



Mackay North State High School

Student Code of Conduct 2024-2027

Equity and Excellence

Realising the potential of every student is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2023-2027

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Principal Signature:	
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Purpose

Mackay North State High School is committed to its motto – *Meliora Sequimur*. 'We Strive for the Best'. To meet this goal, Mackay North State High School provides a safe, supportive, inclusive and disciplined school environment where academic and social learning outcomes are maximised for all with a quality, interconnected and relevant curriculum. The Code of Conduct supports the enrichment of interpersonal relationships, embraces diversity and promotes positive student behaviours. It does this through efficient school organisation and practices that are both proactive and reactive when required. It promotes the use of appropriate and respectful behaviours and language. These are defined, modelled and reinforced, whilst encompassing individual circumstances.

This *Student Code of Conduct* details how our school community has established and maintained this supportive school environment where all students are given the opportunity to learn to the best of their capacity.

Principal's Foreword

Mackay North State High School has a long and proud tradition of providing high quality education to students in Mackay. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Mackay North State High School has three core values: Respect, Resilience and Confidence.

- **Respect** – for self and others by accepting people for who they are, even when they are different from yourself or you do not agree with them.
- **Resilience** - actively learn from our mistakes; allow others to actively learn by focusing on the positives; and accept feedback as a pathway to improvement.
- **Confidence** - actively learn through engagement; allow others to learn by being supportive and positive; allow the teacher to teach by being polite and helpful.

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

Mackay North State High School staff take an educative approach to discipline; we understand that behaviour can be taught, should be modelled, and mistakes are opportunities for everyone to learn. Our *Student Code of Conduct* provides an overview of the school's local policies on the use of electronic devices and other technology, the removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Mackay North State High School *Student Code of Conduct* together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations, to allow every student to live by our school motto of *Meliora Sequimur*. Strive for the Best.

P&C Statement of Support

As President of the Mackay North State High School P&C Committee, I am proud to support the *Student Code of Conduct*. The inclusive, transparent consultation process led by Mrs Catherine Rolfe and her team ensured that all parents have had the opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Mackay North State High School *Student Code of Conduct*, as the awareness and involvement of parents is critical to ensuring all adult members of the school community are able to support the students of the school to live up to the goal of “striving for their best.”

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

Bullying is a national and community-wide issue where we all have a role to play in its prevention and mitigation. It is important that every parent and child of Mackay North State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, with the flowchart on page 36 providing an excellent starting point to understand how to approach the school about these types of problems.

Any parent who wishes to discuss the Mackay North State High School *Student Code of Conduct* and the role of families in supporting the behavioural expectations of students is welcome to contact myself or to join the Mackay North State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

The consultation process used in the review of the Mackay North State High School *Student Code of Conduct* occurred in phases.

In the first phase, the current Code of Conduct was reviewed and updated by the school Leadership team, using a range of data sets including student academic, attendance and behavioural information, along with school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey.

The second phase involved the circulation of a draft copy of the *Student Code of Conduct* to staff, parents and students seeking feedback on the document as a whole in relation to clarity and readability of the information and identification of any sections they felt required further information or detail.

The final phase involved a series of internal meetings with the purpose of having staff become familiar with the revised *Student Code of Conduct*, associated documentation and legislation, and to review current practices in light of updated policies and procedures.

Review Statement

The Mackay North State High School *Student Code of Conduct* will undergo annual updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

Data sources available to Mackay North State High School that were used in developing, reviewing and assessing the efficacy of the *Student Code of Conduct* include, but are not limited to, OneSchool records, the School Opinion Survey, staff and a variety of year level specific and whole cohort student surveys conducted through the year. These are used to guide the implementation of the policies related to student discipline, safety and wellbeing, and behaviour and effort reports.

The OneSchool data base is a record-keeping system used by all public schools in Queensland. Records of contact, extra curricula activities, attendance, academic achievement, support measures, medical diagnosis, levels of ascertainment and behaviour incidents are recorded. Students' details and results are available on a class dashboard which enables teachers to gain a full picture of the capabilities of their students when designing lessons. Further specific support plans and measures are stored for the students who require them. These records are able to be accessed by caregivers following a written request to the Principal.

The School Opinion Survey is an annual collection of opinions from the whole school community on what the school does well, and those areas in which the school could improve. Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from selected year levels in the school. Opinions on the school as a workplace are sought from all school staff and school administrators. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

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 *Student Code of Conduct* draws from:

- Department of Education *Student Code of Conduct* Exemplar
- 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, and co-curricular and extra-curricular activities offered at Mackay North State High School.

Our school community believes that social and academic learning outcomes are maximised for all when we employ quality practices in the areas of curriculum, interpersonal relationships and school organisation. We value the pursuit of excellence as evidenced by a desire to learn coupled with sincere effort and a positive attitude, evident in a student's behaviour.

Staff and students at Mackay North State High School have the right to work, and learn to their full 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 with appropriate behaviour needs taught, modelled, encouraged and developed. To facilitate this, we teach and reinforce the values of **Respect, Resilience and Confidence**, the values we believe will most benefit students when they leave the school gates. These values are presented in the students' diaries, in posters around the school and are supplemented by school-wide classroom expectations of behaviour which highlight that behaviour is acceptable if:

- **you are actively learning**
- **you are allowing others to actively learn**
- **you are allowing the teacher to teach.**

Student Wellbeing and Support Network

Mackay North State High School offers a range of curriculum and non-curriculum programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their curriculum subject teacher, or Home Group teacher, or make an appointment to meet with one of the members of the Student Services Support Team if they would like individual advice or support on any matter.

Teachers at Mackay North State High School and the school community play a vital role in supporting the mental health and wellbeing of all students. Mackay North State High School provides an environment in which all students can feel safe, supported, included and respected. The wellbeing of students is intricately linked to a positive school culture underpinned by preventative and intervention programs that aim to support students with social, emotional and mental health wellbeing. Mackay North State High School has a Student Support Services team that includes a Guidance Officers, Social Worker, Community Education Counsellors (CEC), Youth Support Co-ordinator (YSC), Chaplain and School Based Youth Health Nurse (SBYHN).

The mental health and wellbeing of students is further supported by early intervention programs that include transition programs of which RAGE, Feeling Fantastic, programs supporting respectful relationships (Love-bites and Chillax) are a few. The Student Support Services team is a key point of contact for supporting students with mental health difficulties or students at risk of harm. Internal referrals are supported by the guidance officers, social worker, CECs, YSC, chaplain and SBYHN. When required, the school utilises various online and local support agencies for students with mild to severe mental health issues or students who require immediate medical intervention.

Accessible External Support Systems:

- ➔ Child Youth Mental Health Services (CYMHS)- supports referral of complex mental health issues.
- ➔ Drug Arm Australia- provides education, prevention and treatment in the areas of alcohol, drugs and mental health (Community Centre).
- ➔ Booyah Program (PCYC) - actively engages young people (aged 15 – 18 years) to build resilience and engagement with education and community and to facilitate their career path.
- ➔ Triple P Parenting Program- supported by Education Queensland, this program helps parents to manage their children's behaviour by focussing on how to raise happy, healthy and confident children within a safe environment.
- ➔ Headspace Mackay- provides youth mental health services and counselling to young people from 12-25 years. The service covers issues such as relationships, drug and alcohol, mental health, bullying, anxiety and depression.
- ➔ Family & Child Connect- Regular referrals based on individual needs supporting families with their children in terms of behaviours, DV etc.
- ➔ Local psychologists and social workers at the Mackay Hospital or Medical Centre.

Online Support Services:

- ➔ eHeadSpace
- ➔ eSafety Commissioner
- ➔ Kids Help Line/Chat Line
- ➔ Lifeline – supporting vulnerable students and families
- ➔ Beyond Blue
- ➔ Reachout.com
- ➔ Relationships Australia Queensland.

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

Mackay North State High School participates in the annual Queensland Engagement and Wellbeing Survey (QEWS) which assists in identifying student wellbeing concerns that guide reviews of our student wellbeing programs.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). Within a school community there are emergent health, community and wellbeing issues that may need to be addressed for the whole school, different year level, and, in certain circumstances, specific students. These emergent concerns may be addressed as part of the programs that align with teaching the school's core values or delivered to specific target groups across a variety of platforms and media.

