



MOURA STATE HIGH

Moura State High School

Student Code of Conduct 2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name: James Lye

Principal Signature:

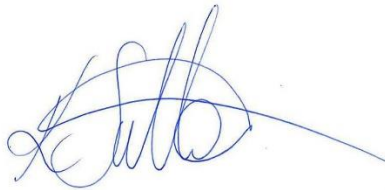


Date: 7/12/2020

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

Kristee Sutton

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



Date: 7/12/2020

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Purpose

Moura State High School is committed to its motto – *‘Strive Today to Build Tomorrow’*. To meet this goal, we endeavour to provide a safe, supportive, positive and disciplined school environment where academic and social learning outcomes are maximised for all students.

All endeavours carried out at our school, strive to enact our school vision;

At Moura State High School, we are more than just a school. Our learning community shares a commitment to high expectations and student success. We strive to nurture and develop active community members who embody our core values.

This vision encompasses how we operate as a school and a community. Within this vision and our day-to-day work, as a school we teach, promote and embed our core values of *Respect, Integrity and Responsibility*. These elements are critical to providing a solid foundation for positive learning outcomes.

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

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

Principal's Foreword

Introduction

At Moura High, we really are more than just a school. Regardless of our complex context, we pride ourselves on our ability to provide opportunities for every one of our students. We know and understand our students, their families and our community, and provide a personalised education for every student. We make it our business to know our students' business and ensure that every single child in our school is supported in becoming an active community member with a bright future.

Our school motto of "Strive Today to Build Tomorrow" reflects the learning intent of the school as it endeavours to foster students who are community minded, flexible, understanding and driven so as to prepare them for the careers and world of the future. We are committed to working hard to ensure that we continue to build on our successes and address the identified areas of need to provide an environment that supports the achievements of our young people and optimises their post-school learning pathways.

Moura State High School has three core values, Respect, Responsibility and Integrity.

Respect	for self and others
Responsibility	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
Integrity	act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

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

Moura 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.

At Moura High, we function as a learning community with an inclusive approach and an abundance of opportunities. We really are more than just a school and I am immensely proud to be the Principal of our great little school.

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

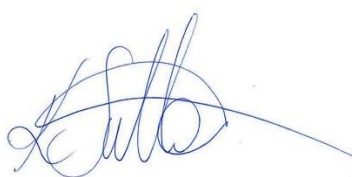
P&C Statement of Support

As president of the Moura State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr James Lye and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Moura State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating, however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Moura State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 33 provides an excellent starting point to understand how to approach the school about these types of problems.

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



Signature

Kristee Sutton
P & C President

School Captains/Leaders Statement

On behalf of the student body at Moura State High School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Moura State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however, you are also invited to approach any of us directly

School Captain Name:

Georgie Coombe

Date:

School Captain Signature:

Date:

School Captain Name:

Holly Dowden

Date:

School Captain Signature:

Date:

Review Statement

Consultation

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

In the first phase, we held a series of internal meetings with staff between July and October 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided students, parents and staff opportunity to comment on and provide feedback on previous school policies, culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Moura State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Moura State High School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email notification of Student Code of Conduct availability to all parents. Any families who require assistance to access a copy of the Moura State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

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

Data Overview

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	170	171	185
Girls	89	80	85
Boys	81	91	100
Indigenous	20	24	24
Enrolment continuity (Feb. – Nov.)	85%	96%	90%

Notes:

Student counts are based on the Census (August) enrolment collection.

Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

[pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	18	18	17
Year 11 – Year 12	15	12	9

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

School Opinion Survey

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Parent Opinion Survey

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	86%	85%	86%
• this is a good school (S2035)	91%	85%	89%
• their child likes being at this school* (S2001)	86%	77%	79%
• their child feels safe at this school* (S2002)	86%	85%	90%
• their child's learning needs are being met at this school* (S2003)	86%	81%	90%
• their child is making good progress at this school* (S2004)	86%	85%	86%
• teachers at this school expect their child to do his or her best* (S2005)	95%	85%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	85%	90%
• teachers at this school motivate their child to learn* (S2007)	91%	85%	86%
• teachers at this school treat students fairly* (S2008)	86%	77%	72%
• they can talk to their child's teachers about their concerns* (S2009)	95%	88%	86%
• this school works with them to support their child's learning* (S2010)	95%	85%	79%
• this school takes parents' opinions seriously* (S2011)	86%	77%	68%
• student behaviour is well managed at this school* (S2012)	82%	54%	48%
• this school looks for ways to improve* (S2013)	86%	77%	78%
• this school is well maintained* (S2014)	95%	96%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Student opinion survey

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	92%	86%	85%
• they like being at their school* (S2036)	81%	67%	73%
• they feel safe at their school* (S2037)	87%	80%	84%
• their teachers motivate them to learn* (S2038)	91%	86%	85%
• their teachers expect them to do their best* (S2039)	98%	90%	



Percentage of students who agree# that:	2017	2018	2019
• their teachers provide them with useful feedback about their school work* (S2040)	90%	81%	87%
• teachers treat students fairly at their school* (S2041)	78%	55%	61%
• they can talk to their teachers about their concerns* (S2042)	79%	60%	68%
• their school takes students' opinions seriously* (S2043)	80%	68%	66%
• student behaviour is well managed at their school* (S2044)	78%	57%	68%
• their school looks for ways to improve* (S2045)	96%	81%	81%
• their school is well maintained* (S2046)	94%	86%	78%
• their school gives them opportunities to do interesting things* (S2047)	85%	85%	77%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Staff opinion survey

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	98%	100%
• they receive useful feedback about their work at their school (S2071)	91%	79%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	90%	96%
• students are encouraged to do their best at their school (S2072)	97%	97%	95%
• students are treated fairly at their school (S2073)	94%	81%	86%
• student behaviour is well managed at their school (S2074)	97%	56%	69%
• staff are well supported at their school (S2075)	88%	78%	72%
• their school takes staff opinions seriously (S2076)	91%	79%	82%
• their school looks for ways to improve (S2077)	97%	95%	95%
• their school is well maintained (S2078)	97%	95%	92%
• their school gives them opportunities to do interesting things (S2079)	97%	88%	86%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

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

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

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	58	70	69
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

OneSchool use for recording incidents:

Information about accessing records, reports or timetables is provided here <https://www.qld.gov.au/education/schools/information/contact/pages/accessing>. Further information about recording incidents in OneSchool is contained in Principal guidelines – student discipline.

