr>
<td>Speak politely to all staff</td>
<td></td>
</tr>
<tr>
<td>Turn up on time</td>
<td></td>
</tr>
<tr>
<td>Use the playground responsibly</td>
<td></td>
</tr>
<tr>
<td>Use technology appropriately</td>
<td></td>
</tr>
</tbody>
</table>

### The school will:

<table>
<thead>
<tr>
<th>Support</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Card</td>
<td></td>
</tr>
<tr>
<td>Subject Change</td>
<td></td>
</tr>
<tr>
<td>GO Reference</td>
<td></td>
</tr>
<tr>
<td>Outside Agency</td>
<td></td>
</tr>
</tbody>
</table>

### Principal / Deputy Principal

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Parent/Carer

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Learning Risk Assessment

**Student Requiring Assessment:**

**Reason for Assessment:**

**Age:**

**Year level:**

**Previous school:**

**Absentee rate at previous school:**

**In care:** Yes / No

**Youth Justice:** Yes / No

**Special needs:** Yes / No

**No. of One School Referrals:**

**Summary of reasons for One School Referrals:**

**No. of Suspensions:**

**Reasons for Suspensions:**

**Exclusion:** Yes / No

**If yes, reason for exclusion:**
<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Details</th>
<th>Modified Enrolment Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>0–10 OneSchool Referrals, No Suspensions, No Exclusions, Above 85% attendance rate</td>
<td>Normal enrolment procedure</td>
</tr>
</tbody>
</table>
| Medium     | 10–30 OneSchool Referrals, 1–3 short suspensions, No Exclusions, Above 60% attendance rate | Modified enrolment procedure may involve:  
- Graduated entry.  
- Monitoring with Year Coordinators card  
- Isolation from PGD for period of time  
- Half day introduction to North High including orientation tour, classroom expectations seminar, discussion with Guidance Officer/Support worker. |
| High       | 30 or more OneSchool Referrals, Greater than 3 short/long term suspensions, Excluded, Below 50% attendance rate | Modified enrolment procedure will involve:  
- Combined enrolment with PLC, TAFE etc  
- Monitoring with Administration card  
- Half day introduction to North High including orientation tour, classroom expectations seminar, discussion with Guidance Officer/Support worker.  
- Graduated entry commencing with P1 and 2 only, and moving through: P1/2 and break, 1/2 break and P3 etc. Full days, when attained will only be for 2–3 days a week, before 5 day full attendance. |
Students in Classes

Teachers use a variety of strategies prior to behaviour becoming an issue in the classroom. These strategies revolve around the use of ASoT, the school's pedagogical model, to develop and implement engaging units, lessons and classroom experiences. Further, the use of ASoT elements 33-37, from the beginning of the year, can help create rules and procedures that are clear and enforceable in each teacher's classroom.

If, despite the use of these strategies and processes, students continue to demonstrate unacceptable behaviours, it is in the best interest of the student that staff work through the following procedures:

- Document, on OneSchool, the students problematic behaviour and three strategies (ASoT or otherwise) that the staff member has used to attempt to modify that behaviour – this information will then be contained within the students behaviour record.
- Contact home regarding this student's behaviour, and note this contact on OneSchool.
- Discuss with the faculty HoD the strategies used, the contact home and develop the next steps, which may include placing the student on Stage 3 HoD card (green)

Students on Year Co-ordinators card. (Stage 3 yellow)

Year Coordinators deal with students with concerns in relation to Home Group, Playground or Wellbeing lessons.

Students identified in relation to truancy/uniform/make up/jewellery infringements are to be sent to the relevant year coordinator Junior Team (7/8/9) or Senior Team (10/11/12), with a follow up e-mail or phone call.

- The coordinator will liaise with the student to establish the reason for the referral. Where required the coordinator will refer to the student services or social justice committee for appropriate support (emotional/financial etc). Timeframes for the rectification of the issue will occur and discussion take place to ensure no further concerns.
- If a student is referred again to the coordinator and they establish there is no ongoing concern around the students financial and emotional wellbeing further consequences may be applied. This may include contact home, isolation at lunch time whilst uniform/make-up issues are addressed, etc.
- Where placing on a Stage 3 card is required, the coordinator will discuss the length of time the card will be carried for and the strategies and behaviours to be displayed by the student to enable them to move off the card. The coordinator will also explain the consequences if a student fails to avail themselves of the opportunities the school has provided for them to succeed. The Co-ordinator will contact home to explain this, and note the contact on OneSchool.
- A student may have ongoing difficulty developing the requisite skills to give themselves their best opportunity at school. This difficulty will be reflected in repeated concerns reflected in unsatisfactory ratings on their Stage 3 card and/or other behavioural concerns. Such repeated unsatisfactory results on a coordinator’s card, failure to follow the coordinator’s directions in regard to the card, or other behavioural concerns requires the coordinator to discuss the next Stage with the Head of Department (Junior or Senior) in charge of that students year level.