Policy & Expectations

Medications

For students with medical, long term health conditions or disabilities requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner. The school will not administer general pain relief (Panadol and similar) to students unless included as part of treatment of long-term conditions.

Mental health

Mackay North State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a student's behaviour support and mental health plans.

Student Support Services

Role	What they do
Executive Team	<p>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 Stage 4 of the <i>Student Code of Conduct</i>.</p> <p>Overall responsibilities are to:</p> <ul style="list-style-type: none"> • administer the provisions of the Education (General Provisions) Act 2006 and the policies of Queensland Department of Education; • guide the development, implementation and evaluation of the <i>Student Code of Conduct</i>; • liaise between school, parents, the wider community and Education Queensland Regional Office; • maintain and action students' behaviour records in the respective year levels for which they have responsibility.
Curriculum Heads of Department	<p>Take responsibility for supporting teachers in their curriculum faculty and for incidents which take place in their faculties. They are responsible for supporting student demonstrating Stage 3 and 4 behaviours.</p> <p>Overall responsibilities are to:</p> <ul style="list-style-type: none"> • 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, Middle 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, Middle & Senior School Heads of Department	<p>Supporting teachers in their year levels, homegroup teachers and teachers engaged on playground supervision by taking responsibility for students who show persistent <u>poor</u> behaviour in these areas.</p> <p>Overall responsibilities are to:</p> <ul style="list-style-type: none"> • ensure aims and objectives of the school's wellbeing programs suit the needs and welfare of staff and students; • maintain attendance and behaviour records for their year levels; • support and monitor students demonstrating Stage 3 and 4 behaviours; • Identification of underachieving students and communicate with/refer to relevant support services within the school; • Support in the management of playground behaviours involving teacher-student conflicts; • Support in the management of playground behaviours involving student-student conflicts; • liaise with Year Coordinators and curriculum HODs regarding persistent behaviour and attendance concerns; • provide a link between staff and Administration for information, communication and support; • identify underachieving students and liaise with parents regarding student progress.
Year Coordinators	<p>Take responsibility for each Year Level and provide another avenue of support for students and staff.</p> <p>Overall responsibilities include:</p> <ul style="list-style-type: none"> • weekly assemblies and developing year level activities; • develop and implement the wellbeing program for the year level; • working with HoDs and the Executive team to provide support for students with ongoing behaviour challenges; • supporting implementation of uniform policy; • supporting appropriate playground behaviours; • monitoring and support of students with Stage 3 student – student playground behaviours; • unauthorised absence from class – first occasion. <p>(Stage 3 students are the particular responsibility of Heads of Department and Year Coordinators)</p>

Teachers	<p>Take responsibility for their classes and homegroups. Their building of relationships with students, their preparation of relevant and challenging lessons and their modelling of the school values of respect, resilience and confidence form the basis of successful behaviour management in our school community.</p> <p>Overall responsibilities include:</p> <ul style="list-style-type: none"> • liaise with parents; • provision of a positive, stimulating learning environment; • responsibility for classroom environment – physical, social, emotional, academic; • report/act upon inappropriate 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. <p>(Students demonstrating Stage 1 & 2 behaviours are the particular responsibility of teachers)</p>
Parents / Carers	<p>Take primary responsibility of our students, and form the core of the successful application of our policies.</p> <p>The goal should be to:</p> <ul style="list-style-type: none"> • 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	<p>Take responsibility for living the school values of respect, resilience and confidence; cooperate and work within this policy to enact the guiding principles of:</p> <ul style="list-style-type: none"> • Actively learning; • Allowing others to actively learn; • Allowing the teacher to teach. <p>Overall responsibility to:</p> <ul style="list-style-type: none"> • 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. Accept the choices they make have consequences and demonstrate resilience through the manner in which they accept these consequences; • take part in Year Level activities; • provide leadership if an elected member of Student Council, School 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 Officers	<p>Take responsibility for the wellbeing of our school community and be available for staff, students and parents/guardians.</p> <p>Their areas of work will include:</p> <ul style="list-style-type: none"> • counselling students on problems related to school, work, family and friends; • working with Administration and other staff members, parents and students to support 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.
Community Education Counsellor	<p>Take responsibility to assist with the specific needs of First Nation, Torres Strait Islander and Australian South Sea Islander students.</p> <p>This includes:</p> <ul style="list-style-type: none"> • developing an awareness of cultural issues by maintaining close contact with the First Nation, Torres Strait Islander and Australian South Sea Islander communities and teachers; • responding to educational, vocational and personal issues that affect learning eg. goal setting, anger management support and personal counselling.

School Based Police Officer	<p>Take responsibility for the safety and security of our school community, its property and people. They will:</p> <ul style="list-style-type: none"> • provide classroom lectures on the law; • provide advice to students, families and staff on law related matters; • develop positive community relations; • take action when crimes are committed; • ensure that there is an early intervention of crime, with appropriate advice to students and parents; • work to improve road safety through patrols and offence notices.
School Based Health Nurse	<p>Take responsibility for the physical and mental health and wellbeing of the members of our school community. The Nurse is employed by Queensland Health for further student support. Their role is to:</p> <ul style="list-style-type: none"> • provide advice for students, parents and staff on youth health issues; • provide class information in the area of health education.
School Based Social Worker	<p>Take responsibility for providing individual and group-based supports to students with mild to moderate mental health concerns, thereby intervening early and alleviating some of the challenges experienced when supporting students in the classroom. Their role can include:</p> <ul style="list-style-type: none"> • Counselling; • Advocacy; • Some assessments and reasonable adjustments; • Whole-student approach; • Liaison with other stakeholders as required; • Deliver Programs; • Mental Health Promotion; • Psycho-education; • Assist with mild to moderate health concerns; <ul style="list-style-type: none"> • Consultancy; • Assist with NCCD via DDA; • PD for staff.
Youth Support Coordinators	<p>Take responsibility for the care and consideration, primarily of our most at-risk and vulnerable students. Their role is available on a part-time basis for further student support. Their role is to:</p> <ul style="list-style-type: none"> • provide support and information for independent students, students experiencing homelessness, and independent students and those at risk of becoming early school leavers; • liaise with the Guidance Officers and other support team members.
School Chaplain	<p>Take responsibility for the metaphysical aspects of our school community. The school chaplain is provided by the support of local churches and Scripture Union.</p> <p>Work will include:</p> <ul style="list-style-type: none"> • provision of support / conversation students in need; • providing spiritual counselling and support for students who choose; • liaising with relevant support staff and Administration team; • provide lunchtime programs and supports for students; • support of daily breakfast club; • support to families in times of grief or Sorry Business.

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. These may include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services, please contact a member of the school administration.

Whole School Approach to Student Engagement

Mackay North State High School's three guiding principles of student engagement are:

- You are actively learning
- You are allowing others to actively learn
- You are allowing the teacher to teach

These are principles which align with the three core school values of

- Respect
- Resilience
- Confidence

These principles and values are visible in the school and wider school when students demonstrate:

RESPECT in the following ways:

Respect Yourself

- Actively learn, by participating in lessons and activities
- Attend school every day, on time and ready for work
- Wear your Mackay North State High School uniform with pride

Respect other students

- Allow others to actively learn
- Use positive words and actions
- Respect the property of others

Respect staff

- Allow the teacher to teach
- Follow instructions
- Listen and learn, use manners

Respect your school

- Represent the school with pride at all times
- Treat facilities as if they are your own
- Keep the school safe and clean
- Take part in as many activities as possible

RESILIENCE in the following ways:

- Actively learn from mistakes
- Allow others to actively learn whilst maintaining a positive focus
- Allow the teacher to teach and accept feedback as a pathway to improvement
- Keep trying
- Work towards your goals
- Accept that change happens all the time
- Accept that negative things can happen
- Get help when you need it

CONFIDENCE in the following ways:

- Actively learn through engagement
- Allow others to learn, by being supportive and positive
- Allow the teacher to teach by being polite and helpful
- Accept your strengths and weaknesses
- Take pride in your work
- Accept differences in others
- Grow from uncomfortable situations
- Encourage your peers

Whole School Student Engagement Process

To maximise student engagement, as outlined in the New Art and Science of Teaching, we address the behaviour support needs for student engagement within a whole school context. The large number of students enrolled at the school allows us to organise our school population into three sub-schools, with the Junior School consisting of Years 7 and 8, Middle School consisting of Years 9 and 10, and the Senior School Years 11 and 12. Each year level has a member of the Administration team, Head of Department, Year Coordinators and guidance support allocated to them in order to maximise the knowledge of students' needs and behaviours, and to maintain partnerships and connections with families and carers.