Moura State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, staff follow the *Behavioural Responsibility Flowchart* to ensure restoration occurs. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The One School Behaviour database is used to record all minor and major problem behaviours.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

Minor behaviours are considered Level 1 and Level 2 (yellow) behaviours (Behavioural Responsibility Flowchart). They are behaviours that:

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

Major behaviours are considered Level 3, Level 4 or Level 5 (orange or red) behaviours (Behavioural Responsibility Flowchart). They are behaviours that:

- significantly violate the rights of others
- put others / self at risk of harm
- are repeated or consistent minor behaviours that require further support
- require the involvement of school Administration

The process for recording minor and major behaviours in OneSchool is outlined in the steps below:

1. Determine if the student behaviour requires a recording in OneSchool
2. Determine the level of the behaviour based on the Behavioural Responsibility Flowchart and refer to the appropriate stakeholders with **FYI** or **ACTION**

FYI

- A FYI is a OneSchool referral to the appropriate administration team members as a 'heads up' regarding behaviour from a student. The teacher in this case, may not require further follow up from an administration team member/s
- The intent of these referrals is to record data that may need to be actioned at a later date and/or build a behaviour data history

ACTION

- There are two circumstances in which an ACTION referral needs to be made
 1. When a student has repeated minor behaviours and the teacher has referred these as an FYI on 3 or more occasions
 2. When a student demonstrates a major behaviour at a Level 3 or above
- An ACTION referral is referred to the appropriate administration team member/s who will then undertake further investigation and action that is appropriate for the behaviour in a timely manner

All referrals must happen within a timely manner (where possible, on the day of the occurrence. At most, no more than 24 hours after the behaviour)

Referrals must be recorded as a clear and factual representation of the incident

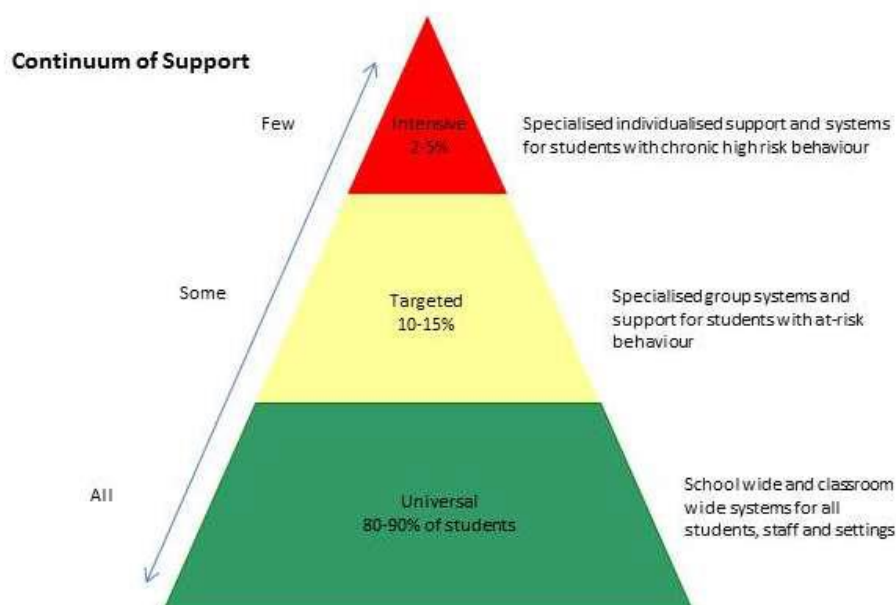
Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

Moura State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

The three main tiers to differentiation and support are illustrated in the diagram below:



Teachers at Moura 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.

Every child is supported under this three tiered model, with the majority of students falling within the first tier; universal behavioural support for all students. Tier two represents targeted and teaching is required. Tier three is intensive teaching for small numbers of students. Each layer provides progressively more personalised supports for students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum, Behaviour flowchart and Moura State High School's Behaviour Expectations for Students Matrix. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Moura State High School's Behaviour Expectations for Students Matrix. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour.

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.

Consideration of Individual Circumstances

Staff at Moura 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 consequence 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 and Support Network

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Moura State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 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.

Drug education and intervention

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

Specialised health needs

Moura 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

Moura 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.

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

Mental health

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

Suicide prevention

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

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Moura 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, Moura 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, Moura 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

Moura 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 Moura State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

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

Role	What they do
Principal	<ul style="list-style-type: none">• leadership of Student Support Network to promote an inclusive, positive school culture• monitors attendance, behaviour and academic data to identify areas of additional need.

Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department Junior Secondary	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling, through Junior Secondary and Senior Secondary • ensures students feel safe and comfortable and want to come to school • coordinate transition to secondary for students moving from Year 6 to Year7 • lead role for implementation of Student Code of Conduct • monitors student attendance data, arranges intervention for students in Years 7 to 9.
Head of Department Senior School	<ul style="list-style-type: none"> • responsible for student welfare at each year level • ensures students feel safe and comfortable and want to come to school • provides continuity of contact for students and their families through the six years of schooling, through Junior Secondary and Senior Secondary • monitors student attendance data, arranges intervention for students in Years 10 to 12. • Manages Right on Track (ROT)
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs. • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Year Level Coordinators	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling, through Junior Secondary and Senior Secondary • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.
School Chaplain	<ul style="list-style-type: none"> • facilitate wellbeing groups • lunchtime activities • general student welfare

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

Whole School Approach to Discipline

Moura State High School uses *Positive Behaviour for Learning (PBL) philosophy as the basis* for a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Moura 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 Moura State High School Student Code of Conduct is an opportunity to explain the PBL philosophy framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL philosophy 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 PBL philosophy are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

Moura State High School is dedicated to ensuring our learning community shares a commitment to high expectations and student success, including positive behaviour.

At Moura State High School we:

- Aim high, by promoting **respect, integrity and responsibility**
- Co-operate by being positive, honest and sharing
- Value our people, their diversity and individual strengths
- Celebrate our successes as members of a dynamic, bonded community

We believe in creating a school that is based upon respect and empowerment where:

- Students feel safe, supported, positive and able to achieve their full potential
- Parent involvement is valued and parents are seen as integral members of the school community
- Staff are enthusiastic, supportive and positive

Through our motto of “**Strive Today to Build Tomorrow**”, Moura State High School provides **access to quality education**.

The Rights of All Members of the Moura State High School Community

Moura State High School has developed its Student Code of Conduct based on the values and principles of the National Safe Schools Framework, Values for Australian Schooling and our three key values – **Respect, Integrity and Responsibility**. Our Student Code of Conduct incorporates the following rights of all members of our school community:

- Everyone has a right to work in an environment that enables them to learn.
- Everyone has the right to be treated respectfully and courteously.
- Everyone has the right to work in a safe and clean environment.
- Everyone has the right to demonstrate and promote pride in the school.
- Parents/Guardians have a right to share in their student's education.

Responsibilities for staff include:

- Take responsibility for dealing with student misbehaviour, in and outside of the classroom as per the *Behavioural Responsibility Flowchart*
- Foster a positive and caring climate of working together with students
- Act as a role model for students, particularly punctuality and Code of Conduct
- Document the details of unacceptable behaviours and the actions you have taken.
- Initiate contact with parents/guardians where appropriate, to develop the partnerships that are essential between the school and home

Responsibilities for parents include:

- Inform the school of any circumstances that may affect your child's performance
- Establish and maintain positive communication links with the teacher and school
- Play an active role in the school community
- Respect the privacy of others
- Enter the school via the school office
- Interact with members of the school community in a positive and respectful way

A set of behavioural expectations to each of our three key values is included below. The school wide expectations below outline our agreed interpretation of the values.

