



Mackay Northern Beaches State High School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

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

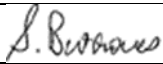
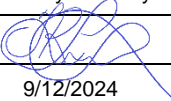
The Mackay Northern Beaches State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, positive and effective whole school approach to discipline.

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

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Endorsement

Principal's Name:	Sian Burrows
Principal's Signature:	
Date:	9/12/2024
P&C President's Name:	Troy Twomey
P&C President's Signature:	
Date:	9/12/2024

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Principal's Foreword

Introduction

Mackay Northern Beaches SHS is a school that has developed a culture and strong emphasis on focused learning and social development to help prepare each student to successfully integrate, participate and contribute to today's society and that of the future. The school features a positive and engaging learning environment in which every young learner develops a sense of belonging and is inspired to shape their preferred future.

The school's motto, 'Striving for Excellence', provides a focused mantra that is so much more than words on an emblem. It conveys the meaning of why we are here and that for which we strive. It is woven into the very fabric of our culture.

Linked to this motto are the school's 3 values:

- Care
- Respect
- Inclusion

These values are linked closely to the Positive Behaviour for Learning (PBL) focus that the school places on developing a positive and engaging culture

These values are integral to the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that developing and maintaining positive and constructive communication and connections with parents/care givers, students and members of the community are the most valuable skills our communities need now and in the future.

Every teacher, every student and every visitor to Mackay Northern Beaches State High School will be expected to embrace these values and be proud to champion them.

Mackay Northern Beaches State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, 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.

The development of the school's Student Code of Conduct has been brought together with the direct input and assistance from students, teachers, parents and other members of the community. Their 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.

Data Overview

The Mackay Northern Beaches State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. An in-depth review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

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

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

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

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

There are four different confidential surveys for:

- parents
- students
- staff
- principals

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

School Opinion Survey

Parent Opinion Survey

Item Name	2021	2022	2023	2024
My child likes being at this school.	80.9	81.4	76	79.5
My child feels safe at this school.	81.9	83.3	77.6	80.9
My child's learning needs are being met at this school.	77.0	79.4	69.3	7.0
My child is making good progress at this school.	80.9	85.4	75.3	75.8
Teachers at this school expect my child to do their best.	93.2	90.6	92.8	90.6
Teachers at this school provide my child with useful feedback about their schoolwork.	81.6	84.0	81.3	77.0
Teachers at this school motivate my child to learn.	80.3	75.4	73.2	71.0
Teachers at this school treat students fairly.	81.3	77.8	70.6	73.3
I can talk to my child's teachers about my concerns.	84.9	87.4	90.2	84.6
This school works with me to support my child's learning.	85.6	82.2	81.0	82.8
This school takes parents' opinions seriously.	73.4	74.3	69.3	71.8
Student behaviour is well managed at this school.	68.3	68.8	56.1	67.9
This school looks for ways to improve.	78.8	81.6	78.3	76.0
This school is well maintained.	96.8	96.5	95.3	93.6
This is a good school.	82.5	83.5	76.6	77.1

Student Opinion Survey

Item Name	2021	2022	2023	2024
I like being at my school.	64.2	53.7	50.0	43.9
I feel safe at my school.	71.4	65.4	67.3	68.5
My teachers motivate me to learn.	77.6	66.0	66.0	67.5
My teachers expect me to do my best.	95.3	89.6	89.6	85.8
My teachers provide me with useful feedback about my schoolwork.	74.2	71.6	70.8	63.1
Teachers at my school treat students fairly.	63.8	54.8	55.6	43.4
I can talk to my teachers about my concerns.	65.2	53.2	58.3	44.2
My school takes students' opinions seriously.	49.3	37.4	50.0	37.6
Student behaviour is well managed at my school.	62.9	42.5	45.3	36.0
My school looks for ways to improve.	74.6	64.2	68.1	63.6
My school is well maintained.	81.5	64.0	55.6	48.6
My school gives me opportunities to do interesting things	80.6	82.4	75.0	82.5


Staff Opinion Survey

Item Name	2021	2022	2023	2024
I enjoy working at this school.	89.6	79.6	66.7	78.2
I feel this school is a safe place in which to work.	85.1	76.3	72.0	76.1
I receive useful feedback about my work at this school.	71.2	59.1	41.3	65.9
Students are encouraged to do their best at this school.	86.6	88.8	88.3	83.3
Students are treated fairly at this school.	77.9	78.3	67.5	82.6
Student behaviour is well managed at this school.	44.8	41.3	21.0	53.5
Staff are well supported at this school.	66.7	51.1	35.9	63.5
This school takes staff opinions seriously.	55.4	47.8	30.0	57.8
This school looks for ways to improve.	83.6	78.9	71.8	77.9
This school is well maintained.	94.0	92.3	87.7	88.6
This school gives me opportunities to do interesting things.	84.4	80.5	69.2	82.6
I feel confident embedding Aboriginal and Torres Straits Islander perspectives across the learning areas	78.3	78.7	85.2	85.2

Learning and Behaviour Statement


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

Our Philosophy



Junior Philosophy
Our Aim: Your Potential

"Shoot for the Moon, even if you miss,
you will land amongst the stars"
(Brian Littrell)



Senior Philosophy
Our Aim: Your Future

"Education is our passport to the future,
for tomorrow belongs to the people
who prepare for it today."
(Malcolm X)


We will achieve this by:

1) **Striving for Excellence** by instilling the Three E's into daily practice:

Excelling in Education
Develop a passion for learning and desire to grow



Equipping for Life
Develop wisdom to be able to look at and respond appropriately to the many challenges faced in life

Empowering to Lead
Develop a feeling of confidence and ownership to form strong networks as active citizens in a global community



2) *Creating an inclusive, ordered and future focused environment where:*

- ★ Staff are committed to lifelong learning and demonstrate an understanding of the adolescent learner, structuring their lessons to this stage of development
- ★ Parents are informed and involved
- ★ Students and staff respect each other so everyone enjoys and looks forward to school every day.
- ➔ Students take ownership of their own learning and responsibility for their actions
- ➔ Staff are committed to mentoring students in exploring their future pathways and supporting them to realise their full potential
- ➔ Respect between staff and students is built on an understanding that everyone has individual needs and goals

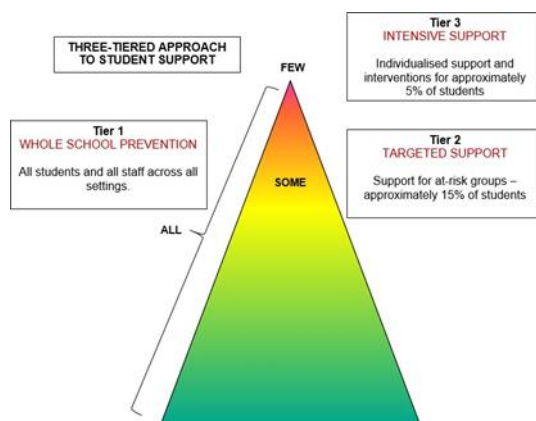


Multi-Tiered Systems of Support

Mackay Northern Beaches State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. Our MTSS approach has been developed by referencing the Positive Behaviour for Learning (PBL) framework. It utilises a tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities, excursions and work placements.

