



MAROOCHYDORE  
STATE HIGH SCHOOL  
.....  
STRIVE AND SERVE

# Student Code of Conduct

2025 – 2029

*Equity and Excellence: realising the potential of every student*

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

Queensland Department of Education



## Purpose

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


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

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


## Contact Information

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<b>Contact Person:</b>	David Samaha (Principal)

## Endorsement

<b>Principal Name:</b>	Mr David Samaha
<b>Principal Signature:</b>	
<b>Date:</b>	6 <sup>th</sup> May 2025

<b>P&amp;C President Name:</b>	Mrs Sharyn Eva
<b>P&amp;C President Signature:</b>	
<b>Date:</b>	6 <sup>th</sup> May 2025

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## Principal's Foreword

Maroochydore State High School strive to achieve excellent outcomes for all through empowering high performance, fostering positive relationships and collaboratively nurturing well-being in order for all students to achieve their personal best.

In order to create safe and productive learning environments that promote high expectations for behaviour, our school community values are:

### Learning

*I will make the most of every learning opportunity and allow others to do the same.*

### Respect

*I will respect myself, all others, the school community, environment and facilities.*

### Safety

*I will act safely and be accountable for my actions.*

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 Personal Best (MyPB) priorities of attendance, engagement and assessment align with the values in order for all students to achieve their individualised targets.



Maroochydore 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 including: Effort for Learning, Behaviour for Learning, 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.

**David Samaha**  
**Principal**

## Student Leader's Statement of Support

As president of the MSHS Student Council, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by our principal and staff has ensured that our school community has had opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the MSHS 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 students and parents to familiarise themselves with the Student Code of Conduct, and to take time to talk 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 student of our school knows what to do if subjected to bullying, regardless of where it occurs. This includes cyber-bullying through the misuse of social media or text messaging. It is important that parents and students know that our school provide support and advice to help address problems of bullying, and the flowchart found within this document provides an excellent starting point to understand how to approach the school about these types of problems.

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



**Ruby Zsadony**  
**Year 12 Student Council President 2024-2025**

## 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 Maroochydore 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. The principal has authorised Deputy Principals to inform students of decisions to suspend or not exclude. The sample documents for this authorisation can be found on the following pages.

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. 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 Maroochydore State High School will be invited to attend a re-entry meeting on or before the day of their scheduled return to school. It is not a time to review the decision to suspend. At this meeting any school work given to the student throughout the suspension will be checked for completion.

The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and to proactively set the student up for future success.

### Arrangements

The arrangements to attend the re-entry meeting will be communicated via telephone and/or in writing, usually via email. Re-entry meetings are with the principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, including any notes or discussions occurring during the meeting.

**Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of  
the *Education (General Provisions) Act 2006* ('EGPA')**

I, David Samaha, Principal of Maroochydore State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

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Mr David Samaha

MAROOCHYDORE SHS  
QUEENSLAND DEPARTMENT OF EDUCATION

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DATE

Department of Education

**MAROOCHYDORE STATE HIGH SCHOOL**

**Instrument of Authorisation**

**Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the  
*Education (General Provisions) Act 2006 ('EGPA')***

I, David Samaha, Principal of Maroochydore State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

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Mr David Samaha

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DATE

MAROOCHYDORE SHS  
QUEENSLAND DEPARTMENT OF EDUCATION



## 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 set of beliefs, and this contributes to a richly diverse social environment in each school. However, for a complex organisation to successfully deliver education to all, we agree to shared values and expectations around effort and behaviour at MSHS. We encourage any student or parent to make an appointment with the school administration to discuss the model of behaviour support and discipline used.

Our whole school approach for proactive behaviour management is based on:

- Essential skills for Classroom Management
- Restorative Practices
- The New Art and Science of Teaching

Aligned with these are specific whole school strategies such as:

- Effort for Learning
- Behaviour for Learning
- Are you ready to learn?
- Anti-bullying programs
- Stymie (anonymous online platform for reporting student concerns)
- Attendance and uniform policies
- School policies
- Preparing for My Personal Best
- Pastoral Care and Wellbeing Programs
- Explicit teaching of behaviours and expectations
- Senior Leadership Team Patrol

## Multi-Tiered Systems of Support

Maroochydore 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, school staff match increasingly intensive interventions to the identified needs of individual students.