Staff at Mackay North State High School utilise the Behaviour and Effort Matrix (Appendix 4) to provide detailed feedback to parents and students on their level of progress around Achievement, Effort, Behaviour and Homework.

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 people at the end of their schooling. As a community we are proud of our students who take advantage of these opportunities and achieve great outcomes, both for themselves as individuals, their families and for the wider school community. We provide whole-school support for students to achieve this through having:

- **Clear expectations for student engagement** with Mackay North SHS Standards of Engagement, consequences and support structures and personnel outlined in the student diaries. These expectations are explained by the student's Home Group teachers, reinforced during the year on Assemblies and across whole-school activities;
- **School-wide consistent engagement expectations** are outlined in every classroom, stating that behaviours are acceptable if the student is actively learning, allowing others to actively learn and allowing the teacher to teach;
- **Mackay North SHS Standards of Engagement** that communicate and reward achievements for improvement relating to effort, behaviour, attendance and extra-curricular engagement (Appendix 4);
- **A high quality, interconnected, relevant curriculum** with clear learning goals and student success criteria articulated in each lesson;
- **Rewards for good behaviour, positive engagement and participation** – individual classroom teacher rewards, Spirit of North Slips leading to recognition on Assemblies or via daily notices, and at our annual Awards Night. Being on Gold, Silver or At Standard level of our Standards of Engagement allows students the privileges of all excursions and extra-curricular activities;
- **Active student involvement** – Junior Student Council and the Senior Student Council Executive are the most visible student leadership opportunities, with further acknowledgment on both Junior and Senior Assemblies and whole-of-school celebrations. All of these events encourage participation and foster success. Student opinions are actively sought through school-based surveys and through use of the School Opinion Survey Data as guides to students' perceptions to inform programs and activities;
- **Staff Professional Development** - in the areas of NASoT (The New Art and Science of Teaching), EI (Explicit Instruction), subject-specific knowledge and behaviour management are ongoing.

Consideration of Individual Circumstances

When responding to identified issues with student engagement, the staff at Mackay North State High School take into account the students' needs and issues in this regard, and any associated impact upon staff and other students. All students involved have their individual circumstances included in the assessment of the impact of an issue, including, but not limited to their:

- behaviour history, previous incidents and restorative practices undertaken up to this point;
- developmental age;
- disability;
- mental health and wellbeing;
- religious and cultural considerations;
- home environment and care arrangements.

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

Our teachers are obliged, by law, to respect and protect the privacy of individual students, so while we understand the interest shown by other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student in question's family.



Differentiated and Explicit Teaching of Effective Engagement

Mackay North State High School maintains a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected engagement behaviours implicitly and explicitly, through modelling and providing opportunities for students to practise expected behaviours. Teachers model and reinforce expected behaviours, provide feedback and correction, and give opportunities to practise and rehearse these behaviours.

Teachers at Mackay North State High School vary what students are taught, how they are taught and how students can demonstrate what they know, as part of our differentiated approach to maximising student engagement. Underpinning the three engagement principles of:

- actively learning;
- allowing others to actively learn;
- allowing the teacher to teach.

Individual choice results in consequences, and with the acceptance of these consequences, students develop resilience, respect and confidence through learning to make good choices. In our daily interactions in the school community, improving students' ability to make good choices is a key focus and we employ the principle of the gradual release of responsibility, as an integral part of this aspect of the teaching and learning process at Mackay North State High School.

Decisions about differentiation are made in response to data and day-to-day monitoring that indicate the academic and engagement needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate this learning.

Focused Teaching of Effective Engagement

Some students may make choices that demonstrate a lack of adherence to the three principles of student engagement. This lack of adherence may require intervention and support to assist these students to re-engage effectively with the curriculum and enable them to meet the academic and behavioural standards allowing for the three principles of engagement to again be demonstrated by that student. This support includes, but is not limited to:

- **Explicit teaching of whole school expectations** – in all classes;
- **Use of monitoring cards** – to allow restorative conversations with students focussing on specific positive behaviours and facilitate communication about these with parents/guardians;
- **Referral to Network of Student Support** – See table on page 13-15 for specifics;
- **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; (Refer to page 34 - *Preventing and Responding to Bullying*)
- **Use of OneSchool database** – Regular entries in this database record contact with home. Student behaviour is also recorded here to ensure accurate and timely follow up of incidents, with all stakeholders involved to ensure the best possible outcomes.;
- **Contact with parents or carers** – We aim to keep parents well-informed, to share successful strategies and to work together for improvement;

- **Use of support classes** – A planned ‘time-out’ can provide a positive outcome for students who need behaviour support to break some patterns of unacceptable behaviour. 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 engagement;
- **Learning Risk Assessment** - To ensure all students get a start at the school that caters to each individual student’s needs, the school may, on occasion, complete a Learning Risk Assessment (Appendix 5) or further diagnostic tests to analyse the student’s academic achievement level and prior conduct at school. This will assist the Deputy and support teams to develop a plan that allows students with challenging situations to have an integrated support plan for their successful commencement/re-engagement at the school.

Intensive Teaching of Effective Engagement

For a small number of students, a range of Focused Teaching opportunities is required to support attainment of the three principles of engagement. These students require more intensive intervention and support to assist them to re-engage effectively with the curriculum and their fellow students and teachers. This support is designed to enable them to meet the academic and behavioural standards allowing for the three principles of engagement to again be demonstrated by that student.

With information from the student, their teachers, the parents/caregiver and the relevant network of student support personnel, the student’s focused teaching and learning history will be reviewed to effectively plan further intensive teaching and engagement opportunities.

The following intensive teaching may be put in place for the student:

- Further counselling with the school’s network of student support personnel;
- Part time Education Plan;
- 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;
- Development of specified behaviour program which may include Functional Behaviour Assessment and Behaviour Risk Assessment and may be part of a Complex Case Management process;
- Referral to other external groups (YIRS, DATSIP, Headspace, ATSICHS etc).

Legislative Delegations

Legislation

In this section of the Mackay North State High School *Student Code of Conduct* are links to legislation which influence the form and content of Queensland State School discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

Effective Engagement – Stages of Management

There is a range of behaviours that enhance the school experience and have an impact upon academic achievement, social engagement and the good operations of the school.

When deciding on appropriate strategies to assist students with engagement, 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 all involved is our goal. When addressing issues with engagement, the *Student Code of Conduct* provides clarity as outlined in the four stages of management:

- Stage 1 – all students commence and most remain at this stage.
- Stage 2 – emerging issues with engagement, with support from teachers / support staff.
- Stage 3 – repeated stage 2 or more significant engagement issues, with support from leadership personnel and focused teaching of expected behaviours.
- Stage 4 – repeated stage 3 or inappropriate behaviours and interventions from HoD / Deputy / Principal. Intensive teaching of behaviours.

Stage 1 - a student's behaviour is appropriate and they are able to access all the rights and privileges of a student at Mackay North State High School. All students commence on Stage 1. Unacceptable engagement / behaviour may result in movement to Stage 2, 3 or 4.