There are three specific focuses to our approach:

- 1) **Universal focus** – to create a preventative, positive learning environment for all students
- 2) **Targeted interventions** – to improve social-emotional skills for students who need additional support
- 3) **Intensive supports** – for students who have experienced academic and behavioural difficulties over an extended period of time



These three focuses are used to improve behaviour and learning outcomes and provide a range of supports to our staff in maintaining consistent and proactive school-wide and classroom systems and practices.

As a school, we believe in a framework that offers a holistic improvement that encompasses the social, emotional, behavioural and academic domains of a student's development. We view these outcomes as a joint responsibility between staff (including wellbeing team), student, parents and community.

This framework of support includes three tiers of intervention to provide supports that demonstrate "We Care", the catch cry for all student wellbeing at Mackay Northern Beaches State High School.

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

The development of the Mackay Northern Beaches State High School Student Code of Conduct is an opportunity to engage with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of the Student Code of Conduct can be used in any environment, including the home setting for students. Students, parents and staff of Mackay Northern Beaches State High School work collaboratively to optimise opportunities for student success.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal

Tier	Prevention Description
1	<p><u>Universal focus</u></p> <p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and our integrated approach to learning and behaviour.</p> <p>This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used, such as: the RESPECT Matrix, MNBSHS Explicit Instruction Classroom Behaviour Expectations, Students Rights and Responsibilities. • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. E.g. Essential Skills for Classroom Management (ESCM). • Providing rewards for positive behaviour, including verbal recognition and formal rewards systems. E.g. Stinger Points, STAR Level Awards. • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. School Opinion Survey - frequently asked questions <p>Please refer to Tier 1 behaviours outlined in the MNBSHS Behaviour Classification (Tier 1, Tier 2 & Tier 3) section for possible examples.</p>
2	<p><u>Targeted interventions</u></p> <p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, requiring more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of our school’s integrated approach to learning and behaviour. The types of interventions offered at this level will vary according to the needs of each group of students, but all have certain things in common, including:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the whole-school implementation of both the Australian Curriculum and our integrated approach to learning and behaviour.</p> <p>Please refer to Tier 2 behaviours outlined in the MNBSHS Behaviour Classification (Tier1, Tier2 & Tier 3) section for possible examples.</p>

3

Intensive supports

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful.

Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Please refer to Tier 3 behaviours outlined in the MNBSHS Behaviour Classification (Tier 1, Tier 2 & Tier 3) section for possible examples.

Behaviour Classification (Tier 1, Tier 2 & Tier 3)

TIER ONE BEHAVIOURS – Recorded in OneSchool as MINOR

- Littering
- Chewing gum
- Inappropriate use of water
- Minor conflicts and Non-compliance
- Late to class
- Refusing to do work
- Homework / Class work not completed
- Off task and disturbing the learning of others
- Talking while teacher is talking and calling out
- Making inappropriate verbal remarks in class
- Making inappropriate verbal remarks out of class
- Failure to complete classroom teacher consequences
- Failure to bring in equipment
- Failure to submit assignment on time
- Throwing objects around the room
- Use of mobile device
- Inappropriate uniform / appearance
- Failure to comply with hands off policy
- Behaviours that do not prompt inclusivity in the classroom
- Behaviours that do not prompt inclusivity outside of the classroom
- Unsafe behaviour in the playground

TIER TWO BEHAVIOURS – Recorded in OneSchool as MINOR

Continual non-compliance, exhibiting Tier One Behaviours. It is expected that the teacher has used a variety of intervention strategies to modify student behaviours. If these behaviours are then continuing over a period of time, this constitutes a Tier Two Behaviour. As a minimum the actions by the teacher would have included a OneSchool entry, a phone call home with a corresponding record of contact and having followed tier one processes.

Tier two inappropriate student behaviours are to be managed by HOD's in consultation with the relevant sector team, include:

Curriculum – Referral to HOD

- Refusal to engage in behaviour Management process
- Plagiarism in exams or assignments
- Workplace health and safety breaches
- Repeated defiance / non-compliance of teacher instructions
- Ongoing failure to submit assessment
- Persistent low level swearing in the classroom
- Persistent inappropriate comments towards others, within the class
- IT misconduct i.e. turning off machines, interfering with other people's devices and misuse of a device (games, inappropriate emails)
- Incorrect use of AI to complete assessments
- Failure to submit assignment on time in Senior

Non-Curriculum – Referral to Year Co / Junior Secondary or Senior Secondary HOD

- Consistent, repeated or excessive low level behaviours
- Bullying
- Truancy
- Persistent absences
- Persistent failure to be prepared for class
- Ongoing failure to submit assessment
- Persistent low level swearing in the playground

- Persistent inappropriate comments towards others, outside of class
- Persistent refusal to wear uniform correctly as per uniform policy

TIER THREE BEHAVIOURS – Recorded in OneSchool as MAJOR

Tier three inappropriate Student behaviours are to be managed by the Administration Team.

- Continual non-compliance, extreme and or repeated tier two behaviours
- Tier two or three behaviours exhibited whilst representing the school in the community
- Persistent noncompliance with school policies
- Behaviour (including social media) that detracts from the good order and management of the school and its reputation
- Verbal abuse of a staff member
- Impersonation of a staff member
- Making false allegations against any member in the school or in the school community
- Cheating in exams or assignments
- Ongoing plagiarism
- Dangerous action in the classroom or playground
- Incessant bullying – physical or verbal, cyber bullying, calling names or making rude signs
- Hacking into the school computer network
- Misuse of school logo and files
- Internet / social media public defamation of staff: Identifying school / students / staff without permission
- Distribution of student images
- Distribution content without permission via social media platforms
- Distribution of staff images
- Distribution of content without permission via social media platforms
- Directly or indirectly threatening another member of the school community
- Sending offensive messages in writing or electronically
- Displaying offensive material eg. pornography, pictures
- Sending offensive material eg. pornography, pictures from the school network
- Gross disobedience or disrespect (e.g. language, actions or intimidation directed at a staff member)
- Fighting
- Unprovoked physical assault
- Provocation of fights or physical assaults
- Presenting to school intoxicated or under the influence of a prohibited substance
- Intentional vandalism (wilful damage) / graffiti of school property
- Intentional vandalism (wilful damage) / graffiti of staff property
- Stalking of staff or students
- Theft by student of school property or the property of others
- Possession/use/supply of drugs, alcohol or cigarettes (including e-cigarettes, vapes)
- Possession of smoking implements/paraphernalia (including lighters, pipes, bongs, cutters etc)
- Possession/use of a weapon
- Smoking/vaping on school property or in the community whilst wearing school uniform
- Sexual assault, including misconduct involving the unwanted touching of other, sexually explicit actions and or comments
- Driving students without permission during school hours
- Contacting the media without permission leading to untrue negative representation of the school

Consideration of Individual Circumstances

Staff at Mackay Northern Beaches State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing

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

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

Curriculum and pedagogy

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

At Mackay Northern Beaches State High School, our Student Learning and Wellbeing Framework is central to our promotion of wellbeing.

We acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Mackay Northern Beaches State High School, we provide age-appropriate vaping, drug and alcohol education that reinforces public health and safety messages; sexual health programs which coincide with curriculum requirements in addition to addressing individual needs; and ensure CPR for Life in schools skills training is provided to all Year 12 students.

Policy and expectations

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

Vaping and Drug education and intervention

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

Specialised health needs

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

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

Medications

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

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

Mackay Northern Beaches State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required. This is located at the Student Services building.

Mental health

Mackay Northern Beaches State High School implements early intervention measures and treatments for students, in conjunction with parents and medical professionals, where there is reasonable belief that a student has a mental health difficulty. This may include facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Mackay Northern Beaches State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or school Youth Support coordinators within Sector Teams.

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

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

Suicide postvention

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

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

Student Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact school administration on the school phone number (4842 1333).

Role	What they do
Junior School (JS) Sector – Year 7 & 8	
Head of Year 7 (HOY); HOY 8	<ul style="list-style-type: none"> • Monitors student attendance data, arranges intervention for students in Years 7 and 8. • Assists students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs. • Supports implementation of well-being initiatives through the junior CARE program. • Monitors, tracks and triages case management of specific students. • Enhances the links between the school and its community, working with other support staff and community-based youth organisations and networks to support students. • Refers at risk students to appropriate agencies and support services that will assist students to overcome barriers to education and training. • Develops a junior school culture that values engagement, inclusivity and diversity. • Provides individual support, case management and, where appropriate, group support to students to maximise their engagement with education and training.
JS Sector Coordinator (Yr 7 & 8)	<ul style="list-style-type: none"> • Liaises with other school staff to support student welfare at each year level. • Provides point of contact for students and their families. • Supports students to feel safe and comfortable and want to come to school. • Nurtures a sense of belonging to the home group, year level and school.
JS Youth Support Coordinator	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training. • Support students to overcome barriers to education such as:

	<ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ learning support and engagement ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers <p>social/emotional/physical wellbeing.</p>
JS Sector TA	<ul style="list-style-type: none"> ● Provide administration support to: ● Complete, and regularly update, relevant sector student support plans, ● Complete and send behaviour outcome documents (e.g. Suspensions), ● Follow up incident investigations (eg. with students, viewing CCTV) ● Liaise with parents to make appointments with sector team members
Middle School (MS) Sector – Year 9 & 10	
HOY 9 HOY 10	<ul style="list-style-type: none"> ● Coordinates transition to senior secondary for students moving from Year 9 to Year 10. ● Monitors student attendance data, arranges intervention for students in Years 9 and 10. ● Assists students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs. ● Supports implementation of well-being initiatives through the middle school wellbeing program. ● Monitors, tracks and triages case management of specific students. ● Enhances the links between the school and its community, working with other support staff and community-based youth organisations and networks to support students. ● Refers at risk students to appropriate agencies and support services that will assist students to overcome barriers to education and training. ● Develops a middle school culture that values engagement, inclusivity and diversity. ● Provides individual support, case management and, where appropriate, group support to students to maximise their engagement with education and training.
MS Sector Coordinator (Yr 9 & 10)	<ul style="list-style-type: none"> ● Liaises with other school staff to support student welfare at each year level. ● Provides point of contact for students and their families. ● Supports students to feel safe and comfortable and want to come to school. ● Nurtures a sense of belonging to the home group, year level and school.

MS Youth Support Coordinator	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training. • Support students to overcome barriers to education such as: <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ Learning support and engagement ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers • social/emotional/physical wellbeing.
MS Sector TA	<ul style="list-style-type: none"> • Provide administration support to : • Complete, and regularly update, relevant sector student support plans, • Complete and send behaviour outcome documents (eg. Suspensions), • Follow up incident investigations (eg. with students, viewing CCTV) • Liaise with parents to make appointments with sector team members
Senior School (SS) Sector – Year 11 & 12	
HOY 11 HOY 12	<ul style="list-style-type: none"> • Supports transition to post-secondary options for students exiting school. • Assists students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs. • Develops proactive pathways for students based on TrackEd profiles. • Monitors, tracks and triages case management on a weekly basis. • Supports Year Coordinators to manage and track attendance and provide support for students. • Tracks senior students and manages QCE attainment. • Enacts subject changes to protect student engagement in their course of study. • Provides career support and engage career agencies to support pathways for senior students. • Develops a senior school culture that values engagement, inclusivity and diversity. • Enhances the links between the school and its community, working with other support staff and community-based youth organisations and networks to support students. • Refers at risk students to appropriate agencies and support services that will assist students to overcome barriers to education and training. • Provides individual support, case management and, where appropriate, group support to students to maximise their engagement with education and training.

<p>SS Sector Coordinator (Yr 11 & 12)</p>	<ul style="list-style-type: none"> • Liaises with other school staff to support student welfare at each year level. • Provides point of contact for students and their families. • Supports students to feel safe and comfortable and want to come to school. • Nurtures a sense of belonging to the home group, year level and school.
<p>SS Youth Support Coordinator</p>	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training. • Support students to overcome barriers to education such as: <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers • social/emotional/physical wellbeing.
<p>SS Sector TA</p>	<ul style="list-style-type: none"> • Provide administration support to : • Complete, and regularly update, relevant sector student support plans, • Complete and send behaviour outcome documents (eg. Suspensions), • Follow up incident investigations (eg. with students, viewing CCTV) • Liaise with parents to make appointments with sector team members
<p>Community Education Counsellor (CEC)</p>	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. • Undertakes support service programs designed to meet the needs of the school and that will encourage the participation of our ATSI/SSI students. • Provides information to the school community about ATSI/SSI social and cultural perspectives. • Establishes and maintains links with out of school sources of information and support services to assist in the support of ATSI/SSI students.
<p>Guidance Officer (GO)</p>	<ul style="list-style-type: none"> • Provides a comprehensive student support program within the school environment offering counselling with students on a one- on-one basis or in a group setting. • Assists students with specific difficulties, acting as a mediator or providing information on other life skills • Provides advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health and wellbeing issues. • Conducts psychoeducational assessments and career development to enhance positive educational outcomes and establish career pathways for students.