The targets are:

Tier	Prevention Description
1.	<p><b>All students</b> (100%) in the school receive support for their academic, social and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>teaching behaviours in the setting they will be used</li> <li>providing recognition and positive reinforcement when students' behaviours are aligned to the school's values and expectations</li> <li>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2.	<p>Targeted instruction and supports for <b>some students</b> (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 may be provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum, social-emotional development, or particular aspects of Positive Behaviour for Learning (PBL) expectations.</p>
3.	<p>Individualised services for <b>few students</b> (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 Functional Behaviour Assessment) and should include strategies to:</p> <ul style="list-style-type: none"> <li>PREVENT problem behaviour</li> <li>TEACH the student an acceptable replacement behaviour</li> <li>REINFORCE the student's use of the replacement behaviour</li> <li>MINIMISE the payoff for problem behaviour.</li> </ul> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap around plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p>

The Student Code of Conduct aligns to Education Queensland's Code of Behaviour, Learning and Wellbeing Framework and the National Values Education Framework.

## Consideration of Individual Circumstances

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

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

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

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

## Student Wellbeing

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 [F-10 Australian Curriculum](#).

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 Maroochydore State High School, we provide age-appropriate Cyber Safety; Respectful Relationships; Drug and Alcohol and Mental Health education through the year level care program.

### 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

Maroochydore 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

Maroochydore 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 by an EQ registered nurse (note: not our school nurse) in consultation with parents and students 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**

Maroochydore 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.

Maroochydore 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**

Maroochydore State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. These measures are usually developed in consultation with treating professionals.

### **Suicide prevention**

Maroochydore State High School staff who observe suicide warning signs in a student should immediately advise the Dean of Students, Head of Department or appropriate Deputy Principal who will refer the student to the Guidance Office, Student Wellbeing Professional or other Student Services team member.

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

Maroochydore State High School is proud to have a comprehensive Student Services Team 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 Maroochydore 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 Services Team. Parents who would like more information about the student support roles and responsibilities are invited to contact the school.

### Student Services Team

Role	What they do
Guidance Officers	<ul style="list-style-type: none"> <li>• Lead the Student Services program and ensure the provision of a student responsive to the identified and changing needs of students</li> <li>• Support students with engagement in learning, achieving and successfully transitioning to further education, training and work</li> <li>• Allocate and monitor student support from members with the Student Services Team</li> <li>• Oversee the communication across other sectors and within Student Services team</li> <li>• Track support measures and documentation for students</li> <li>• Coordinates individual and, at times, group support to students to assist their engagement with education and training</li> </ul>
Student Wellbeing Professional (Psychologist)	<ul style="list-style-type: none"> <li>• Provide therapeutic intervention for students with mild to moderate mental health concerns</li> <li>• Refer to external agencies and providing assistance to ensure students access this additional support</li> <li>• Support and consult with Year Level Team and Student Services staff to develop strategies to support students in the classroom and wider school community</li> </ul>
Community Education Counsellor	<ul style="list-style-type: none"> <li>• Encourage and enhance the education of First Nations students</li> <li>• Provides educational counselling and cultural support to First Nations students and communities</li> <li>• Deliver support programs to meet the needs of First Nations Students</li> <li>• Promote and educate school community on First Nations social and cultural perspectives</li> <li>• Build partnerships with relevant cultural organisations that support First Nations students and community</li> </ul>
School-Based Youth Health Nurse (SBYHN)	<ul style="list-style-type: none"> <li>• Confidential Health Services</li> <li>• Proactive health information to students, teachers and school community related to:               <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ personal and family relationships</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health and mental health</li> <li>○ smoking, vaping, alcohol and other drugs</li> <li>○ growth and development</li> </ul> </li> <li>• Intervention and links to other services as required</li> </ul>