Moura State High School – Behaviour Expectations Matrix for Students

RESPECT

<i>All Settings:</i>			
<ul style="list-style-type: none"> - Follow all teacher directions - Wear your full school uniform correctly - Be an active listener 		<ul style="list-style-type: none"> - Maintain a clean and safe environment - Report any damage or problems - Show tolerance for others 	
<ul style="list-style-type: none"> - Speak positively and politely - Follow directions immediately - Cooperate with others 			
<i>In Classrooms</i>	<i>Walkways + Moving to Class</i>	<i>Canteen</i>	<i>Oval + Playground</i>
<ul style="list-style-type: none"> - Respect teachers and allow them to teach without interruption - LISTEN to others - Take pride in your classroom - Care for and return all equipment - Take care of school equipment - Take care of personal equipment, books diary - Use electronic devices appropriately - Ensure rubbish is in bins and furniture is in correct positions 	<ul style="list-style-type: none"> - Use appropriate language in an appropriate tone and volume - Keep pathways clear - Wait quietly outside classrooms in two lines with all of your equipment ready - All rubbish to be put in bins 	<ul style="list-style-type: none"> - Show respect and courtesy to the canteen staff - Be polite: say please and thank you - Line up quietly 	<ul style="list-style-type: none"> - Walk bikes and scooters when on school grounds - Keep pathways clear - Walk calmly around buildings - Respect people and their property - Talk quietly near classrooms - Share the playing space and gear - Take care of and return equipment - Only kick balls in safe areas - Allow all students to participate - Use electronic devices appropriately
<i>Parade</i>	<i>Excursions / Activities</i>	<i>Office + Resource Centre</i>	<i>Outside School</i>
<ul style="list-style-type: none"> - Take hat off - Listen to all information - Report to assembly quietly even when late - Allow personal space - Respect guest speakers - Applaud appropriately 	<ul style="list-style-type: none"> - Be friendly to others - Use good manners - Follow directions of staff, bus drivers, guides etc. - Be positive and actively participate in all activities 	<ul style="list-style-type: none"> - Be courteous and polite - Wait quietly until attended to - Allow clear access for others - Appreciate the facilities / services - Remove your hat before entering - Work quietly & - Take care of all equipment 	<ul style="list-style-type: none"> - Avoid loitering in nearby streets - Be courteous and polite - Wear your uniform appropriately when off-school grounds - Take pride in the environment - Respect property of others

INTEGRITY

<i>All Settings:</i>			
<ul style="list-style-type: none"> - Actively representing our school's values - Being honest with yourself and others 		<ul style="list-style-type: none"> - Listen and respect others and their views - Follow the school's 'hands off' policy 	
<ul style="list-style-type: none"> - Do the right thing when no one is looking - Be tolerant of others 			
<i>In Classrooms</i>	<i>Walkways + Moving to Class</i>	<i>Canteen</i>	<i>Oval + Playground</i>
<ul style="list-style-type: none"> - Support and encourage others - Respect others right to learn - Be polite and well mannered - Ask for help if unsure - Believe in yourself – you can do it - Hand in all pieces of assessment - Take every opportunity to learn 	<ul style="list-style-type: none"> - Conduct yourself in a way that appropriately reflects the school values - Use patience and respect when lining up for bubblers - Help teachers and students if required 	<ul style="list-style-type: none"> - Conduct yourself in a way that appropriately reflects the school values - Be patient – wait your turn 	<ul style="list-style-type: none"> - Conduct yourself in a way that appropriately reflects the school values - Play fairly – show sportsmanship - Be tolerant of others and their skills
<i>Parade</i>	<i>Excursions / Activities</i>	<i>Office + Resource Centre</i>	<i>Outside School</i>
<ul style="list-style-type: none"> - Conduct yourself in a way that appropriately reflects the school values - Listen to others who are speaking at all times - Observe the 'hands off' policy 	<ul style="list-style-type: none"> - Be courteous with all volunteers, guides etc. - Follow the school values, even when off-site - Be positive and supportive of all students, staff and others 	<ul style="list-style-type: none"> - Be courteous to all office staff and appreciative of their help - When working individually in the resource centre, complete all work and conduct yourself in accordance with the school values 	<ul style="list-style-type: none"> - Conduct yourself in a patient and courteous manner when entering or leaving school grounds - Respect privacy of others - Work with others in a positive way

RESPONSIBILITY

<i>All Settings:</i>			
<ul style="list-style-type: none"> - Take responsibility for your actions, your behaviour and your learning - Avoid all out of bounds areas 		<ul style="list-style-type: none"> - Mobile phones and other electronic devices to be left at home or handed into the office on arrival at school 	
<ul style="list-style-type: none"> - Follow all school policies and procedures - Wear the appropriate uniform at all times 			
<i>In Classrooms</i>	<i>Walkways + Moving to Class</i>	<i>Canteen</i>	<i>Oval + Playground</i>
<ul style="list-style-type: none"> - Follow WHS regulations, policies and procedures of each subject - Be on task - Always turn up prepared - Use electronic devices appropriately - Be punctual - Complete all classwork, homework and assessment on time - Actively participate and 'have a go' in all lessons - Catch up on work missed 	<ul style="list-style-type: none"> - Attend all classes punctually - Know your timetable - Move on 1st bell, arrive before 2nd bell - Move quickly on pathways without running - Ensure you have a signed (by Teacher) diary pass during class times - Use toilets and get drinks during breaks 	<ul style="list-style-type: none"> - Place all rubbish in bin - Walk in the canteen area - Follow hygiene rules 	<ul style="list-style-type: none"> - All rubbish to be put in bins - Use pathways to protect gardens - Take care of your school's property - Use equipment/devices appropriately - Respect for flora and fauna - Wear appropriate footwear - Observe sun safe procedures - Play safely and follow the rules - Keep within in-bounds areas - Only those playing sport on oval - Report any problems to teacher
<i>Parade</i>	<i>Excursions / Activities</i>	<i>Office + Resource Centre</i>	<i>Outside School</i>
<ul style="list-style-type: none"> - Leave bags outside away from pathways - Exit appropriately as directed - Move in quickly and quietly - Sit in straight lines and alphabetical order in care class - Be punctual 	<ul style="list-style-type: none"> - Dispose of litter appropriately - Be prepared - Act safely and responsibly - Return forms and payment asap - Be on time for departures - Have all requirements organised beforehand - Dress appropriately for the excursion/activity 	<ul style="list-style-type: none"> - Leave food and drinks outside - If late to school or leaving early sign in or out at the office - Attend appointments on time - Go to the office in your own time - Return all resources to library - Leave your bag in designated area - Wait quietly outside for teacher in two lines with equipment 	<ul style="list-style-type: none"> - Move directly into and out of school grounds safely - Keep entrances to school tidy - Use road rules - Sign out and in to the office if leaving during school time - Be aware of traffic - Report damage or problems - Be prepared & Accountable