	<ul style="list-style-type: none"> • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Primary-Secondary Transition Officer	<ul style="list-style-type: none"> • Coordinates transition to secondary for students moving from Year 6 to Year 7. • Organise high school experience opportunities • Organise staff and faculty attendance at primary schools
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • Provides health and well-being information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ mental health ○ sexual health ○ smoking, alcohol and other drugs. • Promotes health and wellbeing within the Mackay Northern Beaches State High School community. • Works with community and other services to connect students and their families with the support they need. • Organises, with other members of the wellbeing team, a range of events that promote positive social interaction and a culture of inclusion within the student population. • Runs wellbeing intervention programs. • Conducts targeted Health Promotions. • Organises and promotes healthy school wide activities for students and staff.
Social Worker	<ul style="list-style-type: none"> • Provide short term mental health and wellbeing support to students through: <ul style="list-style-type: none"> • Individual therapy • Working with students' families and/or other support staff • Running group sessions with students at the school • Referrals to external services

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with school administration on the school phone number (4842 1333).

Whole School Approach to Discipline

Mackay Northern Beaches State High School uses a multi-tiered system of support (MTSS) for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. It involves:

- Analysing and improving student behaviour and learning outcomes.
- Ensuring that only evidence-based practices are used correctly by teachers to support students.
- Continually supporting staff members to maintain consistent school and classroom improvement practices.

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or our integrated approach to learning and behaviour are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Students' Rights and Responsibilities

At Mackay Northern Beaches State High School it is important that every student understands their rights and responsibilities of students when ***Striving for Excellence***.

<i>Responsibilities</i>	<i>Rights</i>
1. I am responsible for treating all members of the school community with understanding and respect.	1. I have the right to be happy and to be treated with understanding and respect by all members of the school community.
2. I am responsible for acting inclusively in my interactions with others irrespective of their race, ethnic background, gender, socioeconomic status, ability or disability.	2. I have the right to be included by all members of the school community.
3. I am responsible for respecting the authority of all staff – teaching and non-teaching; and following reasonable instructions.	3. I have the right to be treated with respect when being given instructions.

4. I am responsible for making the school safe by not threatening, bullying, harassing or hurting anyone in anyway.	4. I have the right to feel safe and be safe while I am at school or travelling to and from school.
5. I am responsible for making the most of the educational opportunities given by: <ul style="list-style-type: none"> • Keeping up to date with required work. • Behaving so as not to interfere with other students' right to learn or the teacher's right teach. • Being punctual, attending school regularly and taking part in activities that will be of benefit to the consolidation of my learning through daily review and set homework 	5. I have the right to obtain maximum benefit from all learning experiences, in a positive supportive learning environment.
6. I am responsible for supporting and acknowledging the achievement of others.	6. I have the right to be proud of my achievements and celebrate the success of myself and others.
7. I am responsible for respecting other people's property by not stealing, damaging or interfering with it.	7. I have the right to expect my property to be safe.
8. I am responsible for reporting any defects in furniture and building. I accept that staff may be more aware of dangers than I am, and I will heed their advice.	8. I have the right to work and relax in a safe environment.
9. I am responsible for protecting my health and not smoking cigarettes, taking drugs, drinking alcoholic drinks or encouraging other students to do so.	9. I have the right not to be pressured into health damaging habits.
10. I am responsible for expressing my opinions in a non-aggressive manner and at an appropriate time.	10. I have the right to express my opinions in an appropriate manner and at the appropriate time.
11. I am responsible for ensuring I hear the daily notices and follow up accordingly.	11. I have the right to be kept fully informed about all school activities.
12. I am responsible for caring for the school environment, to keep it clean and free from litter.	12. I have the right to have a pleasant clean and well-maintained school and grounds.
13. I am responsible for my behaviour and dressing in a way that will display pride in my appearance, respect for myself and my school.	13. I have the right to be proud of my school's appearance, high standards and excellent reputation in the community.
14. I am responsible for behaving in a way that contributes to an effective learning environment.	14. I have the right to expect effective teaching and appropriate management of all students.
Conclusion I am responsible for always protecting my rights and the rights of others.	Conclusion I accept that all these rights will be mine, if I am fulfilling my responsibilities.

Parents and Staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
1. You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	1. We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
2. You are respectful in your conversations at home about school staff.	2. We will ensure positive behaviours are role modelled for all students.
3. You leave and collect your child from the designated area at school.	3. We will give clear guidance about a designated area for parents to leave and collect students.
4. You respect the obligation of staff to maintain student and family privacy.	4. We will maintain confidentiality about information relating to your child and family.
5. You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	5. We will create a safe, supportive and inclusive environment for every student.
6. You recognise people are different and will be non-judgmental, fair and equitable to others in the school community.	6. We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
7. You support your child to meet the learning and behavioural expectations at school.	7. We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
8. You stay informed about school news and activities by reading the weekly Principal newsletter (primarily) and other materials sent home by school staff.	8. We will use the weekly Principal newsletter, QLearn and social media platforms as the primary means of notifying parents about school news, excursions or events.
9. You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent.	9. We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
10. You share relevant information about your child's learning, social and behavioural needs with school staff.	10. We will share relevant information with you about your child's learning, social and behavioural progress at school.
11. You take a positive, solution-focused approach to resolving complaints.	11. We will nominate a contact person for you to work with to resolve a school-related complaint.
12. You respect school, student and staff privacy in your online communications.	12. We will act quickly to address social media issues that affect staff, students or families.
13. You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	13. We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure
14. You help your child to see the	14. We will promote every child's

strengths and benefits in diversity and differences in their classmates.	individuality and build a cohesive, inclusive classroom and school culture.
15. You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	15. We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

At our school, we recognize that each student's circumstances are unique and can significantly influence their behavior and learning experiences. Our staff are committed to understanding these individual circumstances when providing support and determining appropriate consequences for disciplinary matters.

Individualised Approach

When addressing disciplinary issues, staff members assess a variety of factors that may impact a student's behavior, including but not limited to:

- *Personal Background:* Family situations, cultural context, and life experiences.
- *Emotional and Mental Health:* Any challenges that may affect a student's ability to engage positively in the school environment.
- *Academic Performance:* Consideration of any learning difficulties or barriers that might contribute to the behaviour in question.
- *Previous Behaviour History:* Understanding patterns in a student's behaviour to inform appropriate responses and interventions.

This holistic approach enables staff to tailor support strategies that address the root causes of behavioural issues, fostering a more positive school environment.

Confidentiality Obligations

We are deeply committed to maintaining the confidentiality of our students. Staff members are obligated to limit discussions regarding individual circumstances, including disciplinary actions, to ensure the privacy of each student. Information about a student's situation and the corresponding disciplinary consequences is only shared with:

- *The student:* The student involved has the right to understand the implications of their behaviour and the consequences applied.
- *Parents/Guardians:* Communication with the student's parents or guardians is conducted to inform them of the situation and involve them in support strategies, while respecting the student's privacy.
- *Relevant Staff Members:* Only those staff members directly involved in supporting the student or addressing the disciplinary matter will be informed, and only to the extent necessary to facilitate appropriate intervention.