Students on Head of Department (HoD) cards (Stage 3 - green):

- As a result of discussion with the teacher, the decision is made to place a student on a behaviour card.
- The HoD will contact home to notify parents/guardians of reason for card, strategies which will be used in conjunction with the card to assist the student (e.g. referral to support staff, timeout from class). The HoD will discuss the length of time the card will be carried for and the strategies and behaviours to be displayed by the student to enable them to move off the card. The HoD will also explain the consequences if a student fails to avail themselves of the opportunities the school has provided for them to succeed.
- Repeated Unsatisfactory results on a HoD card, failure to follow the HoD’s directions in regard to the card or other behavioural concerns requires the HoD to discuss the next Stage with the Deputy in charge of that student’s year level.

NOTE: If a student chooses to cause a major problem, such as stealing, verbal or physical abuse of staff or students, use, possession or provision of drugs, then they may move straight on to Stage 4 or Stage 5.
Students on cards with Deputies (Stage 4 - blue):

- If, as a result of the discussion with the Faculty HoD it is decided that the student will move to Stage 4, a (blue) card with the Deputy Principal, the Deputy will contact home to notify parents/guardians of the reason for the placing of the student on a card at this Stage. The Deputy will explain the card and the manner in which it is to be administered, the strategies which will be used in conjunction with the card to assist the student, (referral to support staff, timeout from class, change of timetable). The Deputy will discuss the length of time the card will be carried for and the behaviours and processes to be displayed by the student to enable them to move off the card. The Deputy will also explain the consequences if a student fails to avail themselves of the opportunities the school has provided for them to succeed.

Failure to Improve on Stage 4

- A student may have ongoing difficulty developing the requisite skills to give themselves their best opportunity at school. This difficulty will be reflected in repeated behavioural concerns reported in unsatisfactory ratings on their Stage 4 card and/or other behavioural concerns. Such repeated unsatisfactory results on a Deputy Card, failure to follow the Deputies directions in regard to the card or other behavioural concerns may see a Stage 5 consequence of suspension implemented.
- Management of the suspension process is detailed on Page 11 of the Responsible Behaviour Plan.

Students with serious misbehaviours resulting in a 10 day or longer suspension, or a student who accrues three suspensions in a semester time frame will be considered as “at risk” and will require the development of a (referred to in OneSchool as Discipline Improvement Plan): Discipline Support Plan.

- Students will return on a Discipline Support Plan, which will be specific and will outline the students problematic behaviours, appropriate support measures with clear and unambiguous consequences if students breach the Discipline Support Plan.
- Within the Discipline Support Plan a Behaviour Support Plan or similar may be developed with the school support staff and the Administrative Officer (Deputy or Principal) who is overseeing the students program.
- This plan will detail complex support measures, use of outside agencies and other mechanisms which have been developed in conjunction with the students parent/guardians to assist the student achieve success at school.

- The Discipline Support Plan will include gradual return to Stage 1 rights over a period of time, such as isolation from PGD for a week, allowed in the PGD for only 1 recess, not allowed in PGD on arrival at school etc. This will allow the student time to re-engage with the strategies which will ensure their success at school in the long term. During this time of re-engagement students will be seated outside a HOD office doing activities relating to their Discipline Support Plan
- The Discipline Support Plan will be signed by the student's parent/guardian prior to the student returning to school. The student is not to be returned to school without a parental meeting. If the student returns to school without a meeting (unless pre-arranged by the Deputy) they will not be allowed to participate in normal activities until a meeting between guardian/parents, Administrative Officer (Deputy or Principal) and the student can take place.
- The completed and signed Discipline Support Plan will be sent to the student’s teachers. In the case of PGD incidents all staff will be e-mailed a photo of the student so if they interact with them in the PGD they are aware of the strategies and procedures required to support the students in their re-integration into the school.
### APPENDIX N: ACHIEVEMENT AND EFFORT MATRIX (used for reporting)