Recognising and Reinforcing Positive Behaviours

The expectations outlined in our *'Behaviour Expectations for Students'* document are communicated to students, parents and the wider community via a number of strategies, including;

- The *'Behaviour Expectations for Students'* document in the school prospectus and working through school behaviour expectations in enrolment interviews
- Publication of the *'Behaviour Expectations for Students'* document in student diaries
- Teaching of the *'Behaviour Expectations for Students'* during care class and wellbeing lessons
- Teaching of expectations for students in individual classrooms by the classroom teacher
- Communication of expectations for students by the leadership team at parades, in newsletters, during community information evenings and at other opportunities that present themselves
- Including scope for teaching school expectations for students within care class and wellbeing lessons

Proactive and Preventative Processes

Moura State High School implements the following proactive and preventative processes and strategies to support student behaviour;

- Promotion of positive behaviour in classrooms with the school-wide use of the Essential Skills of Classroom Management (ESCM's) including trained profilers in the school and consistent professional development
- Development and implementation of a school-based wellbeing program which effectively addresses needs for all students
- Engagement of outside agencies such as Anglicare, Gladstone Youth Justice and the local police to provide support for students and deliver services where required
- A regular section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Comprehensive induction programs in the Moura State High School Student Code of Conduct delivered to new students as well as new and relief staff
- Junior and Senior Student Services teams case managing students with high behavioural, mental health and school engagement needs. This enables staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Where required, implementing complex case management processes for students with high needs
- Implementing a range of extra-curricula activities that provide opportunity for students to positively demonstrate the school values (eg. Vocal Group, NAIDOC Day, Beyond the Boundaries, Leadership Camp, School Sport etc.)
- Development of specific policies to proactively address possible behaviour issues such as:
 - Electronic Devices Policy
 - Positive Postcard Process
 - School Uniform Policy
 - Laptop Policy and Expectations
 - Extra-curricula Policy
 - Student Driving Policy

At Moura State High School we recognise that rewards, or positive consequences, are likely to encourage students to repeat the associated behaviour. Our school's emphasis on praise for positive behaviour is intended to motivate our students to make more appropriate choices. These appropriate choices contribute to a positive ethos in our school thereby creating an environment for effective teaching and learning. At Moura State High School, we implement both formal and informal 'rewards' systems to recognise and reinforce positive behaviour. A summary of these can be seen below;

Informal Rewards	Formal Rewards
Smiling	SAV-V Awards (see #1 below)
Verbal praise	Positive Postcards (see #2 below)
Tone of voice	Communication from the Principal #3 (Attendance Letters etc)
Positive gestures	Reward activities (at end of each term)
Actively seeking positive behaviour to acknowledge	Academic Competition Awards
Demonstrating trust	Sporting Awards
Compliments	Awards Night
Positive feedback written on student work	Student Leadership positions
Encouraging language	
Praise personal improvements	

#1 SAV-V Awards

- Each week, each teacher is required to nominate **one** student for their positive behaviour (whether a consistent behaviour or an outstanding behaviour)
- Teachers are to nominate their chosen student on an excel spreadsheet at [..\Common\Common\Behaviour Management\Positive Behaviour Management\Positive Prize Term 3.xlsx](#)
- When nominating their chosen student, teachers are to briefly outline the reason why they have nominated their chosen student
- At parade each Monday, the principal will read out the names of those students who were nominated and the reason for their nomination
- Each student nominated is then placed in a random draw (if a student has been nominated more than once, they receive an entry for every nomination)
- The principal draws one student who is rewarded with a \$10 tuckshop voucher
- The principal calls the family of the winning child to acknowledge their achievement
- A text is sent to the family of nominated students to acknowledge their achievement
- All nominees are published in the weekly newsletter

#2 Positive Postcards

To reward consistent positive behaviour, each teaching staff member is encouraged to send 5-10 *Positive Postcards* to students each term. These *Positive Postcards* acknowledge consistent positive behaviour and/or application to learning or may acknowledge outstanding commitment to their school community in some way. Staff are encouraged to send *Positive Postcards* at any time within the school term, however, at least once a term, staff meeting time is also provided for this purpose. The process includes;

- Staff filling out a *Positive Postcard* and recording as 'positive behaviour' in Oneschool
- Staff handing the *Positive Postcards* to the Admin Officer at the parent desk
- The Admin Officer posting the *Positive Postcard*

#3 Communication from the Principal

At the end of each term, the principal writes and posts letters to students achieving above 95% attendance. Students achieving 100% receive a personalised letter from the principal to celebrate their success.



Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for restorative actions to alter student behaviour to ensure a more positive approach in the future.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to work through the *Essential Skills of Classroom Management (ESCM's)*. These strategies are;

1. Establishing Expectations
2. Giving Instructions
3. Waiting and Scanning
4. Parallel Acknowledgement
5. Body Language Encouragement
6. Descriptive Encouragement
7. Selective Attending
8. Verbal and Non-Verbal Redirection to the Learning
9. Give Choice
10. Follow Through

If these strategies do not have a positive impact, or if the behaviour is more serious, staff are to follow the *Behavioural Responsibility Flowchart* and *Responsible Behaviour Buddy/Exit System* located later in this document.



Student Services and Complex Case Management

For students who require more intensive support to help them engage in positive behaviours, to help improve their wellbeing and mental health, or to support them in engaging positively in curriculum, student support systems are put in place and, where intensive support is required, *Complex Case Management*.

Student Services

The Junior and Senior Student Services Teams meet once per fortnight on a Tuesday morning from 7:45 am (Juniors on Even Weeks, Seniors on Odd Weeks). The teams are made up of the following stakeholders;

JUNIOR STUDENT SERVICES	SENIOR STUDENT SERVICES
Principal	Principal
Junior Secondary Head of Department	Senior Secondary Head of Department
Junior Co-Ordinator	Senior Coordinator
Middle School Co-Ordinator	Middle School Co-Ordinator
Guidance Officer	Guidance Officer
Head of Special Education Services	Head of Special Education Services
School Chaplain	School Chaplain
	Industry Liaison Officer

The process for Student Services meetings are as follows;

- Student Services teams assess trending School-wide data (eg OneSchool behaviour and/or attendance) and anecdotal data to determine students who require additional support
- The Student Services Team talks through the current concerns for the identified students and the team discusses actions to take place. Each student is work through methodically one at a time
- At the conclusion of the meeting, referrals are requested for additional students (either via the referral form or from team members). Concerns and actions are discussed, and a Case Manager assigned
- A designated team member types the case notes on the Student Services template, saves in G drive and emails to the Student Services team as soon as possible

Complex Case Management

For students who present with needs that require intensive support, Moura State High School implements a complex case management system to help support them in managing their behaviour, in developing positive social and emotional skills, as well as supporting them in their learning. The system implemented aligns directly with that of the Department of Education.