Stage One Behaviours – Actively taught and encouraged		
Curriculum – Classroom teacher <ul style="list-style-type: none"> Actively learning by engaging with the delivered curriculum and associated activities Allowing others to actively learn by being respectful, resilient and confident Allowing the teacher to teach Understanding choices have consequences and positive choices have positive consequences Being inclusive by being aware and respectful of others, their values, circumstances and situation. Being responsible for the appropriate use of resources 		Extra & Co-curricular – Wellbeing, Playground etc. <ul style="list-style-type: none"> Moving through the school in a safe and orderly manner Demonstrating our three school values in how we treat others Demonstrating respect for our environment Understanding choices have consequences and positive choices have positive consequences
Strategies – Expected teaching practices <ul style="list-style-type: none"> The Essential Skills for Classroom Management Design, teach and assess a quality differentiated and engaging curriculum Use of age-appropriate pedagogies Use of inclusive practices throughout the school community 		

Stage Two Behaviours – Managed by the teacher

Emerging issues with engagement, support by teachers & support staff

Examples of behaviours of concern

Curriculum – Classroom

- Off task or unsafe behaviours
- Late to class (< 20 minutes)
- Not actively learning
- Disrupting the learning of others (calling out, general off task behaviours)
- Not allowing the teacher to teach
- Homework not completed – repeatedly without reasonable explanation
- Classwork not completed
- Failure to bring equipment - repeatedly without reasonable explanation
- Assessment and /or draft not submitted on time
- Breach of Electronic Device Policy
- Refusing to follow reasonable instruction or comply with classroom teacher directions and /or consequences
- Low level swearing and general speech

Non-Curriculum – Home Group, Playground

- Chewing gum
- Littering
- Inappropriate use of water
- Breach of Uniform Policy
- Breach of Electronic Device Policy
- Breach of Technology Policy
- Failure to comply with hands off policy
- Unsafe behaviour in the playground
- Inappropriate verbal remarks out of class
- Minor conflicts
- Inappropriate physical interactions (e.g. hugging)

Strategies – Essential Skills

Implement the Essential Skills for Classroom Management

1. Establish clear expectations for classroom behaviour ensuring these are explicitly taught and clearly articulated.
2. Give clear direction about what students are expected to do.
3. Waiting & Scanning- look at your students for 5–10 seconds after you give an instruction.
4. Cueing with parallel acknowledgement – praise a student who is exhibiting the 'on-task' behaviour.

Language of Acknowledgement

5. Body Language Encouraging -To intentionally use your proximity, body gestures and facial expressions to encourage students to remain 'on-task'.
6. Descriptive encouraging - To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.

Language of Correction

7. Selective attending - deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8. Redirecting to the learning - respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9. Giving a choice - respectfully address the student, who is disrupting others, with the available choices and their logical consequences.
10. Following through - resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.

Strategies for Helping Students to Engage

Class teachers may use the following:

- Employ a selection of strategies from The Essential Skills – listed above
- **Remind** student of the expectations – restate which behaviour they should be complying with, using appropriate language and voice level. Use the three key questions within a classroom setting:
 - Are you allowing yourself to learn?
 - Are you allowing others to learn?
 - Are you allowing the teacher to teach?
- Give a **Choice** - respectfully address the student, who may be disrupting others, with their available choices and the logical consequences of each of their choices.
- **Follow through** - resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment. These consequences may include:
 - Movement – in class to separate seating
 - Detention at lunch time or after school involving restorative practices (i.e. clean up the school grounds, complete unfinished work, letter of apology etc.)
 - Correspondence home to parents – phone or email or note in student's diary to be signed by parent
 - Letter home to parents – non-submit assessment, equipment or homework (refer to Assessment Policy)
 - Withdrawal to a support class, needs to be organised in advance, including for supervisions. **If a student is moved to a support class, a OneSchool FYI referral to the Curriculum HoD and home contact (email or phone call), must be made.** On their return to the class the student's teacher will conduct a restorative conversation to review strategies for helping the student engage appropriately in class.
- **Behaviour in the playground** – managed by the teacher on duty at the time, in the first instance, following the sequence above. Corrective strategies may include time out with PGD teacher, restorative practices such as litter duty/removal from a particular playground area.

Stages 3 & 4 - Despite the provision of support from teachers and additional support personnel, some students will continue to make choices which demonstrate a lack of adherence to the three principles of student engagement. Unacceptable engagement behaviours are those behaviours which, when carried out by a student, clearly demonstrate the student is not living up to the school values of Respect, Resilience and Confidence expected by the Mackay North State High School Community, thereby causing a lack of alignment with the school expectations of:

- actively learning
- allowing others to actively learn
- allowing the teacher to teach

Stage Three Behaviours – Teacher refers to Leadership for support

Repeated Stage Two Behaviours, before referral, it is expected that the teacher has used a minimum of three restorative practices or intervention strategies to support efforts to alter student behaviour. Teachers will also assist Leadership by including a OneSchool entry detailing the problem behaviours, and corrective strategies already used, accompanied by a phone call home with a corresponding record of contact.

Inappropriate student behaviours to be dealt with at this level by Heads of Department. Classroom related issues are referred to Curriculum Heads of Department, Non-Curriculum related issues are referred to Junior, Middle or Senior Head of Department.

Examples of behaviours of concern

Curriculum	Non-Curriculum
<ul style="list-style-type: none"> • Repeated Stage Two Behaviours • Plagiarism in exams or assignments, non-approved IT assistance • Cheating in exams or assignments • Repeated defiance/non-compliance to teacher instructions • Ongoing failure to submit assessment • Persistent low level swearing in the classroom • IT misconduct i.e., turning off machines and touching other people's devices • Failure to submit assignment on time in year 11 & 12 	<ul style="list-style-type: none"> • Repeated Stage Two Behaviours • Bullying/harassment • Graffiti/vandalism, damage to school infrastructure • Truancy/skip class • Persistent failure to be prepared or late for class across several subjects • Ongoing failure to submit assessment across several subjects • Persistent low level swearing in the playground • Repeated breach of the Electronic Device Policy

Strategies for Helping Students Engage

Curriculum HoDs, Junior Secondary HoD, Senior Secondary HoD or Year Coordinators, will initiate focused teaching which could include:

- Investigation of the incident and entry on of details on OneSchool (Appendix – Incident Statement)
- Parent contact
- Peer mediation or restorative conference
- Break time or after school detention (maximum 20 minutes per break to allow student toilet & eating time)
- Allocated playground area for break times
- Adjustment to class placement
- Alternate learning arrangement for a class/s
- Reduction of privileges (e.g., playground, library, internet, non-curricula activities)
- Feedback and monitoring card with associated check points and opportunities to receive support
- Removal from subject after consultation with parent and student.
- Loss of privilege to represent school or participate in school excursions and extracurricular activities, as informed by Year Co-ordinator/HoD/Administration
- Review of student's Standard of Engagement
- Ongoing support from network of Student Support personnel e.g., nurse, chaplain, youth support coordinators.

Stage Four Behaviours – Managed by Head of Department / Deputy / Principal

Inappropriate student behaviours to be dealt with at this level by the Leadership Team.

Examples of behaviours of concern, include but are not limited to:

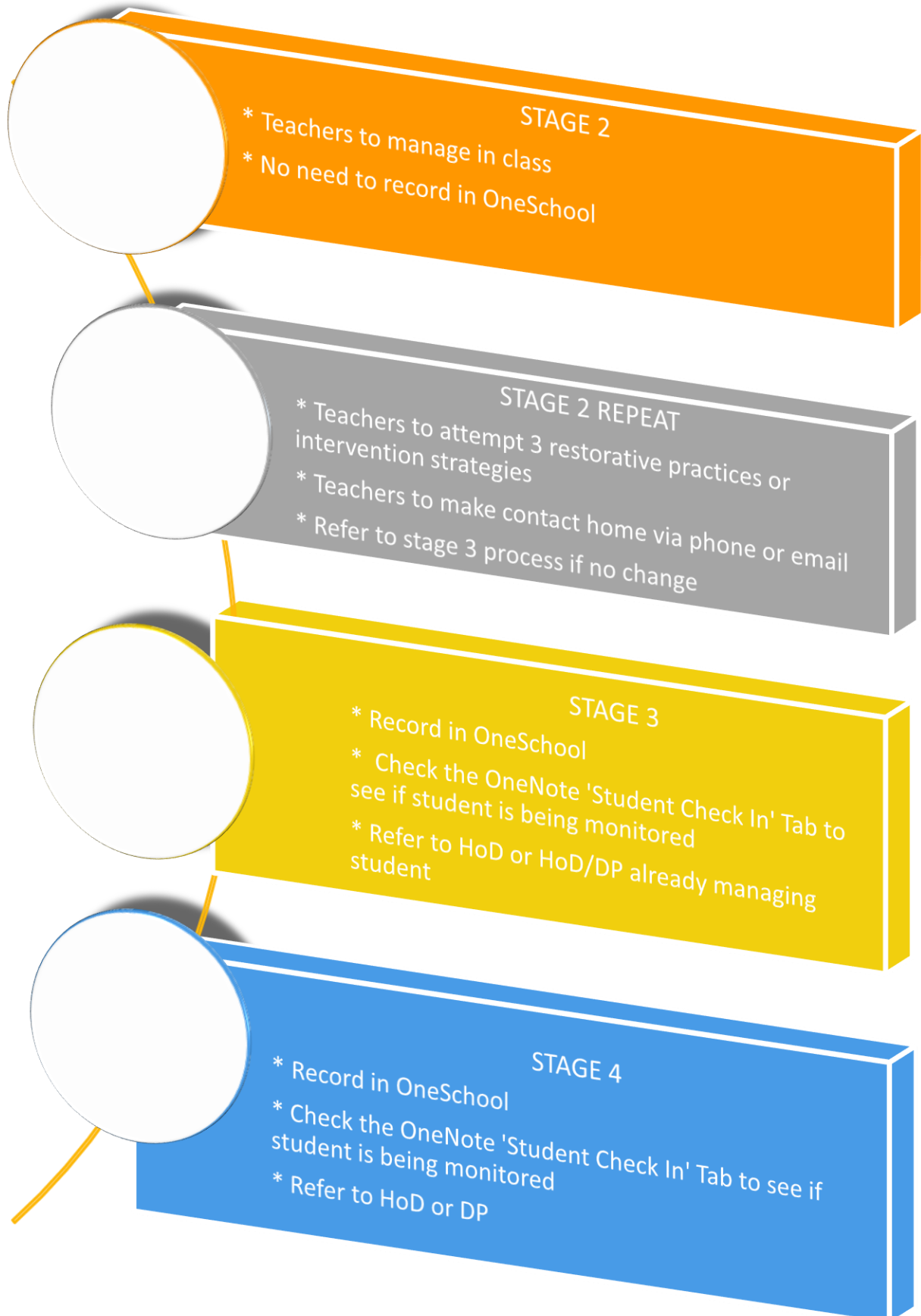
- Repeated Stage Three behaviours
- Serious, or repeated, breaches of other school policies (Electronic Device, Technology, etc.)
- Dangerous action in the classroom or playground (placing self, staff or others at risk, including psychological impact)
- Bullying – verbal, physical, emotional, sexual or social harassment including cyber bullying
- Threatening another member of the school community
- Offensive communication – verbal, written or electronic
- Gross disobedience and/or disrespect (e.g., language, actions or intimidation directed at a staff member)
- Physical misconduct including assault, fighting and inciting of violence
- School vandalism/graffiti
- Displaying/sharing offensive material
- Stalking of staff or students
- Theft
- Technology breaches involving unapproved videoing or taking of pictures, use of mobile phone during school hours
- Possession/use/supply of drugs or associated paraphernalia
- Possession/use of alcohol, smoking, vapes and other legal substances or paraphernalia
- Possession/use of banned or dangerous objects (aerosols, knives, blades, clubs etc.)
- Continued non-compliance to the monitoring card system
- Sustained refusal to follow reasonable requests by members of staff / administration
- Bringing the reputation of the school, member of staff or other student into disrepute
- Illegal activity resulting in formal charges

Strategies and Consequences - Intensive

The Principal, in consultation with Deputy Principals or Heads of Department and Student Support personnel, determine the most appropriate course of action which may include, but is not limited to, the following:

- Stage Four Behaviour Support Card
- Discipline Improvement Plan (DIP)
- Functional Behaviour Assessment based individual support plan
- Temporary removal of student property.
- Further parent/carer interview
- Detention/withdrawal from scheduled program
- Referral to Social Justice Committee
- Referral to network of student support personnel
- Review of student's Standard of Engagement
- Complex case management
- Referral to School Based Police Officer
- Short Suspension – (up to 10 school days)
- Long Suspension – (up to 20 school days)
- Charge-related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Exclusion (student is excluded from Mackay North State High School site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Behaviour Stages



- **For Stage 3 behaviour referrals - if student is not already being monitored in "Student Check in" tab:**
 - Refer classroom behaviours to HoD of curriculum area
 - Refer yard behaviours for student-teacher conflict to HoD Junior/Middle/Senior
 - Refer yard behaviours for minor student-student interactions to Year Level Co-ordinator
 - Refer yard behaviours for major student-student interactions to Hod Junior/Middle/Senior or DP



BEHAVIOUR INCIDENT FLOWCHART



Minor Behaviours:

- Are breaches of the school rules and do not require further action from HoD, DP or Principal.
- (see reverse for Definition Matrix)

Major Behaviours:

- Significantly violate the rights of others;
- Place others/self at risk of harm; or
- Require the involvement of Year Level Coordinator, Heads of Department and/or School Administration.
- (see reverse for Definition Matrix)

Observe Problem Behaviour

Classroom Behaviour

(Stage 1 & 2)
(Teacher Managed) Minor

Classroom Behaviour

Major or Repeated Minor
(Jnr, Middle, Snr & Curriculum HoD or DP Managed)

Outside of Classroom Behaviour

(Minor – Teacher Managed,
Major/ Repeated Minor - YLC/HoD or DP managed)

Utilise ESCMs, Positive Learning Strategies,
Restorative Chat

Teacher discusses with HOD and on agreement
refers in OneSchool to HOD; Parent contact
made HOD (major) Teacher (repeated minor)

Teacher utilises Positive Learning strategies,
issues consequence and/or conducts Restorative
Chat

Student does not
choose expected
behaviour

Student chooses
appropriate
behaviour

HOD actions on OneSchool, Issues
Consequences & Engages Restorative Processes
necessary for re-entry

Teacher records
incident in
OneSchool

Teacher consults
definition matrix,
discusses with
Responsible Officer
and on agreement
records in
OneSchool refers to
Responsible Officer

Issue Consequences

Teacher recognition
through positive
learning strategies.

If no resolution, HOD Discusses with DP and on
agreement refers in OneSchool to DP

If problem
behaviour
continues, (repeated
minor – third in a
fortnight) refer to
behaviour stages
flowchart

Responsible Officer
investigates
restorative options
and contacts home
or refers to DP

Contact home and
record on
OneSchool

Restorative Chat

If problem behaviour
continues, (repeated
minor – third in a
fortnight) discuss with
Curriculum HOD and on
agreement refer in
OneSchool

HoD or YLC to
contact home, issue
consequences and
action in
OneSchool

Responsible Officer
issues consequences,
records on OneSchool
and contacts home.

Responsible Officer
leads restorative
re-entry, chat,
agreement,
mediation

NOTES:

1. Record minor behaviour incidents in OneSchool (referral NOT required).
2. Repetitive (three in a fortnight) **minor** (Stage 2) incidents, **discuss** with relevant HOD/YLC, record in OneSchool and **refer**.
3. **Major** behaviour incidents, **discuss** with relevant HOD/Admin, record in OneSchool and **refer**.
4. Responsible Officer follows up and records actions in OneSchool.

Behaviour Definitions Matrix

Examples are not exhaustive and staff are to use their Professional Judgement according to the Student Code of Conduct