<table>
<thead>
<tr>
<th>Teacher Action:</th>
<th>Achievement</th>
<th>Effort</th>
<th>Behaviour</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set, communicated and modeled high expectations of behavior in each of my classes.</td>
<td>Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes and skills as assessed against work program standards.</td>
<td>Consistently focused and works diligently to complete tasks with time frames set. Attempts new and difficult tasks and seeks teacher feedback to set goals and monitor progress. Contributes meaningfully to the learning process, working productively individually and in teams.</td>
<td>Consistently demonstrates very high standards of behavior and takes responsibility for own behaviour. Consistently arrives to class prepared to learn.</td>
<td>Consistently completed to a very high standard within set time frames.</td>
</tr>
<tr>
<td>Established a strong culture of learning in my classroom and given feedback to students to direct their learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set learning goals in my subject and have checked for understanding each lesson, giving feedback to students on areas to improve. Worked with students to set performance goals for my subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set meaningful homework tasks that consolidate classroom learning that are due within reasonable timeframes. Homework and use of diary is monitored regularly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And for students awarded Needs Attention or Unsatisfactory:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established a strong culture of learning in my classroom and given feedback to students and parents regarding progress and minor/major behaviours. These conversations and actions have been recorded in One School.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set learning goals in my subject and have checked for understanding each lesson, given feedback to parents and HOD/YLC in regards to improvement strategies. Worked with students to set performance goals for my subject and given feedback to students, parents and HOD/YLC/DP.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ACHIEVEMENT

- **Excellent**: A
  - Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes and skills as assessed against work program standards.
  - Consistently focused and works diligently to complete tasks with time frames set.
  - Attempts new and difficult tasks and seeks teacher feedback to set goals and monitor progress.
  - Contributes meaningfully to the learning process, working productively individually and in teams.
  - Consistently demonstrates very high standards of behavior and takes responsibility for own behaviour.
  - Consistently arrives to class prepared to learn.
  - Consistently completed to a very high standard within set time frames.

- **Very Good**: B
  - Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes and skills as assessed against work program standards.
  - Attentive and works well to complete tasks.
  - Attempts most new and difficult tasks and seeks teacher feedback to set goals and monitor progress.
  - Participates in the learning process, generally working productively individually and in teams.
  - Is usually very well behaved, complies willingly with instruction, taking responsibility for behaviour.
  - Usually arrives to class prepared to learn.
  - Frequently completed to a high standard within set time frames.

- **Satisfactory**: C
  - Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes and skills as assessed against work program standards.
  - Usually on task and will return to work with minimal prompting. Works satisfactorily and sometimes manages time effectively.
  - Attempts some new and difficult tasks and uses teacher feedback to monitor progress.
  - Participates in some aspects of the learning process, working with some success individually and in teams.
  - Generally well behaved; responds to teacher instruction, correcting behaviour when prompted.
  - Does not always arrive to class prepared to learn.
  - Usually completed, to a satisfactory standard, generally within set time frames.

- **Needs Attention**: D
  - Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes and skills as assessed against work program standards.
  - Often off-task and requires regular teacher prompting. Often fails to complete work to a satisfactory standard. Sometimes manages time effectively.
  - Rarely attempts new or difficult tasks and does not use teacher feedback to monitor progress.
  - Limited evidence of participation in the learning process. Student works individually and in teams with prompting and support.
  - Behaviour can be disruptive, affecting the learning of others. Rarely self-monitors own behaviour.
  - Behaviour requires redirection and ongoing reminders about respect for others. Frequently fails to bring necessary equipment for class.
  - Often incomplete or completed with limited engagement with task, not completed within set time frames.

- **Unsatisfactory**: E
  - Evidence in a student’s work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes and skills as assessed against work program standards.
  - Rarely on task and significantly lacking in work completion. Rarely manages time effectively.
  - Makes no attempt to complete new or difficult tasks and does not use teacher feedback to monitor progress.
  - Very limited evidence of participation in learning process. Student requires teacher supervision to work individually and in teams.
  - Frequent disruptive behavior that requires ongoing teacher direction and monitoring. Rarely self-monitors own behaviour.
  - Behaviour requires redirection, reminders about respect for others and ongoing teacher monitoring that included external support intervention (HOD/YLC/DP).
  - Constant supervision and prompting is required for student to remain on task.
  - Does not bring materials for class, arrives to class unprepared.
  - Incomplete with limited engagement with task, often not completed within set time frames.