Further information can be found at <https://intranet.qed.qld.gov.au/Students/InclusiveEducation/Complexcasemanagement>.

Consequences for unacceptable behaviour

Moura State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, staff follow the *Behavioural Responsibility* Flowchart to ensure restoration occurs. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The One School Behaviour database is used to record all minor and major problem behaviours.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:






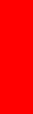
Minor behaviours are considered Level 1 and Level 2 (yellow) behaviours. They are behaviours that:

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

Major behaviours are considered Level 3, Level 4 or Level 5 (orange or red) behaviours. They are behaviours that:

- significantly violate the rights of others
- put others / self at risk of harm
- are repeated or consistent minor behaviours that require further support
- require the involvement of school Administration

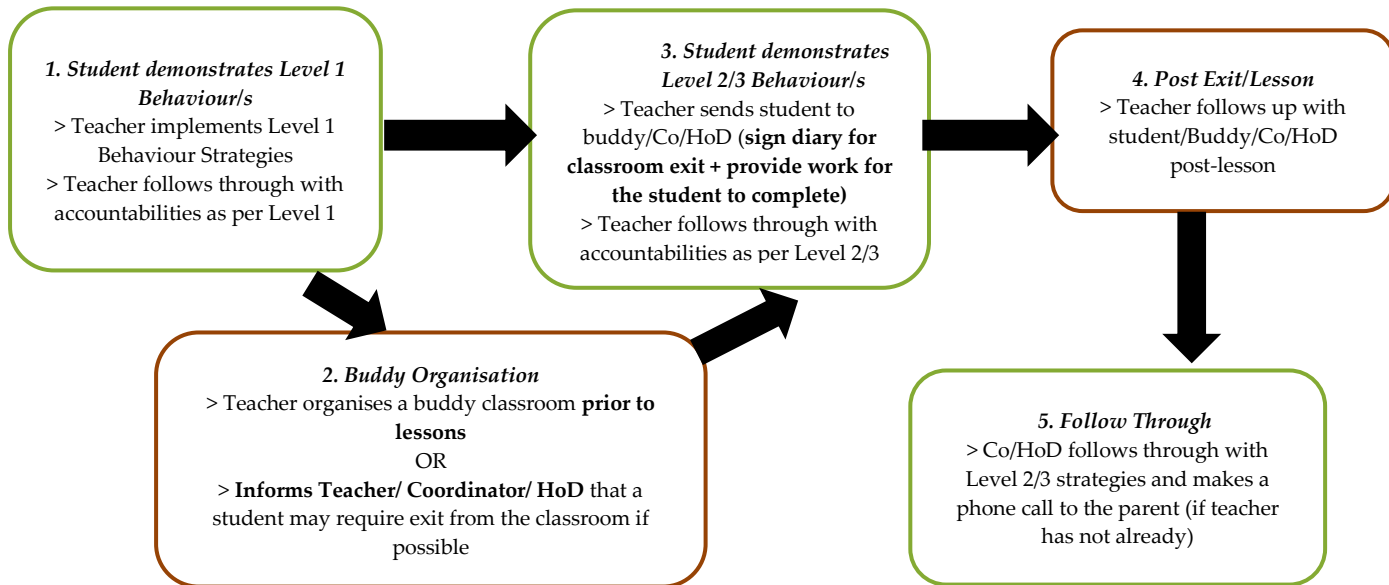
Behavioural Responsibility Flowchart

	BEHAVIOURS	STRATEGIES	STAFF ACCOUNTABILITIES
LEVEL 0 (POSITIVE) 	<ul style="list-style-type: none"> Showing respect, integrity and responsibility at all times Attending all classes on time Following staff instructions at all times Following class and school rules Being prepared for class (diary, equipment etc.) Wearing correct uniform Participating in activities Using appropriate language Caring for the environment Modelling positive behaviours 	<ul style="list-style-type: none"> Praise and encouragement Positive feedback to students Positive Postcards Certificates Trust and respect Recognition on parade/ in newsletter Leadership opportunities Extracurricular activities Positive phone call home Success in learning and report cards Individual class teacher rewards in classrooms 	<p style="text-align: center;"><u>TEACHER</u></p> <ul style="list-style-type: none"> Complete Positive Postcards to reward consistent positive behaviours (aim for 5-10 per term) Positive phone calls home to parents Positive feedback for students on behaviour and school work and other areas Weekly nomination for SAV-V Award
LEVEL 1 (TEACHERS) 	<ul style="list-style-type: none"> Minor classroom disruption (eg. Calling out, out of seat without permission etc.) Not wearing hat on the oval Refusal to participate in a classroom activity Incomplete homework or classwork Leaving class without permission or 1st truancy offence or late for class Littering Minor bullying or harassment Minor computer misuse Minor banned items (chewing gum etc.) Initial electronic device policy infringements Not being prepared for class (eg. Diary, equipment, books) Unsafe behaviour in practical classrooms Initial refusal to follow a reasonable instruction from staff Minor assessment misconduct (eg. not observing exam conditions) 	<ul style="list-style-type: none"> Essential Skills of Classroom Management (non-verbal redirection, parallel acknowledgement, verbal redirection, give choice/warning) Detention/Catch up work/Litter duty In-class separation Reminder of expectations Confiscate object Seating plan Buddy Class Flowchart Provide opportunity to have 10 minutes on task, 10 minutes off task to help them feel less anxious Provide "time-out" if student is showing signs of stress/anxiety/anger, etc. Email to parents of work that needs to be completed at home 	<p style="text-align: center;"><u>TEACHER</u></p> <ul style="list-style-type: none"> <i>Use appropriate professional judgement - OneSchool behaviour</i> (and refer FYI to Coordinator, HoD and Principal) and parent contact (email OR phone – record in Oneschool) Positive behaviour management to reinforce positive behaviours Follow through with strategies (i.e. detentions, make up time etc.)
LEVEL 2 (COORDINATOR) 	<ul style="list-style-type: none"> Consistent uniform infringements Late to school or trending unexplained absences Moderate classroom disruption Moderate bullying/harassment Minor offensive language 	<ul style="list-style-type: none"> Behaviour card Progress Report Exit Procedure Flowchart Removal from breaks Referral to <i>Student Services Team</i> Referral to Chaplain/GO/HoSES Parent phone call/meeting 	<p style="text-align: center;"><u>TEACHER</u></p> <ul style="list-style-type: none"> Oneschool behaviour (and refer ACTION to Coordinator, HoD and Principal) and parent contact (email OR phone) <p style="text-align: center;"><u>COORDINATOR</u></p> <ul style="list-style-type: none"> Follow through on behaviour referral – Oneschool contact, ACTION and refer to staff member Positive behaviour management to reinforce positive behaviours Engage other leadership team members where required
LEVEL 3 (HoD) 	<ul style="list-style-type: none"> Three or more repeated Level 1 offences Non-attendance at 2 or more detentions (leadership) Repeated refusal to follow instructions Truancy Major classroom disruption Repeated minor assessment misconduct 2nd truancy offence Repeated unsafe behaviour 	<ul style="list-style-type: none"> Behaviour Card Exit Procedure Flowchart Internal Withdrawal Referral to <i>Student Services Team</i> Referral to Chaplain/GO/HoSES Parent Phone Call/Meeting Mediation Detention Room After School Detention 	<p style="text-align: center;"><u>TEACHER</u></p> <ul style="list-style-type: none"> Oneschool behaviour (and refer ACTION to Coordinator, HoD and Principal) <p style="text-align: center;"><u>HoD</u></p> <ul style="list-style-type: none"> Follow through on behaviour referral – Oneschool contact, ACTION and refer (email OR phone) Positive behaviour management to reinforce positive behaviours Engage leadership team and other services where required
LEVEL 4 (HoD) 	<ul style="list-style-type: none"> Graffiti or damaging school property Major assessment misconduct (eg. Plagiarise entire task) Major misuse of technology Major/consistent bullying/harassment Physical or verbal misconduct towards another student/teacher Dangerous in class behaviour Electronic Device Policy Third Offence 	<ul style="list-style-type: none"> Referral to <i>Student Services Team</i> Referral to Chaplain/GO/HoSES Parent Phone Call/Meeting Behaviour Monitoring Card Mediation Discipline Improvement Plan IT Access withdrawn Internal Suspension Suspension 1-5 Days 	<p style="text-align: center;"><u>TEACHER</u></p> <ul style="list-style-type: none"> Oneschool behaviour (and refer ACTION to Coordinator, HoD and Principal) <p style="text-align: center;"><u>HoD</u></p> <ul style="list-style-type: none"> Follow through on behaviour referral – Oneschool contact, ACTION and refer (parent phone call) Positive behaviour management to reinforce positive behaviours Engage leadership team and other services where required
LEVEL 5 (PRINCIPAL) 	<ul style="list-style-type: none"> Dangerous physical/verbal behaviour to students/staff Consistent truancy Illegal behaviour and illicit substances Major vandalism/graffiti/theft Sexual misconduct Major IT misconduct Major and consistent bullying/harassment Assault/Fighting Major banned items (eg. Possible weapons) 	<ul style="list-style-type: none"> Parent Meeting Referral to outside agencies Enforcement of Attendance Suspension 1-10 Days Suspension 11-20 Days Exclusion/Cancellation of Enrolment Police Contact 	<p style="text-align: center;"><u>TEACHER/HoD</u></p> <ul style="list-style-type: none"> Oneschool behaviour (and refer ACTION to Coordinator, HoD and Principal) <p style="text-align: center;"><u>Principal</u></p> <ul style="list-style-type: none"> Follow through on behaviour referral – Oneschool contact and ACTION and refer (parent phone call) Positive behaviour management to reinforce positive behaviours Engage leadership team and other services where required