OneSchool Category	OneSchool Definitions:	Minor: Teacher managed-(Stage 1 & 2) (not exhaustive)	Major: HoD/Admin managed- (Stage 3 & 4) (not exhaustive)
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way	Swearing/ use of comments directed at a situation. Inappropriate verbal/ written remarks. Using words/ comments that are abusive, profane or inappropriate due to being of a racial, religious, sexual, homophobic, nature	Abusive personal attacks, racial slurs, aggressive comments of a threatening nature. Persistent low level language Gross disobedience or disrespect Swearing at or to a staff member or their instructions.
Academic Misconduct	Student inappropriately and falsely demonstrates their learning.	Cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonating, examination misconduct, plagiarism, talking disruption during exams	Plagiarism including not disclosing sourced information in assignment, cheating on a test. Disruption to the integrity of exam eg yelling, physical misconduct non-submission of assignments drafts in years 11/12; cheating
Bomb threat/false alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion	Making inappropriate jokes about bombing or false alarms	Threatening harm or damage via a bomb explosion, setting off Fire Alarm, causing lockdown false alarm, threat to wellbeing and safety of school community behaviours which require or cause a lockdown or evacuation of learning environment/area
Bullying	Student engages in deliberate verbal, physical and /or social behaviour intended to cause ongoing physical, social and /psychological harm. In person or online	Name calling, mimicry (mocking behaviours), intentional social exclusion during class activities.	Repeated teasing, name-calling, repeated social exclusion, cyberbullying. Inappropriate physical touching, repeated verbal and physical threats/ intimidation/provocation (this includes sexual harassment & one-off touching)
Defiance	Student refuses to follow directions given by school staff	Arguing, refusal to follow a reasonable instruction, walking away when a staff member is addressing, general non-compliance, lying, refusal to follow school policies and procedures. threats to adults – physical/verbal	Yelling at an adult, making threats to the safety of staff, persistent refusal to respond to directions Not following a HoD/DP instruction, repeated minor behaviours, repeated failure to follow school policies and procedures. Lying and giving false evidence.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Not lining up before entering class, refusal to answer name during roll call, refusing to work with certain other students when directed, eating during class, rubbish in bin, mobile phone breach (1 st offence), destroying stationery.	Repeated non-following teacher instructions regarding mobile phones (2 nd & 3 rd offence), persistent refusal to follow instructions regarding mobile phone expectations. Not giving name to teacher, drawing on textbooks Lying, giving false evidence or making false allegations
Disruption	Student engages in behaviours causing an interruption in class or school activity or event. Includes sustained loud talk, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Calling out, off-task talking, general off-task behaviour, tapping pencil. Not actively learning, disrupting the learning of others, not allowing the teacher to teach, persistent requests for drinks, toilet breaks etc	Persistent calling out, talking to other student, and/or off task behaviour (does not respond to classroom management strategies), sent to buddy class. Behaviour that significantly disrupts the normal rules, expectations, and/or structure of the school.
Dress Code	Student wears clothing that is not within the dress code guidelines by the school.	Not wearing correct uniform and has not followed process for YLC to verify (1 st and 2 nd offence)	Continuing pattern of incorrect uniform despite persistent direction to do so (3 rd or 4 th offence), refusal to change into school-provided uniform (<i>consider individual circumstances</i>), non-compliance, putting item back on
Falsifying Documents	Student intentionally creates, changes or modifies a document with the intent of misleading.		Forging parent permission notes or forms
Fighting	Student is involved in mutual participation in an incident involving physical violence	Incidental pushing, grabbing as part of play, intentional tripping.	Hitting (including with an object), kicking, spitting at, headlocks, hair-pulling, fighting (these include sexualised physical misconduct). Physical contact with intent or outcome of causing injury or harm to others
Harassment	Student engages in delivery of harmful messages in any format related to gender\ethnicity, sex, race, religion, disability, physical features or identity characteristics.	Teasing, name calling, harmful comments in relation to difference	Continued teasing, name calling, harmful comments in relation to difference
Physical Aggression	Student intentionally engages in actions involving physical contact with others where injury may occur	Posturing, gesturing,	Physical aggression/threat causing significant harm or distress to another person. Intentional invasion of personal space, premeditated acts, incitement. Social media threats, messaging threats, hitting, throwing objects etc
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Deliberate damage to equipment - school owned books and/or textbooks, deliberately destroying stationery. Misuse of others equipment	Vandalism, graffiti, deliberate misuse of equipment in an unsafe manner, deliberate damage to school/classroom equipment or others equipment. Deliberate damage to another person's property
Property misuse causing risk to others	Student engages in misuse of property which may cause risk of injury or ill-health to others	Throwing objects, using objects in an unsafe manner or manner it is not designed for	Deliberate misuse of equipment in an unsafe manner, damage to school equipment including classroom equipment, endangering safety of others
Refusal to participate in the school's educational program	Student refuses to take part in activities or learning that are expected as part of education program at the school.	Failure to bring required equipment, homework not completed Failure to attempt set work or participate in required learning activities	Persistent and repeated failure to engage in required learning activities
Substance misconduct involving Illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements		Drug use, selling drugs, holding/storing drugs for others, hallucinogens, mushrooms & other edibles, buying drugs, & other illegal substances
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances/ implements.	Possession, distribution and/or use of cigarettes, tobacco or other legally-obtained but dangerous products, (vapes, vaping, vape chargers. Aerosols)	Smoking, vaping, chroming, distributing or selling cigarettes, non-prescription medication, vapes, being in the possession of cigarettes, lighter fluid, vape refills. Being a bystander whilst someone is vaping. Drinking alcohol at school, arriving to school under the influence of alcohol
Technology Violation	Student engages in inappropriate use of mobile phone, drone, smartwatch, camera, computer or other communication device, impersonating staff or student	Off task use of computer, misuse of electronic device. <u>Breach of mobile phone policy</u>	Repeated off task use, inappropriate correspondence with students or staff, deliberate damage to equipment. Use to cause harm/threaten/filming fights. Taking unapproved photos or recordings of student or staff Fraudulent or illegal activity such as hacking, keyboard loggers
Theft	Being in possession of, passing on, or being responsible for removing school or someone else's property	Taking of student equipment (hats, water bottles etc)	Stealing equipment belonging to others or the school with/without intent of not returning it for personal gain.
Truancy (out of class)	Student is present at school, but absent for one or more scheduled classes without permission/appropriate reason	Late for class (< 20 minutes), not entering the classroom for lesson but staying within view of the teacher, leaving class (under 20 minutes)	Persistent lateness to class across subjects, not arriving to class, leaving class Persistent lateness (> 3 times) to class (over 20 minutes)
Truancy (out of school)	Student is absent from school (any part of school day) without permission or appropriate/authorised reason		Persistent long-term unjustified absence Leaving the campus without permission, not attending school for the whole day without parent permission
Use/possession of combustibles	Student is in possession of substances/objects capable of causing bodily harm/property damage	aerosol cans, matches, lighters, firecrackers, petrol, lighter fluid	Bringing potentially dangerous items to school. or using an item to harm (i.e. Aerosol – frosting) or as weapon to threaten to harm. Possession of combustibles (ie lighter fluid). Exploding or lighting of aerosols
Use/possession of weapons	Student is in possession of guns, knives (real/imitation) capable of causing bodily harm/property damage.	Using sticks or other found objects as weapons without intent to harm,	Bringing and carrying weapons and other potentially dangerous items to school. Or using an item as a weapon to harm or threaten to harm.

School Disciplinary Absences

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

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

At Mackay North State High School, the use of a SDA is considered a serious decision. It is only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous, or such a serious breach of the three principles of actively learning, allowing others to actively learn, and allowing the teacher to teach; that continued attendance at the school is considered a risk to the safety or wellbeing of the school community, or an unacceptable disruption to learning.

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

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

Re-engagement following suspension

Students who are suspended from Mackay North State High School may be invited to attend a re-engagement meeting on the day of their scheduled return to school. The main purpose of this meeting is to accept the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend as the student's suspension is considered their consequence. The aim of the re-engagement meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

A record of the meeting is saved in OneSchool, under either the Contact tab or as a support intervention attached to the suspension record, including any notes or discussions occurring during the meeting.

Reasonable adjustments

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

APPENDIX 1

School Policies

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

- Temporary removal of student property
- Use of Electronic Devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Mackay North State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco) and associated paraphernalia
- alcohol
- aerosol deodorants or cans (including spray paint)
- vapes and vaping paraphernalia
- explosives (e.g., fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g., weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisels or screwdrivers. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Responsibilities

State school staff at Mackay North State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous or illegal item or substance (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine the temporarily removed student property. For example, staff who temporarily remove an electronic device from a student are not authorised to unlock the electronic device, to read, copy or delete messages stored on the electronic device without the expressed permission of the student or parent;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Mackay North State High School

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

Students of Mackay North State High School

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

Use of Electronic Devices by Students

In 2024 mobile phones and smartwatches are banned from all state schools in Queensland.

While the school allows electronic devices at school, we must ensure that students do not use these devices in a manner that interrupts the learning of others. To that end, the school has the following list of protocols and procedures for students to follow when they bring their device 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 electronic device, 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.

In consultation with the broader school community, Mackay North State High School has determined that explicit teaching of responsible use of electronic devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. The security of the device whilst at school is the sole responsibility of the student.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Please respect the community-agreed expectations and behaviours for these spaces.

Responsibilities

The responsibilities for students using electronic devices at school or during school activities, are outlined below.