School-Based Police Officer (SBPO)	<ul style="list-style-type: none"> <li>• Develop positive relationships between police and the school community to contribute to a safe and supportive learning environment</li> <li>• Deliver proactive education to create awareness for students and reduce their risk-taking behaviors</li> <li>• Support students at risk of offending while encouraging school communities to adopt approaches that aid in crime prevention and proactive policing</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>• Provides students and staff with social, emotional and spiritual support</li> <li>• Engage students in support programs to enhance leadership, resilience and wellbeing</li> <li>• Student and family support including pastoral care, food pantry, therapeutic and developmental programs</li> <li>• Creates a positive community through engaging students' activities that support local community and raise awareness relating to social and environmental justice issues</li> </ul>

It is also important for students and parents to be aware there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor - Student Protection, Principal Advisor – Autism, Guidance Officer - Mental Health, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

## Whole School Approach to Student Engagement

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

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

### PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three expectations of **Learning**, **Respect** and **Safety**.

#### Students

Maroochydore State High Schools Expectations Matrix explicitly outlines the expectations of students within our school in all settings.



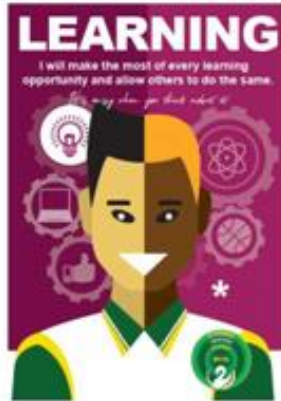
LEARNING	
<b>ALL SETTINGS</b>	<b>I will...</b> <ul style="list-style-type: none"> <li>• be ready to learn for all classes</li> <li>• complete all set work</li> <li>• manage and take responsibility for my learning</li> <li>• give parents all forms of communication from the school</li> <li>• bring necessary equipment for all scheduled timetabled activities</li> <li>• allow teaching and learning to occur without interruption</li> <li>• follow classroom/area specific expectations</li> </ul>
<b>BEFORE &amp; AFTER SCHOOL</b> <ul style="list-style-type: none"> <li>• Getting to and from school</li> <li>• On school grounds before and after school day</li> </ul>	
<b>GENERAL AREAS</b> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Uniform Shop</li> <li>• Storage rooms</li> <li>• IT Support</li> <li>• Resource Room</li> </ul>	
<b>CLASSROOMS</b>	<b>I will...</b> <ul style="list-style-type: none"> <li>• participate in the curriculum offerings as explained</li> <li>• catch up on any missed work.</li> </ul>
<b>TRANSITIONS</b> <ul style="list-style-type: none"> <li>• Between lessons</li> <li>• Beginning/ending breaks</li> <li>• Lining up</li> <li>• Entries and exits</li> </ul>	<b>I will...</b> <ul style="list-style-type: none"> <li>• follow Are You Ready to Learn: line up, all equipment ready, electronic devices off and away, follow seating plan</li> </ul>
<b>SPORTING AREAS</b>	<b>I will...</b> <ul style="list-style-type: none"> <li>• learn the rules and play fairly.</li> </ul>
<b>SWANEE'S CANTEEN</b>	
<b>TOILETS</b>	<b>I will...</b> <ul style="list-style-type: none"> <li>• organise, as far as reasonably possible, to go to the toilet outside class time.</li> </ul>
<b>REPRESENTING SCHOOL OFF CAMPUS</b> <ul style="list-style-type: none"> <li>• Excursions</li> <li>• Representing school individually or in a group</li> </ul>	<b>I will...</b> <ul style="list-style-type: none"> <li>• return permission forms and make payments (if relevant) by due date</li> <li>• participate in the curriculum offerings or extra-curricular activity as instructed.</li> </ul>