Buddy/Exit System Flowchart

In situations where staff need to send a student to a Coordinator, HoD or Principal, or need to organise a buddy classroom, use the flowchart and timetable below to do so.

1. Student Exit Procedure Flow Chart



2. Example of Buddy/Exit Timetable

- It is the responsibility of the classroom teacher to organise their buddy classes **prior** to lessons where possible
- Classroom teachers are welcome to organise a 'permanent' buddy system where they believe it may be required
- It is essential that when students are sent to a buddy classroom, their diary is signed and they have been provided work to complete (in the event a student needs to be 'buddied' or 'exited' emergently, work for that student may follow later)
- It is the responsibility of the classroom teacher to follow up with the 'buddied' or 'exited' student in a timely manner following being 'buddied' or 'exited'. It is essential that the classroom teacher follows the *Behavioural Responsibility Flowchart* in recording the incident on OneSchool and contacting home
- Only a maximum of **two** students are to be sent to **one** buddy teacher per lesson
- If a student misbehaves in a buddy class, this is to be referred to the next relevant level of administration

Sample Buddy/Exit Timetable example

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	11/12 BSC – ZIMMFI – C02 11/12 GEO – HAYELI – A03 11/12 ICT – DUIVRH – C05 BRIGMI	11 ENC – KEVIGR – C04 11 ENG – JENSAB – A03 12 MAA – HAYELI – D01 12 MAB – PARSNO – C03 CURTRO	11 ENC – KEVIGR – C04 11 ENG – JENSAB – A03 12 MAA – HAYELI – D01 12 MAB – PARSNO – C03 CURTRO	11/12 BCT – DUIVRH – C05 JENSAB CURTRO PARSNO	11 MAA – PARSNO – C03 12 ENC – CRANKE – A03 12 ENG – BRIGMI – G01 JENSAB
2	11/12 HST – BRIGMI – G05 11/12 MHS – CRANKE – A03 CURTRO PARSNO	11 MAA – PARSNO – C03 11 MAA – CURTRO – C05 12 ENC – CRANKE – A03 12 ENG – BRIGMI – G01 JENSAB	11 LFS – ZIMMFI – C04 12 LFS – BRIGMI – G01 12 LFS – PARSNO – C03	11/12 CHM – CONWSA – C07 11/12 VAP – KEVIGR – D03 BRIGMI PARSNO	11/12 BSC – ZIMMFI – C02 11/12 GEO – HAYELI – A03 11/12 ICT – DUIVRH – C05 BRIGMI

Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour).



and identify there will be consequences of continued unacceptable behaviour. If students are safe record the incident on One School at the first convenient time. If the situation is unsafe sent a student for a member of Administration).

Debrief

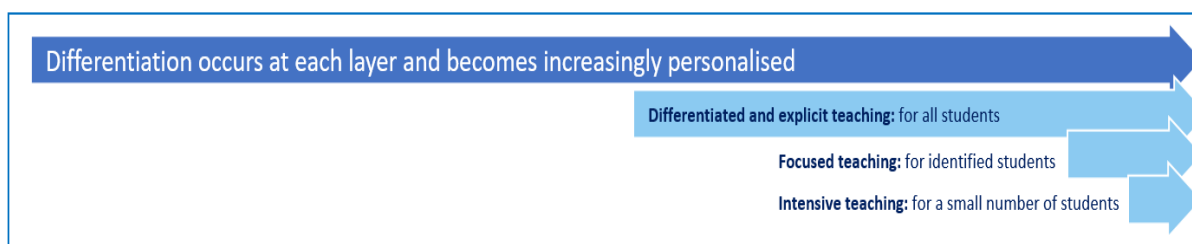
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations. This may be done by a member of Administration, the Behaviour Teacher or the Guidance Officer).

Differentiated and Explicit Teaching

Moura 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 Moura 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 differentiation.