It is **acceptable** for students at Mackay North State High School to:

- use iPads and computers for
 - assigned class work and assignments set by teachers, under the direction of teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using an electronic device

It is **unacceptable** for students at Mackay North State High School to:

- use or be seen with a mobile phone during school hours
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism, violate copyright laws or use AI and claim as their work
- ignore teacher directions for the use of any device functionality
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- use an electronic device to take pictures or video recordings of other students whilst at school or in school uniform
- Use an electronic device to stream or broadcast images or audio of teacher or students

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use an electronic device (including those with Bluetooth functionality) to cheat during exams or assessments
- use electronic devices in exams or during class assessment without the express permission of an appropriate school staff member (i.e. Head of Department)
- wear earbuds while being addressed by a member of staff or as part of the school uniform, either through or under items of clothing and should not be taken into class without teacher permission
- use their device to play audible music or other media to groups of students without permission
- make arrangements with people outside of the school to pick up or drop off materials, food etc.

Students found to be in breach of this section of the policy may find themselves subject to the stages of the *Student Code of Conduct*.

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and are addressed and resolved. At Mackay North State High School our staff work quickly to respond to any matters raised of this nature in collaboration with students and parents. In incidents involving ongoing conflict, the school offers a restorative process that includes a contract to establish behaviour protocols within the school which can include addressing social media usage outside of the school.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular Home Group teacher or year coordinator, or make a report using Stymie (see below). Staff can be approached directly by students or parents for assistance in preventing and responding to cyberbullying.

Stymie

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

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

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds; this includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

How to manage online incidents that impact your school

Student protection

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

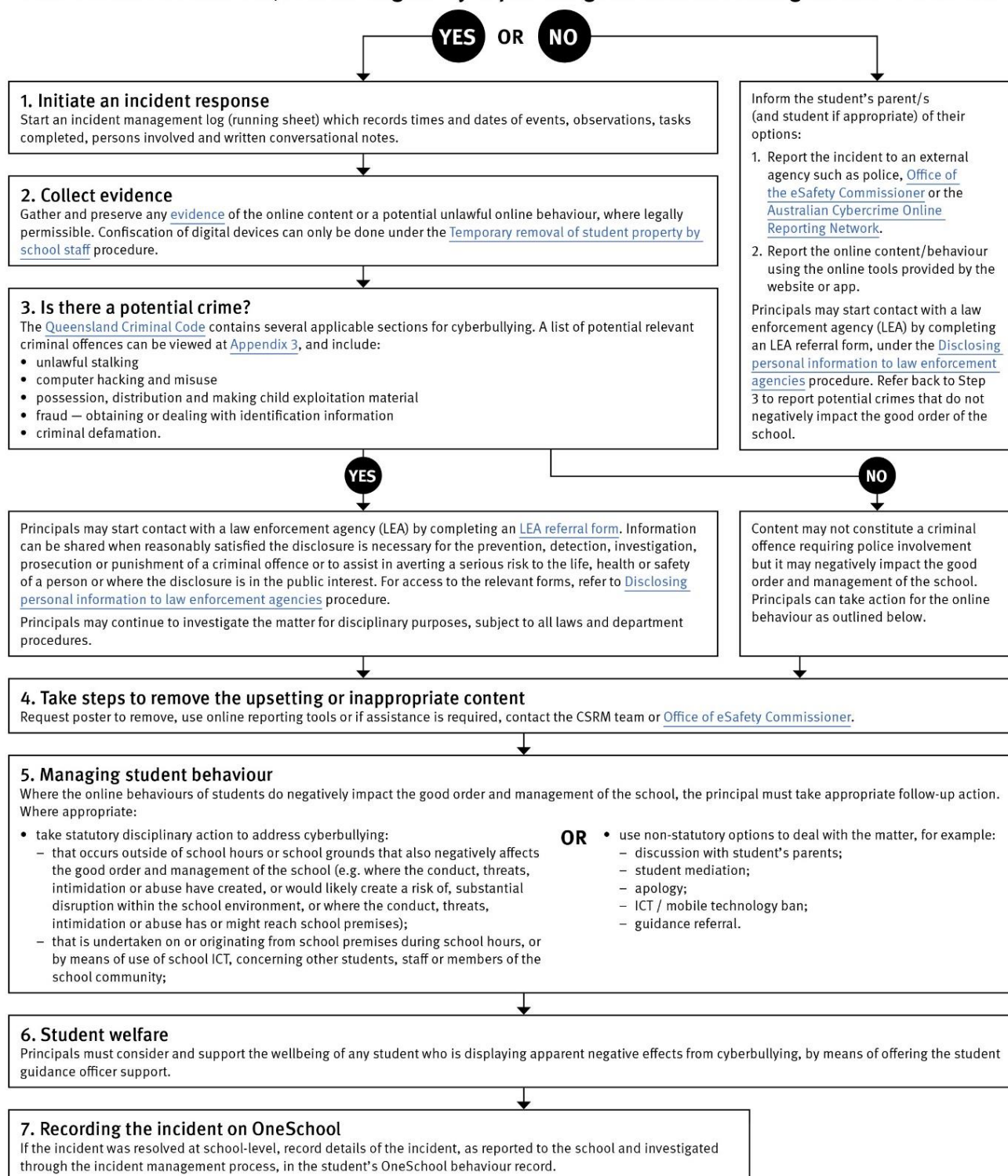
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Taking a few moments to think about the content you are about to post, that may be shared to wider forums and could save upset, embarrassment, and possible legal action.
- As a parent, you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

APPENDIX 2

Restrictive Practices

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

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

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

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

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

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

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

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

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

APPENDIX 3

Critical Incidents

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

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

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

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

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

Why does the school place students into Standards of Engagement?

Since its founding in 1964 the school crest has included the words “*Meliora Sequimur*” (‘We aim for the best’), as an encouragement to all students to always seek to improve in all areas of their endeavours. The Student Standards of Engagement are the means by which Mackay North State High School provides the affirmation, identification and recognition of students who do “Seek Higher” and demonstrate commitment to excellence, either through their academic work, their self-discipline in attendance and behaviour, their demonstration of the school values (we are confident, we are resilient, we are respectful) or their contribution to the wider school community. The Student Standards of Engagement identifies where students are in terms of their engagement in the school community. Students exhibiting exceptionally high levels across all three domains (effort, behaviour and attendance) will receive Gold/Silver Standard.

What does being at a particular standard mean?

Students who work especially hard across all domains of effort, behaviour, attendance, extra-curricular activities and community service are able to attain Gold and Silver, giving these students the opportunity to access leadership opportunities. Gold level students at the end of Term 3 will be eligible to receive the School’s Excellence in Participation Award at Awards Night. Students working towards Green standard are identified and supported as they work to improve their engagement, with this support taking the form of assistance from their Homegroup Teacher, Year Level Coordinator, Head of Department, Student Support Services and the wider school community. Students may request a review of their Standard of Engagement via their Year Co-ordinator, sector Head of Department of relevant year level Deputy Principal, who will during review ensure consideration of individual circumstances past and current. The form below (available on the school website, front office and Junior, and Senior hubs) is to be used if a student wishes to have their standard reviewed.

How Standards of Engagement are allocated / what report card grades mean?

The ‘Standards of Engagement Matrix’ below outlines what benchmarks a student is required to achieve to be allocated to a particular level. To assist with your understanding of why a student gets an A or C for behaviour and effort on a report card, we have included the second table which is the behaviour and effort matrix the school uses to codify behaviour and effort and therefore allocate A – E result on report cards. Using this matrix gives the school community clear guidelines as to where a student is at in their behaviour and effort in all their classes, as well as providing an explanation for what a student has to do in classes to improve their effort and behaviour.

Purpose-created behaviour and effort tables recognise the many and varied attributes of our learners and ensure students are assessed against criteria that recognises their unique capabilities in terms of their effort, behaviour, attendance and extracurricular involvements. Prior to finalisation of student engagement standards each term, consideration is given, by Sector Heads of Department and Deputy Principals, to each student’s individual circumstances. Students can apply for a review of their standard throughout the term, providing them with an opportunity to present additional evidence for consideration for their specific individual circumstances. Evidence of circumstances for consideration may come from student, parent, teachers or support staff.

Students Standard for both Gold and Silver students will be sent out to both parents / guardian and students on the first week of each term. They are sent to a parent’s current email address, with students’ being sent to their One School account. Students have the first two weeks of each term to apply for a review of their Standard should they so wish. This can be done via the form below.