RESPECT	
<b>ALL SETTINGS</b>	<b>I will...</b> <ul style="list-style-type: none"> <li>• follow instructions of the supervising adult in a timely manner</li> <li>• speak and act in a courteous manner towards others</li> <li>• take responsibility and be accountable for my words and actions</li> <li>• respect others' personal space, their privacy and property</li> <li>• engage in restorative practices as required</li> <li>• respect the school's facility and environment, keeping all areas damage and graffiti-free</li> <li>• wear school uniform as per the Uniform Policy</li> <li>• leave areas neat, clean and organised</li> <li>• place all rubbish in the bin</li> </ul>
<b>BEFORE &amp; AFTER SCHOOL</b> <ul style="list-style-type: none"> <li>• Getting to and from school</li> <li>• On school grounds before and after school day</li> </ul>	<b>I will...</b> <ul style="list-style-type: none"> <li>• respect other road/footpath users</li> <li>• adhere to the school expectations whilst wearing school uniform</li> </ul>
<b>GENERAL AREAS</b> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Uniform Shop</li> <li>• Storage rooms</li> <li>• IT Support</li> <li>• Resource Room</li> </ul>	<b>I will...</b> <ul style="list-style-type: none"> <li>• line up in single file and wait patiently</li> <li>• remove hat and sunglasses</li> <li>• put all electronic devices, food and drink away.</li> </ul>
<b>CLASSROOMS</b>	<b>I will...</b> <ul style="list-style-type: none"> <li>• respect everyone's right to learn</li> <li>• respect everyone's right to teach</li> <li>• place hand up and wait patiently to request assistance during class</li> <li>• remove hat and sunglasses in classroom setting.</li> </ul>
<b>TRANSITIONS</b> <ul style="list-style-type: none"> <li>• Between lessons</li> <li>• Beginning/ending breaks</li> <li>• Lining up</li> <li>• Entries and exits</li> </ul>	<b>I will...</b> <ul style="list-style-type: none"> <li>• walk on pathways</li> <li>• move about the school in an orderly manner</li> <li>• keep noise to a minimum when walking past classrooms or buildings where people are working.</li> </ul>
<b>SPORTING AREAS</b>	<b>I will...</b> <ul style="list-style-type: none"> <li>• borrow and return equipment using correct system</li> <li>• organise games in appropriate places</li> <li>• share areas with others</li> <li>• demonstrate good sportsmanship.</li> </ul>
<b>SWANEE'S CANTEEN</b>	<ul style="list-style-type: none"> <li>• I will...</li> <li>• only enter if I intend to purchase</li> <li>• line up in a single file and respect others' position in the queue</li> <li>• choose items promptly and carefully</li> <li>• present all items for purchase</li> <li>• have my money ready for purchase</li> <li>• move out of the canteen quickly.</li> </ul>
<b>TOILETS</b>	<b>I will...</b> <ul style="list-style-type: none"> <li>• respect the privacy of others</li> <li>• keep toilet areas clear.</li> </ul>
<b>REPRESENTING SCHOOL OFF CAMPUS</b> <ul style="list-style-type: none"> <li>• Excursions</li> <li>• Representing school individually or in a group</li> </ul>	<b>I will...</b> <ul style="list-style-type: none"> <li>• be a good role model for MSHS demonstrating courtesy and manners to others in the wider community</li> <li>• adhere to the school expectations whilst wearing school uniform</li> <li>• follow sign in and out procedures</li> </ul>