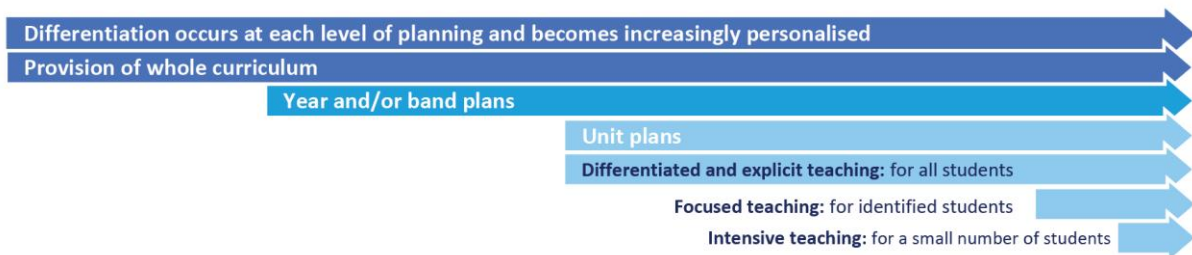
We believe that respecting confidentiality is essential not only for the dignity of the student but also for fostering an environment of trust and support within our school community.

Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical (the method and practice of teaching) differentiation.



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

Does your behaviour support:

- ✓ Your learning?
- ✓ Other students' learning?
- ✓ The teacher's teaching?

Remember our

Expectations

Consider your

Choices

Consider the

Consequences

Maximise YOUR Potential (Image 3)

Explicit Instruction Classroom Behaviours Expectations (Image 4)

Learning Goal

We Are Learning Today... (WALT)

What I'm Looking For... (WILF)

Warm Up

Remember what you have already learnt.

- Rapid Recall Routines
- Activate prior knowledge of the topic

Fast, short activities lead by teacher.

I Do - No talking

Your job is to...

watch, listen and learn.

The teacher's job is to...

teach and explain.

We Do

We *work* as a *team* to:

- practice the new skill
- check for understanding
- work together

There is *low-level* working noise.

You Do

You work independently.

- Show what you have learnt
- Working by yourself

There is *no noise* or *it's working noise*.

Plough Back

Remember what you have learnt this lesson.

- Have you achieved the **WALT**?
- Did you complete **WILF**?
- What will we learn next?

Inquiry Questions (Image 5)

What are you learning?

How can you improve?

How are you achieving?

Where do you go for help?

How do you know how well you are achieving?

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Mackay Northern Beaches State High School to provide focused teaching.

Mackay Northern Beaches State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

This section of the Mackay Northern Beaches Student Code of Conduct contains links to legislation that influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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](#)

Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out-of-school suspension or exclusion is necessary therefore for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. Please refer to Tier 1 behaviours outlined in the MNBSHS Behaviour Classification (Tier 1, Tier 2 & Tier 3) section for possible examples of behaviour.

This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s (e.g. Rules of Engagement)
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives

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

At Mackay Northern Beaches State High School, we encourage teachers to use 10 Essential Skills for Classroom Management (ESCM) in order to minimise the amount of time they spend conducting managing conversations and increase the amount of time they spend in conducting learning conversations.

Strategies to Support the management of Student Behaviour using Essential Skills for Classroom Management (ESCM)

Language of Expectation - What teachers say and do to articulate the boundaries of acceptable behaviour in the classroom.

1. Establish clear expectations for classroom behaviour ensuring these are explicitly taught and clearly articulated
2. Give clear direction about what students are to do
3. Waiting and 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 - What teachers say and do to support students to engage with the curriculum and cooperate productively with others.

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 - What teachers say and do to interrupt and redirect students who are off task.

1. Selective attending - deliberately give minimal attention to safe, off-task or inappropriate behaviour

2. 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
3. Giving a choice - respectfully confront the student, who is disrupting others, with the available choices and their logical consequences
4. 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

The class teacher is responsible for making phone/e-mail contact with parent/guardians. The behaviours are entered onto One School.

Referral to relevant HOD is not required at this level, until or unless the behaviour is continuous and/or escalated.

Focussed

Class teachers are supported by other school-based staff to address in-class problem behaviour. Please refer to Tier 2 behaviours outlined in the MNBSHS Behaviour Classification (Tier 1, Tier 2 & Tier 3) section for possible examples of behaviour.

This may include:

- Suggested Behaviour Process
- Parent contact
- Behaviour Management Process (Buddy System)
- Restorative Reflection Contract
- Peer mediation or restorative conference
- Around The Grounds
- Rules of Engagement
- Student Reflection Room
- Behaviour Monitoring Card
- Attendance Monitoring Card
- Goal Setting Card
- Placement in senior class (supervision)
- HOD Detention
- After school detention
- Withdrawal from class (E.g. WH&S breaches)
- Removal of privileges (E.g. playground, library, internet, extracurricular activities)
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Functional Behaviour Assessment
- Counselling and guidance support
- Check in Check Out strategy (E.g. Mobile phone daily check-in)
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Internal suspension from classes and community for a short period of time
- Interagency support (Headspace Programs)

The class teacher is responsible for making phone/e-mail contact with parent/guardian (in consultation with HOD).

The behaviours are entered onto One School. Referral to relevant HOD is required at this level.

Intensive

The school leadership team works in consultation with our Student Support Network to address persistent or ongoing serious problem behaviour. Please refer to Level 3 behaviours outlined in the MNBSHS Behaviour Classification (Level 1, Level 2 & Level 3) section for possible examples of behaviour.

This may include:

- Part-time educational program plan
- Discipline Improvement Plan
- Behaviour Risk Assessment Tool
- Individual Support Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Police notification (if illegal behaviour)
- Internal suspension from classes and community for a short period of time
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension
- Suspension pending exclusion
- Exclusion
- Cancellation of enrolment

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by a principal consequentially to address poor student behaviour. There are four types of SDA:

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

At Mackay Northern Beaches State High School, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

For more information regarding suspension in Queensland state schools refer to the [Fact sheet—Suspension \(1-10 days and 11-20 days\) \(PDF, 676KB\)](#)

Re-engagement following suspension

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Sign the student into school

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors. This procedure is based on the legislative framework outlined in [Division 2, Education \(General Provisions\) Regulation 2017 \(Qld\) External link](#)

Power to remove property from student

As per the Education (General Provisions) Regulation 2017, the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary:

- a. to promote the caring, safe and supportive learning environment of the school; or
- b. to maintain and foster mutual respect between staff members and students at the school; or
- c. to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
- d. to provide for the effective administration of matters relating to students of the school.

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

The following items are explicitly prohibited at Mackay Northern Beaches 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 other synthetic drug substances
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- energy drinks, soft drinks and fast food

- visible mobile phones and headphones between the hours of 8:30am and 2:45pm – **unless the device is being used under direct teacher direction and supervision to enhance learning.**

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

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

Dress Code Policy

Please refer to the Mackay Northern Beaches State High School Dress Code for Students in regard to acceptable dress code requirements at our school. Incorrect items of uniform will be confiscated from students if they are found to be wearing them, and consequences will be issued if students are repeatedly found to be non-compliant in following the dress code for student's policy endorsed by the P&C Association.