GOLD Student has demonstrated excellent engagement both within and beyond the classroom. – A

SILVER Student has demonstrated very good engagement– B

GREEN Student is usually engaged - C

Standard	Gold	Silver	Green
Evidence from most recent Report Card	<ul style="list-style-type: none"> Only 'A's across effort and behaviour categories. <p>OR</p> <ul style="list-style-type: none"> More 'A's than B's with nothing less than 'B's across effort and behaviour categories. <p>AND</p> <ul style="list-style-type: none"> Two or more Co/extracurricular activities. 	<ul style="list-style-type: none"> More 'A's than 'B's and nothing less than 'B's across effort and behaviour categories. <p>OR</p> <ul style="list-style-type: none"> More 'A's and B's than 'C's and nothing less than a 'C' across effort and behaviour categories. <p>AND</p> <ul style="list-style-type: none"> One extra-curricular activity. 	<ul style="list-style-type: none"> No more than three 'D's and no 'E's across effort and behaviour categories.
Attendance (at reporting/review time)	90% and above		85% and above

Please Note

- 'Standard' will be updated each term utilising current reports.
- Standards for students are determined by the Year Coordinator, in conjunction with the Leadership team & CATT case managers, considering individual circumstances.
- Students can apply for a review of their standard at key times throughout a term, at the discretion of the Year Coordinator & Head of Department / Year Level Deputy.
- Reviews, may include the development of a negotiated plan to improve a student's engagement and will be undertaken upon request by either Year Level Co-Ordinator, Sector Head of Department or Deputy Principal.
- All reviews will consider student's individual circumstances and if necessary, include support staff.
- The student must take responsibility for managing the review paperwork unless support is required as per the student's individual circumstances.
- Year Co-ordinators, Head of Department or Deputy Principals may request staff feedback, in reviewing a student's standard.

Examples of Co & Extra Curricular Activities contributing to Gold/Silver Standards

- Assisting in Student Council Events
- ANZAC March
- Rock Pop Mime
- Academic Competitions
- Representative sport
- Z Club
- School Clubs
- Free Dress Day Fundraisers
- Work Experience
- Band / Ensemble
- Choir
- Cheer Squad
- Volunteer work at school





Request to have Standard Reviewed

STUDENT NAME: _____ YR LVL: _____ HOME GROUP: _____ TERM: _____

Process and Timelines:

- Student is to complete the first table, (**REPORT CARD RESULTS**) from their report card, available on the student's OneSchool record, or from their Triple R program.
- Student completes the second table (**PROVISIONAL RESULTS: AS AT NOW IN THE TERM**) after selecting which subjects, they would like reviewed, and have the teachers of those subjects complete the Behaviour and Effort results. (Year Level Co-ordinator will complete the attendance column when the form is handed in)
- Student completes the third table, (**REQUESTED STANDARD**) noting which Standard they believe they should be on, with an explanation as to why they believe their standard should change.
- This form is taken to your Year Coordinator, who will review with the relevant Head of Department and communicate the outcome of your review to you.

REPORT CARD RESULTS

Subject	Teacher	Behaviour	Effort	Attendance

PROVISIONAL RESULTS (AS AT NOW IN THE TERM)

Subject	Teacher	Behaviour	Effort	Attendance

REQUESTED STANDARD


Assigned Standard:
Standard you believe you should be:
Reason you believe standard should be reviewed: <i>eg absences due to medical reason (provide dates & certificate or evidence of COVID), work experience, extracurricular activity not recorded, etc</i>

Office Use Only:

Date Reviewed:	Standard After Review:	
Reason:		
Signed	Signed	Signed
Head of Junior School	Head of Middle School	Head of Senior School

APPENDIX 4

STANDARDS CRITERIA FOR EFFORT & BEHAVIOUR

EFFORT				
Excellent.	Very Good.	Satisfactory.	Needs Attention.	Unsatisfactory.
<i>Performance Indicators:</i>				
<ul style="list-style-type: none"> All set work is fully completed on time. Actively engages in all class activities making meaningful contributions. Seeks timely Teacher feedback. All assessment, including drafts, is submitted to a satisfactory level. 	<ul style="list-style-type: none"> Set work is often completed well and on time. Engages in all class activities. Seeks Teacher feedback. All assessment, including drafts is submitted to a satisfactory level. 	<ul style="list-style-type: none"> Set work is generally completed. Generally engages in class activities. Generally has all necessary equipment for class. Most assessment, including drafts, is submitted to a satisfactory level. 	<ul style="list-style-type: none"> Set work is generally not completed well. Generally does not engage in class activities. Regularly does not bring necessary equipment to class. Assessment is not submitted and/or is of a poor standard. 	<ul style="list-style-type: none"> Set work is generally not attempted. Does not engage in class activities. Assessment is not submitted and/or is of a poor standard.
BEHAVIOUR				
Excellent.	Very Good.	Satisfactory.	Needs Attention.	Unsatisfactory
<i>Performance Indicators</i>				
<ul style="list-style-type: none"> Always attentive. Demonstrates a high level of respect for others. Always follows rules and expectations independently, including those of relief teachers 	<ul style="list-style-type: none"> Mostly attentive. Is cooperative and respectful towards others. Mostly follows rules and expectations independently, including those of relief teachers. 	<ul style="list-style-type: none"> Usually attentive. Generally cooperates with others. Will follow rules and expectations with teacher prompts, including those of relief teachers. 	<ul style="list-style-type: none"> Regularly not attentive Generally does not cooperate with others and is disrespectful. Will follow rules and expectations when supervised. 	<ul style="list-style-type: none"> Not attentive. Does not cooperate with others and is very disrespectful. Complies with class rules when closely supervised. <div>  <p>No Surprises! If you issue a student a “needs attention” or “unsatisfactory” grade for effort and behaviour there should be a record of contact home. This should not come as a surprise to parents when they read a report card.</p> </div>

APPENDIX 5

Risk Evaluation Matrix

This completed form is uploaded to the student's individual OneSchool Support record.

Student name:	
School name:	Mackay North State High School

Identify and describe risk behaviour/s	Impact of the behaviour	Likelihood of the behaviour	Risk rating	Planned risk actions and controls	Staff member with responsibility (name and position title)
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		

Responses for unmanaged identified risk

Please ensure this completed form is uploaded to the student's individual OneSchool Support record.

The planned use of a restrictive practice is not a risk action or control strategy; restrictive practices are a risk treatment strategy that must only be used where:

- the restrictive practice is reasonable in all the circumstances; and
- where there is no less restrictive measure available to respond to the behaviour in the circumstances.

It is a planned approach of **last resort to manage risk when all other alternatives have failed**. If a student has an Individual Student Safety Plan (ISSP) or as a result of an identified behaviour one is being developed, this should be referenced by answering the three questions below in the affirmative. The ISSP details the risk management strategy for identified/ known, unmanaged behavioural risk.

The student has an ISSP	<input type="checkbox"/> Yes <input type="checkbox"/> No
The ISSP details the planned use of a restrictive practice for use to manage identified/ known and unmanaged behavioural risk	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a workplace health and safety notification been made? <i>(If yes, indicate incident reference below)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional notes and relevant advice (include key staff members/positions)	
Name of staff member(s) who prepared plan	
Signature of staff member(s) and date	
Name of principal	
Signature of principal and date	
Date the plan will be reviewed <i>(at least once per semester)</i>	

Upload a signed copy of the *Risk evaluation form* and *Responses for unmanaged identified risk* into the individual student's OneSchool Support record.

NB Include any source document/s e.g. behaviour plans, stakeholder meeting notes, psychology reports, which have not been previously uploaded.

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education and practices
- Disability Discrimination Act 1992
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Acceptable Usage Network Policy
- Electronic Device Policy
- Uniform Policy
- Attendance Policy
- Homework Policy

Associated School Policies & Documents

The following associated school policies that have been referenced throughout this document can be located on the school's website. These include;

- Acceptable Network Usage Policy
- Assessment Policy
- Attendance Policy
- Behaviour Cards Policy
- Homework Policy
- Possession & Consumption of Illicit Substances Policy
- Smoking & Possession of Tobacco products Policy
- Uniform Policy

Resources

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