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 Moura State High School to provide focused teaching. Focused teaching is aligned to the Moura State High School's Behaviour Expectations for Students Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Moura 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. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Reading Recovery
- CRC Social Skills
- Speech Language Programs (Speech Therapist)
- Functional Based Assessment.

For more information about these programs, please speak with the, Principal Mr James Lye.

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

In this section of the Moura State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet 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 as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant 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

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

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

School Disciplinary Absences

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

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

At Moura 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.

Re-entry following suspension

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

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

Arrangements

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

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

Structure

The structure of the re-meeting should follow a set agenda, 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 date and 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
- Walk with student to classroom

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

Moura 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

Please see [Temporary removal of student property by school staff procedure](#) for more information.

Temporary removal of student property

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

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

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

The Principal or 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 Moura 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)
- 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).

*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 particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Moura State High School:

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

Parents of students at Moura State High School

- Ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. Camp, sporting venues) that:
 - Is prohibited according to the Moura State High School student code of conduct
 - Is illegal
 - Puts the safety or wellbeing of others at risk
 - Does not preserve a caring, safe, supportive or productive learning environment
 - Does not maintain and foster mutual respect;
- Collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Moura 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 Moura State High School Code Of Conduct
 - Is illegal
 - Puts the safety or wellbeing of others at risk
 - Does not preserve a caring, safe, supportive or productive learning environment
 - Does not maintain and foster mutual respect;
- Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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.

In consultation with the broader school community, Moura State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

No liability will be accepted by the school in the event of loss or theft if an electronic device is brought to school.

In the event that a classroom activity requires headphones and/or music, the school will provide headphones for students to use.

Responsibilities

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

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

- Use mobile phones or other devices for
 - Assigned class work and assignments set by teachers
 - Developing appropriate literacy, communication and information skills
 - Authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - Conducting general research for school activities and projects
 - Communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - Accessing online references such as dictionaries, encyclopaedias, etc.
 - Researching and learning through the department's eLearning environment
- Be courteous, considerate and respectful of others when using a mobile device
- Switch off and place the mobile device in the designated space during classes, unless the device is being used in a teacher directed activity to enhance learning
- Seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- Use a mobile phone or other devices in an unlawful manner
- Bring personal headphones/earphones to school
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and internet resources
- Damage computers, printers or network equipment
- Commit plagiarism or violate copyright laws
- Ignore teacher directions for the use of social media, online email and internet chat
- Send chain letters or spam email (junk mail)
- Knowingly download viruses or any other programs capable of breaching the department's network security

- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Moura 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.

Guide to Inappropriate Use

- Make/send harassing or threatening calls/texts
- Inappropriate language - verbal or text
- Texting friends
- Filming or taking photos (or sending these)
- Spreading gossip
- Having personal headphones/earphones at school

Preventing and responding to bullying

Moura 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.

Moura 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 Moura 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

At Moura State High School, we take a strong stance on preventing and addressing any incidents of bullying. Our vision is to provide a safe, supportive and positive learning environment which *“shares a commitment to high expectations and student success. We strive to nurture and develop active community members who embody our core values”*. The core values of **respect**, **integrity** and **responsibility** provide the foundation for our schools no tolerance policy on 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 Moura State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Moura State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Moura State High School - Bullying response flowchart for teachers

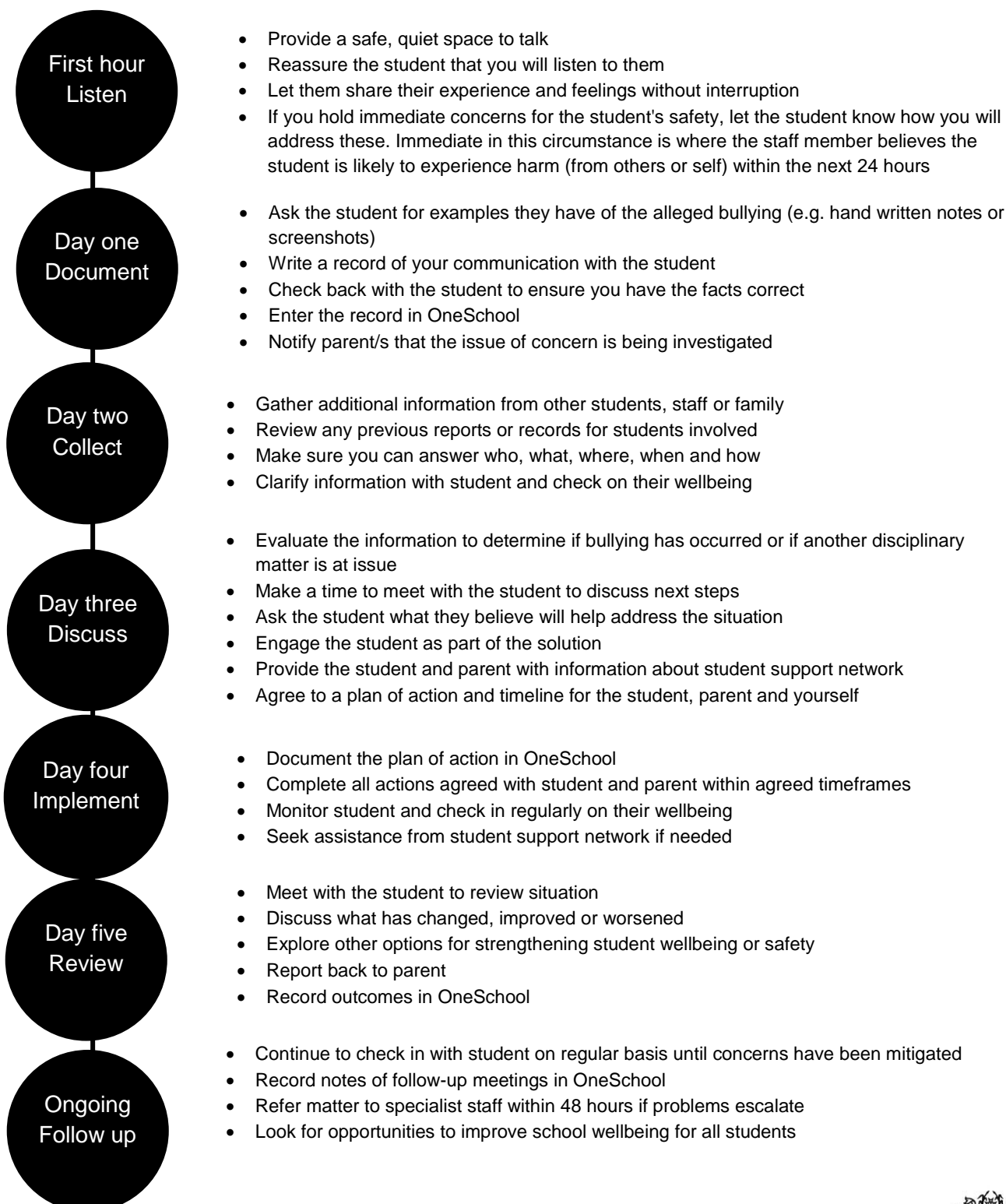
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Care Teacher, Year Level Coordinator or Head of Department