SAFETY	
ALL SETTINGS	<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>inform teachers or an adult when there is a problem, argument or incident</li> <li>bring to school only what is required for lessons and learning</li> <li>place bag in designated area at the appropriate time</li> <li>report broken or damaged school property</li> <li>keep to in-bound areas</li> <li>be sun safe</li> <li>follow school policies and procedures including <i>Student Code of Conduct</i></li> </ul>
<p>BEFORE &amp; AFTER SCHOOL</p> <ul style="list-style-type: none"> <li>Getting to and from school</li> <li>On school grounds before and after school day</li> </ul>	<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>follow road rules and make safe choices</li> <li>wait safely for the bus</li> <li>follow the bus company's <i>Code of Conduct</i></li> <li>walk bikes, scooters, skateboards whilst on school grounds</li> <li>store my bike/ skateboard /scooter in the designated secured area</li> <li>when late to school, or leaving early, sign in / out at the student counter.</li> </ul>
<p>GENERAL AREAS</p> <ul style="list-style-type: none"> <li>Administration</li> <li>Uniform Shop</li> <li>Storage rooms</li> <li>IT Support</li> <li>Resource Room</li> </ul>	
CLASSROOMS	<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>follow safety instructions</li> <li>use all equipment safely</li> <li>seek permission and use a 'Student Pass' whenever leaving classroom</li> <li>drink only water.</li> </ul>
<p>TRANSITIONS</p> <ul style="list-style-type: none"> <li>Between lessons</li> <li>Beginning/ending breaks</li> <li>Lining up</li> <li>Entries and exits</li> </ul>	<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>walk safely through school grounds</li> <li>access lockers at allocated times</li> <li>follow class entry/exit expectations.</li> </ul>
SPORTING AREAS	<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>play safely and following sporting rules</li> <li>use all sport equipment and materials correctly and report any damage</li> <li>play contact sports only when fully supervised by a trained staff member.</li> </ul>
SWANEE'S CANTEEN	<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>buy my own food</li> <li>leave bag outside</li> <li>practise effective hygiene by only touching what you intend to purchase.</li> </ul>
TOILETS	<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>practise effective hygiene by washing your hands</li> <li>use toilet appropriately</li> <li>use all materials appropriately.</li> </ul>
<p>REPRESENTING SCHOOL OFF CAMPUS</p> <ul style="list-style-type: none"> <li>Excursions</li> <li>Representing school individually or in a group</li> </ul>	<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>follow the bus company's <i>Code of Conduct</i>.</li> <li>wear school uniform (if relevant) as per the Uniform Policy</li> <li>bring to event only what is required for the activity.</li> </ul>

## Parent and Guardians Expectations



### I will...

- send my child to school to ensure full opportunities to learn
- organise the necessary requirements for my child to learn effectively at school
- become familiar with policies, guidelines and the range of communication options available to access this information when necessary

### I will...

- cooperate with members of the school community, and treat them with respect, care and free from discrimination
- accept the consequences of my children's decisions and actions and work with the school to improve outcomes
- contribute to a positive image within and outside the school.

### I will...

- advise the school of any information which may influence my child's progress or welfare at school

## School Staff Expectations

### I will...

- teach to the requirements of ATSIL Professional Standards Framework, Student Protection Policies, and the Code of Conduct
- prepare lessons and units that deliver curriculum and differentiate learning for all students in my instruction
- seek to improve my teaching practices and effectiveness

### I will...

- treat all people in our school community with dignity and respect at all times
- contribute to a positive image within and outside the school
- inform parents at regular intervals of their student's progress including prompt feedback of any problems or concerns
- follow agreed school/EQ policies and guidelines

### I will...

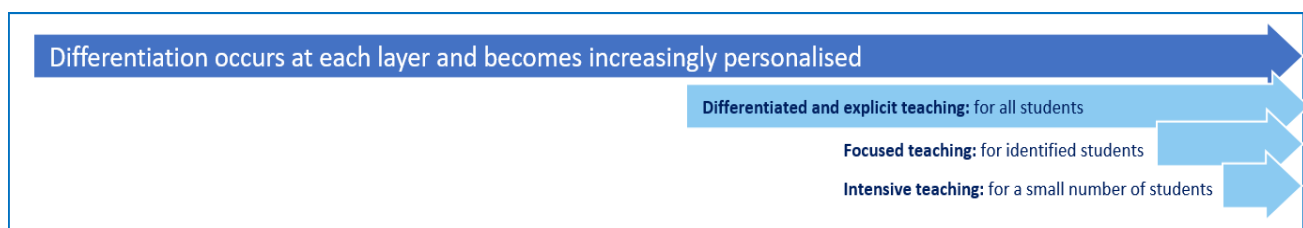
- refer any concerns about student behaviour or welfare to the appropriate staff in a timely manner

## Differentiated and Explicit Teaching

Maroochydore 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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Teachers at Maroochydore 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.