Key Information

- Mackay Northern Beaches SHS's Student Code of Conduct details information about the temporary removal of student property by school staff procedure.
- Consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- State school staff may remove property without the consent of parents or students.
- If student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the property or the bag it is in should be seized immediately and retained for handing to police.
- Under normal circumstances state school staff are not permitted to search student property unless they have the consent of the student or parent.
- In emergency circumstances it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency).
- State school staff do not have the authority to search the person of a student. If a search is considered necessary, the police should be contacted to make such a determination

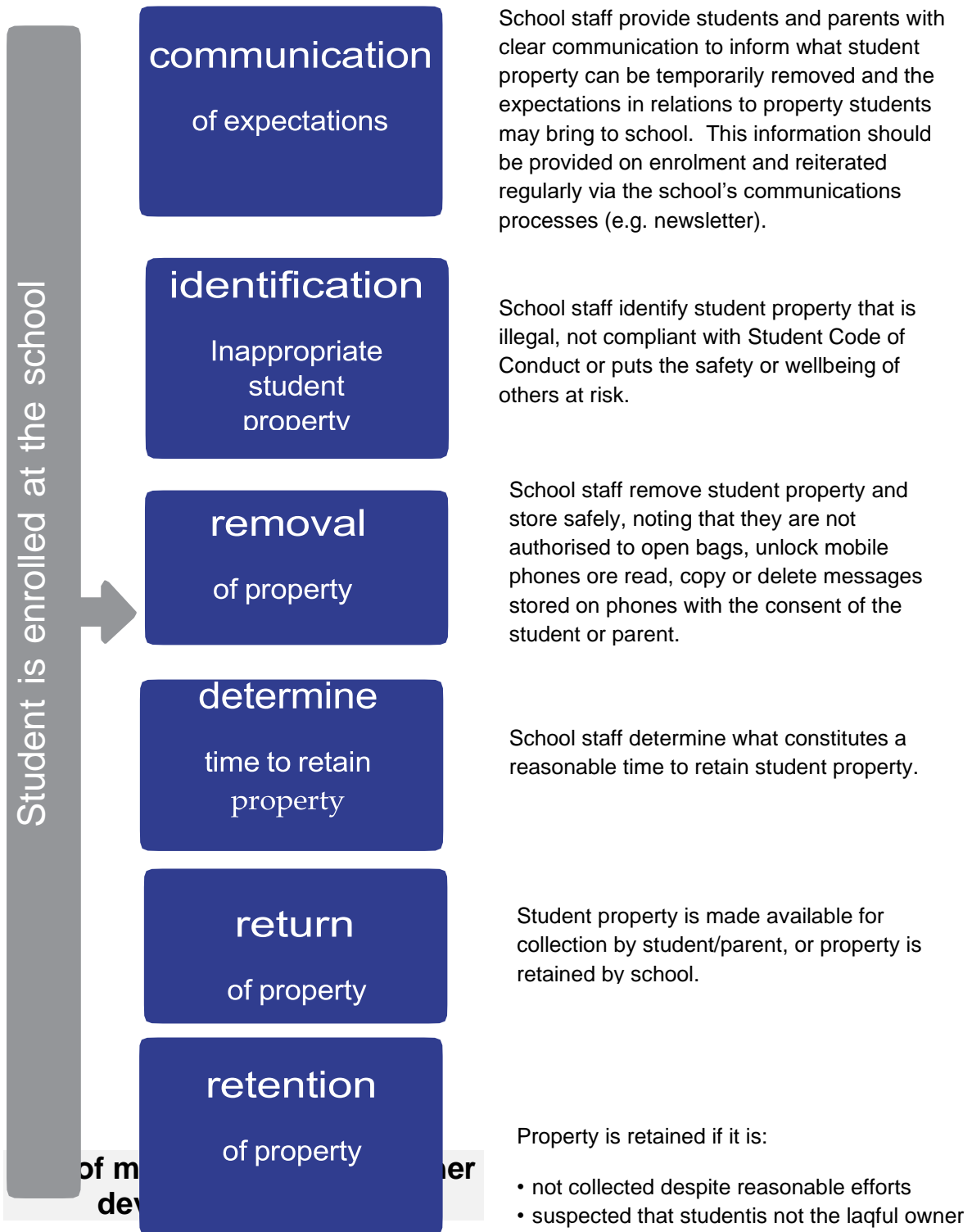
Students and parents

- Ensure they/their children do not bring property onto school grounds or other settings used by school that:
 - is prohibited according to the school's 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 their/their child's property as soon as possible after they have been notified the property is available for collection.

Students at Mackay Northern Beaches 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 Northern Beaches 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 their property as soon as possible when advised by the principal or state school staff it is available for collection.



Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Mackay Northern Beaches State High School recognises that technological advancements have meant that mobile phones are available to and carried by most staff and secondary students during their working day. Mobile phones and electronic devices are a part of today's technology and there are times when it is genuinely appropriate and beneficial for students to have access to these devices.

In consultation with the broader school community, Mackay Northern Beaches State High School has determined that explicit teaching of responsible use of digital devices are a critical component of digital literacy and wellbeing of students. 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.

Responsibilities

The responsibilities for students using devices at school or during school activities (school excursions, camps and extra-curricular activities), are outlined below.

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

1. switch off and place the mobile device out of sight during classes, during school, and during lunch breaks **unless the device is being used under direct teacher direction and supervision to enhance learning.**
2. use devices **other than mobile phones** for:
 - a. assigned class work and assignments set by teachers
 - b. developing appropriate literacy, communication and information skills
 - c. authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - d. conducting general research for school activities and projects
 - e. collaborating with other students, teachers, parents or experts in relation to schoolwork
 - f. accessing online references such as dictionaries, encyclopaedias, etc.
 - g. researching and learning through the department's eLearning environment
 - h. Any school related activity as directed by the teacher
3. be courteous, considerate and respectful of others when using a mobile device
4. seek teacher's approval where they wish to use a mobile device under direct supervision.
5. make teachers aware of any inappropriate material that they have accidentally accessed
6. report any ICT damage to staff
7. bring any ICT device accessories needed to sustain use of device throughout the day (chargers, USB, mouse)

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

1. use a mobile phone, headphones, and smart watches (time only use is permitted) between the hours of 8:30 a.m. and 2:45 p.m. – **unless the device is being used under direct teacher direction and supervision to enhance learning.**
2. use a mobile phone or other devices in an unlawful manner
3. use a digital device for any other purpose other than in-class educational activities as directed by the teacher
4. store files on the network that do not directly relate to work being conducted at school.
5. use Bluetooth devices (including external speakers, headphones, smart watches)
6. use a mobile device to hotspot a Wi-Fi connection
7. use a mobile phone during school time without direct supervision or permission from the teacher
8. downloading, distribute or publish offensive messages or pictures
9. use obscene, inflammatory, racist, discriminatory or derogatory language
10. use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
11. insult, harass or attack others or use obscene or abusive language
12. deliberately waste printing and internet resources
13. willfully or negligently damage ICT resources including, but not limited to school and BYOD laptops.
14. commit plagiarism or violate copyright laws
15. send chain letters or spam email (junk mail)
16. knowingly download viruses or any other programs capable of breaching the department's network security
17. use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
18. 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
19. use a mobile phone (including those with Bluetooth functionality) or smart watches during exams or assessments
20. take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.
21. create and distribute digital content (videos, pictures or the like) that puts the schools name into disrepute.