Principal – James Lye, 07 4997 5888



Proactive Strategies:

At Moura State High School, we implement a number of proactive strategies to help prevent bullying. These strategies include;

- Consistent implementation of our Student Code of Conduct, particularly teaching positive behaviours and social interactions to students
- Implementation of the nine elements of the *National Safe Schools Framework*
- Educating students in the safe use of social media and issues regarding cyber-bullying via HPE classes and add-on programs facilitated by outside agencies
- Implementation of consistent classroom behaviour management strategies, in particular, setting expectations and the *Essential Skills of Classroom Management*
- Teaching students what bullying is, the possible effects of bullying and how to counteract bullying in care classes and the school's student wellbeing program
- Engaging in days such as '*Bullying. No Way!*' to proactively fight bullying in our school
- Providing opportunity for Peer Mediation/mentoring training
- Implementing the HPE curriculum as per the *P-10 Curriculum, Assessment and Reporting Framework*. The HPE curriculum covers bullying, social relationships and positive social behaviours
- Engaging outside agencies and school resources such as the local police, Gladstone Youth Engagement Hub, the School Based Health Nurse and the Guidance Officer to implement programs which target bullying
- Engaging students in positive extra-curricula activities during school time that promote positive relationships including; Vocal Group, Volleyball, OzTag, Chappy Lunchtime Activities

Reactive Strategies:

At Moura State High School, we implement a number of reactive strategies to help prevent bullying. These strategies include;

- Follow through with the appropriate strategies as per the *Behavioural Responsibility Flowchart*
- Verbal redirections and/or warnings
- Apology
- Restorative conferences
- Mediation
- Detention
- Counselling and social skill building
- Referral to the junior or senior student services team
- Internal withdrawal
- Suspension
- Referral to the local police

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their relevant Head of Department (Junior or Senior). There are also three Year Level Co-Ordinators (Junior, Middle and Senior), who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Moura 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 Principal Mr James Lye.

Moura State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

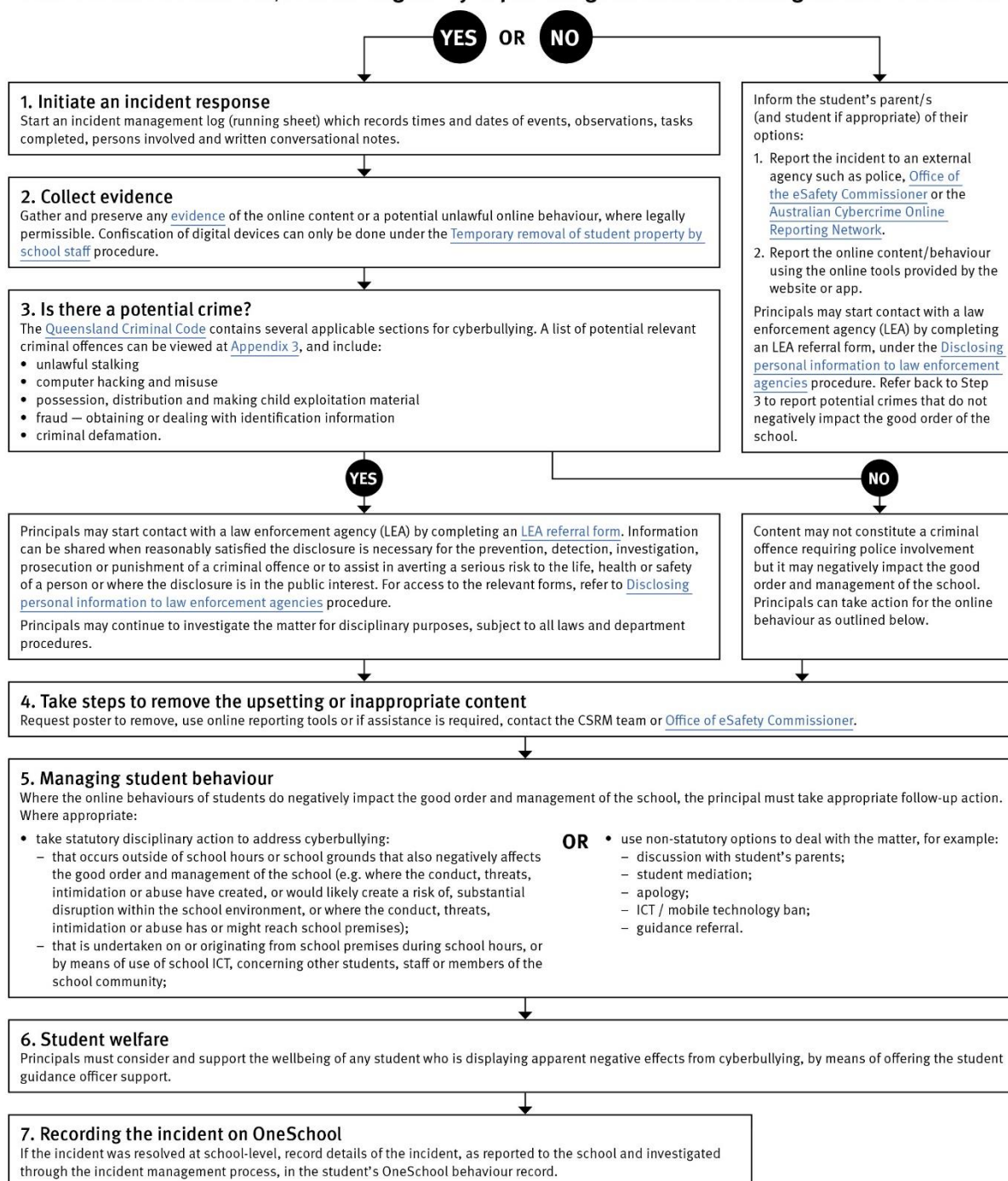
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Moura 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 Moura 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 consequences such as suspension or exclusion from school.

Moura State High School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Moura 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 particular problems around bullying arise.

We agree to work together to improve the quality of relationships in our community at Moura 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

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.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Additionally, the Principals and school staff must;

- Give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- Call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- Notify the principal (if not directly involved) and the student's parent of the incident, detailing:
 - The behaviour that preceded the use of physical restraint

- The type and duration of restraint used
- Staff members and other witnesses present during the period of the incident
- Student's physical condition before and after physical restraint
- Counselling provided to the student following the period of physical restraint o planned future action to prevent further incidences of the behaviour
- Prepare an incident report
- Provide debriefing for the student and any other students after a suitable interval of time has elapsed
- Hold a debriefing meeting with the relevant staff members

Critical Incidents

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

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

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

Resources Links

- [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

Moura 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.