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

Every classroom in our school uses the PBL Student Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is found in the student diaries.

## Focused Teaching

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

Focussed teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. 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 Maroochydore State High School to provide focused teaching.

Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Rock and Water
- Peer Leaders Program
- Personal Empowerment Program
- Better Man Program
- Art Therapy
- Jigsaw
- Mighty Minions
- Evolve

## 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, functional-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.

## Disciplinary Consequences

The disciplinary consequences model used at Maroochydore 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 practiced. 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:

- Wait and Scan
- Non-verbal, proximity and visual cues
- Cue with parallel acknowledgement
- Redirection to learning
- Rule reminders
- Choice/Warning
- Review, reteach and practice expected behaviour
- Explicit behavioural expectation
- Refer to displayed rules
- Acknowledge correct behaviour
- Revised seating plan and relocation of student/s
- Tactical ignoring of inappropriate behaviour (not student)
- Class-wide incentives
- School-wide incentives
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Model appropriate language, problem solving and verbalise thinking
- One to one discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences
- Extra Learning Opportunity (ELO) or Detention



## Focussed

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

- Identify function of behaviour
- Supervised time away from class to take a break
- Individual student behaviour support strategies
- Restorative justice
- Targeted skills teaching in small group
- Extra Learning Opportunity (ELO) or Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Referral to Student Services Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- 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.

## Legislative Delegations

### Legislation

In this section of the Maroochydore 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](#)

## School Policies

Maroochydore 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 detailed in this document:

- Effort for Learning
- Behaviour for Learning
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media



# EFFORT FOR LEARNING

## CLASSWORK and ASSESSMENT

### Student is on track for learning

The **teacher** will provide course information to students and parents/carers at the start of each unit.

This will include the unit planner, learning goals and assessment requirements/reminders.

The **student's** class effort for learning and assessment **MUST** be satisfactory (**S**) every lesson.