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 Northern Beaches State High School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
 - schools may remotely access departmentally owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.
 - Mackay Northern Beaches State High School takes no responsibility for theft, loss, breakages, vandalism or unauthorized access to BYOD laptops. While every effort will be made to investigate instances of theft or malicious damage of BYOD laptops, parents may still be responsible for acquiring the costs to repair or replace the relevant device. Consequently, the school suggests students hand mobile phones and other electronic devices (excluding BYOD) into the general office at the start of each day for safe storage if brought to school.

Some staff may be required to carry a mobile phone for Health and Safety purposes. If so, the mobile should be kept on silent during class.

Consequences for incorrect use of mobile phones and electronic devices:

INCORRECT USE	CONSEQUENCE
Phone turned on (includes on silent); Phone rings; Electronic device use in class – 1 st offence	Phone/electronic device confiscated and held at office – student allowed to collect at the end of the day
Phone turned on (includes on silent); Phone rings; Electronic device use in class – 2 nd offence	Phone/electronic device confiscated and held at office – parent to collect
Phone turned on (includes on silent); Phone rings; Electronic device use in class – 3 rd offence	Phone/electronic device confiscated and held at office – parent to collect and meet with Admin, possible suspension
Mobile phone used to send harassing, Threatening text messages, inappropriate images	Phone/electronic device confiscated and held at office – parents contacted, possible suspension
Taking and / or distributing photos, digital images or footage without consent	Phone/electronic device confiscated and held at office – possible suspension
Use or possession of other’s phone/ electronic device without permission	Possible suspension – parents contacted
Use of phone or electronic device in an exam room	Phone or electronic device confiscated – possible cancellation of exam paper
Repeated phone confiscations >4	Student welcome, phone is not. The phone must be handed in each morning before Care. If phone is confiscated significant consequences will apply
Refusal to hand over mobile phone or other electronic devices to a staff member when requested (due to mobile phone or electronic device offence)	Possible suspension –parents contacted

Laptops that are part of the Connected Student BYOD Laptop program are exempt from this policy, however their use is governed by the Program’s Expectations as well as the Acceptable Computer Use and Internet Access Policy.

Preventing and responding to bullying

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

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

Mackay Northern Beaches State High School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



- 1. Leadership**
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
- 2. Inclusion**
All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- 3. Student voice**
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- 4. Partnerships**
Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

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

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

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

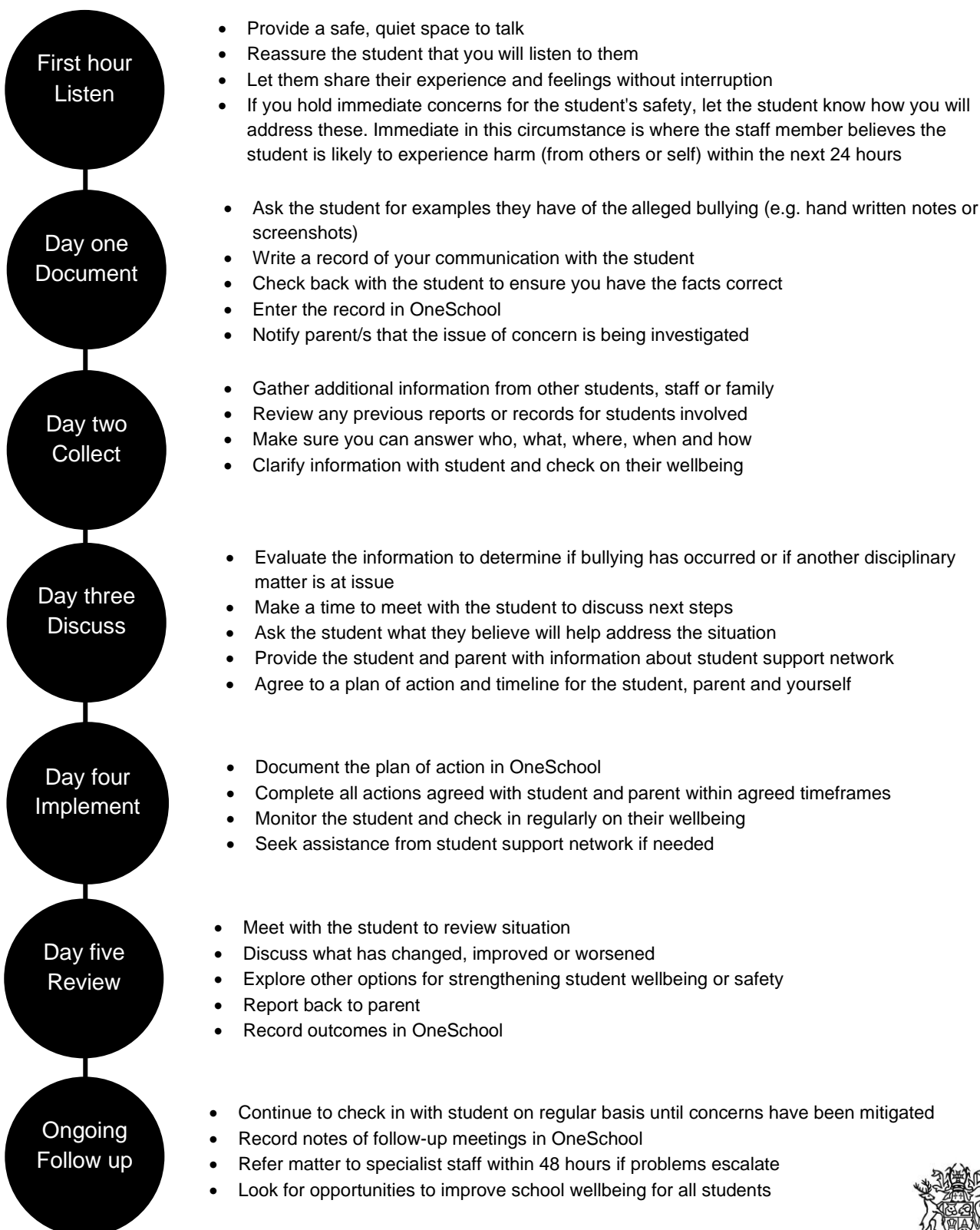
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying: Year 7 to 12 – Care teacher or Head of Year



Stymie at Mackay Northern Beaches State High School



We encourage students to support peers of bullying by making anonymous notifications through the Stymie website. These notifications will be about other students who students see being bullied or experience harm at Mackay Northern Beaches State High School. Students can also make notifications about illegal activity and any other kind of harm to students and/or the school community. The notifications or can include evidence such as screen shots of social media conversations or text messages and are automatically forwarded to the Principal, Deputy Principals and Year Level Coordinators at Mackay Northern Beaches State High School. Students can notify the school of a bullying event at <https://www.stymie.com.au/>

Incident Report

In the event where students have experienced a suspected bullying incident. Students are required to fill out an incident report form. This report details evidence such as: who was involved, what happened, where, when and what time, witnesses and what was done about the situation. This information will be used to inform an investigation into the bullying report.

Around the grounds (ATG)

As a part of the student wellbeing framework, teachers may be required to complete an ATG report. In this report a teacher will provide information on but not limited to the following.

- Punctuality
- Manner
- Behaviour
- Application and effort regarding class work
- Attendance

This information is collated to gain a holistic understanding of the students' experience and life at school. Furthermore, this information can be used to establish support networks for students who may be experiencing bullying.

Rules of Engagement

A Rules of Engagement is an individualised document developed on the need-to-need basis to mediate, prevent future conflict and make students feel safe within the school. Consequences of breach of rules of engagement can include detentions, removal from the grounds at lunchtime and/or suspension.

Cyberbullying

Cyberbullying is treated at Mackay Northern Beaches 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, weekend or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or Care class teacher.

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 Northern Beaches State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or 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 Administration.

Appropriate use of social media

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

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

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

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

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

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

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 problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

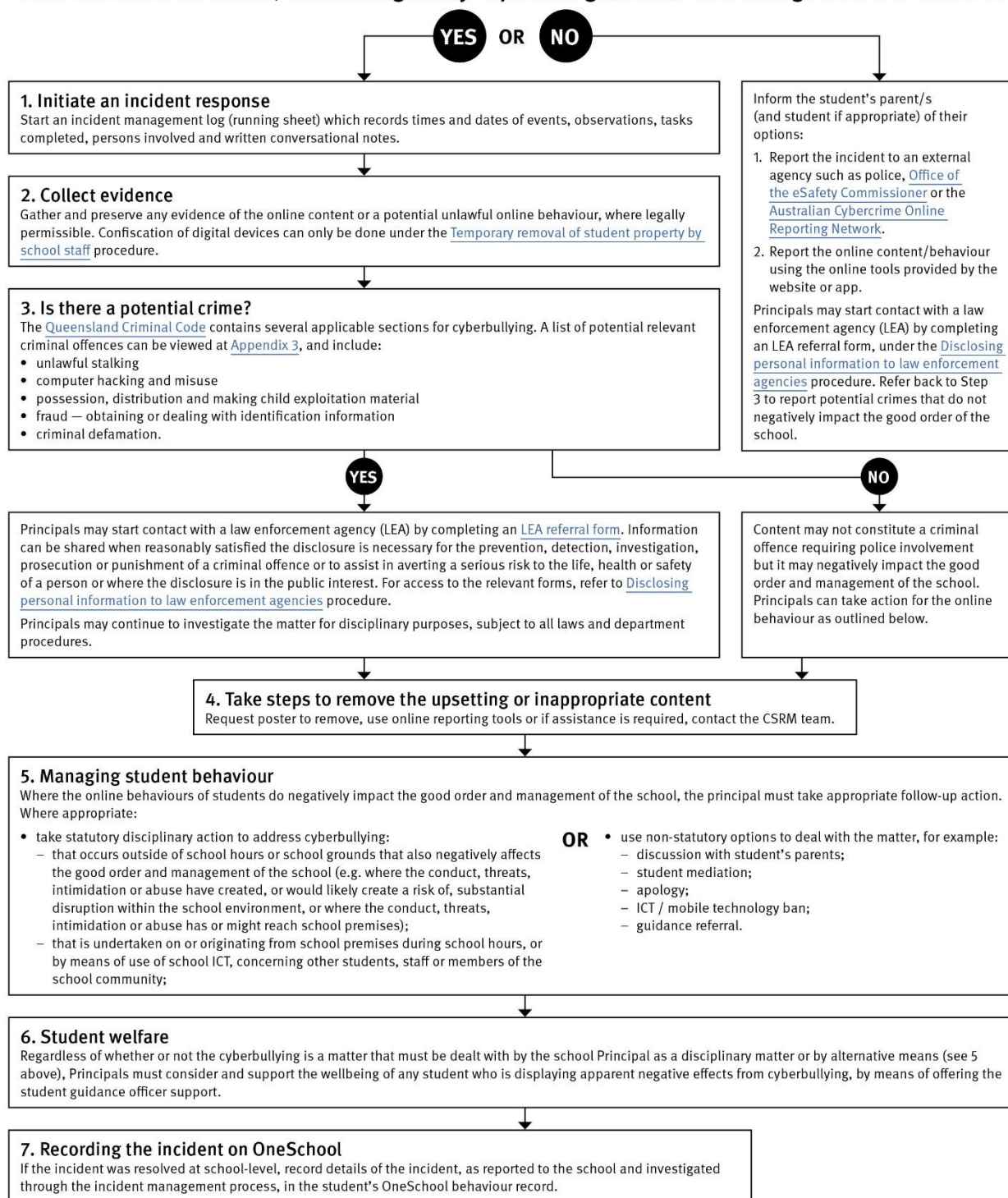
Explicit images

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

Help

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

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



Cyber Safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety 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 cyber safety 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 Northern Beaches State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Mackay Northern Beaches 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Mackay Northern Beaches State High School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment and may be revisited with individual students if problems around bullying arise.

We agree to work together to improve the quality of relationships in our community at Mackay Northern Beaches State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Restrictive Practices

School staff at Mackay Northern Beaches 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 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.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond to 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 to punish or discipline the student; it is a crisis management period only.

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

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

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

Related Procedures and Guidelines

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

- Students Rights and Responsibilities
- Essential Skills for Classroom Management (ESCM)
- Shout-Outs
- STAR Level Awards
- Behaviour Classification (Tier 1, Tier 2 & Tier 3)
- Student Learning and Wellbeing Framework
- School Emergency Management Plan
- HOD Detention
- Around The Grounds (ATG) reports
- Suggested Behaviour Process
- Behaviour Management Process (Buddy System)
- Restorative Reflection Contract
- Behaviour Monitoring Card
- Attendance Monitoring Card
- Goal setting Card
- Rules of Engagement
- After school detentions
- Suspension Booklet
- Discipline Improvement Plan
- Behaviour Risk Assessment Tool
- Individual Support Plan
- Student OnePlans
- Temporary removal of student property by school staff procedure
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension
- Suspension pending exclusion
- Exclusion
- Cancellation of enrolment
- Student dress code
- Assessment Policy
- Homework Policy
- 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, willful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enroll – Risk to safety or wellbeing
- Student protection
- Supporting students' mental health and wellbeing
- Use of ICT systems
- BYOD Policy
- Acceptable Computer Use and Internet Access 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](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school

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

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

2. **Internal review:** [contact the local Regional Office](#)

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

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

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

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