SATISFACTORY (S)		UNSATISFACTORY (U)		
		STUDENT	TEACHER	COMMUNICATION
<p>The student is on track for learning.</p> <p>Complete classwork and assessment.</p> <p>Ready to learn for all classes (on time, lined up, equipment ready).</p> <p>Participate in the curriculum.</p> <p>Seek support when needed.</p> <p>Catch up on any missed work.</p>   <p><b>MAROOCHYDORE STATE HIGH SCHOOL</b> STRIVE AND SERVE</p>	CLASSWORK	Student effort to complete work in class is unsatisfactory.	<p>The teacher will decide if work in class will be finished for homework or Extra Learning Opportunities (ELO).</p> <p>Classwork is completed (S).</p>	<p>• A 'U' is noted in teacher records.</p> <p>When classwork is complete, 'U' is removed.</p> <p><b>ENCOURAGE</b></p>
	CLASSWORK	Student effort is still unsatisfactory and/or work has not been completed. Receives 2xU in a term.	<p>The teacher will decide if work will be finished for homework or ELO.</p> <p>Classwork is completed (S).</p>	<p>• Student is given a warning.</p> <p>• Teacher makes contact with home.</p> <p>• OneSchool minor entry.</p> <p>When classwork is complete, 'U' is removed.</p> <p><b>WARNING</b></p>
	CLASSWORK	Student effort is still unsatisfactory and/or work has not been completed. Receives 3rd unsatisfactory rating in a term (3xU).	<p><b>Level 1 HOD Referral</b></p> <p>The HOD and teacher will determine the appropriate consequence and organise for work to be completed. This could include:</p> <ul style="list-style-type: none"> <li>• after school ELO</li> <li>• modified classroom routines, or</li> <li>• meeting with parents/carers.</li> </ul> <p>Work is completed (S).</p>	<p><b>Level 1 Notification</b></p> <ul style="list-style-type: none"> <li>• Teacher contacts home regarding non-compliance with Effort for Learning and/or Assessment Policy.</li> <li>• OneSchool major entry.</li> <li>• HOD ensures action is taken and reports to teacher and parents/carer regarding outcome.</li> </ul> <p>When class work or draft assessment is complete 'U' is removed.</p> <p>Assessment (final or exam) 3xU are retained for this subject.</p> <p><b>LEVEL 1 REFERRAL</b></p>
	ASSESSMENT	Assessment (draft, final or exam) is not submitted on time or with satisfactory level of effort (3xU).		
	ASSESSMENT	Assessment is still outstanding or following assessment (final or exam) not submitted on time or with a satisfactory level of effort in the same subject (6xU).	<p><b>Level 2 DP Referral</b></p> <p>The DP and HOD will determine the appropriate consequence and organise for work to be completed and submitted to teacher. This will require a meeting with parents/carers and may include:</p> <ul style="list-style-type: none"> <li>• personalised learning plan</li> <li>• after school ELOs, or</li> <li>• modified classroom routines.</li> </ul> <p>Work is completed (S).</p>	<p><b>Level 2 Notification</b></p> <ul style="list-style-type: none"> <li>• HOD contacts home regarding non-compliance with Effort for Learning and/or Assessment Policy.</li> <li>• OneSchool major entry.</li> <li>• DP meets with parents/carers and ensures action is taken.</li> <li>• DP reports to HOD, teacher and parents/carer regarding outcome.</li> <li>• Student remains on performance monitoring.</li> </ul> <p><i>If non-compliance continues, DP meets with parents/carers to determine if subject change or cancellation of enrolment is required.</i></p> <p><b>LEVEL 2 REFERRAL</b></p>
	ASSESSMENT			



# BEHAVIOUR FOR LEARNING

## CLASSROOM

### Student is on track for learning

The **teacher** will provide clear expectations and actively supervise students. This will include the implementation of 'Are you Ready to Learn?' and *Essential Skills for Classroom Management* to support student 'Effort for Learning'.

The **student's** behaviour for learning and assessment **MUST** be satisfactory (**S**) every lesson. The student's behaviour must demonstrate the values of *Safety and Respect*.

SATISFACTORY (S)		UNSATISFACTORY (U)		
STUDENT		STUDENT	TEACHER	COMMUNICATION
<p>The student is on track for learning. Work is completed (S).</p> <ul style="list-style-type: none"> <li>✓ Display correct behaviour.</li> <li>✓ Respect others right to learn.</li> <li>✓ Respect teacher's right to teach.</li> <li>✓ Ask for help when needed.</li> <li>✓ Follow Instructions.</li> <li>✓ Listen.</li> </ul>  <p><b>TEACHER</b></p> <p>The student is on track for learning.</p> <p>Provide positive feedback:</p> <ul style="list-style-type: none"> <li>• Language of encouragement</li> <li>• Frequent (4:1)</li> <li>• Authentic</li> <li>• Descriptive.</li> </ul> <p>Apply re-enforcement:</p> <ul style="list-style-type: none"> <li>• Merit points</li> <li>• Positive OneSchool entry</li> <li>• Certificate</li> <li>• Contact home</li> <li>• Provide positive rewards.</li> </ul>  <p>MAROOCHYDORE STATE HIGH SCHOOL STRIVE AND SERVE</p>		<p><b>Minor:</b> Individual small group whole class.</p>	<p>Address inappropriate behaviour. Use ESCM:</p> <ul style="list-style-type: none"> <li>• Wait and scan</li> <li>• Non-verbal and proximity cues</li> <li>• Cue with parallel acknowledgement</li> <li>• Redirect to the learning</li> <li>• Rule reminder</li> <li>• Choice/warning.</li> </ul> <p>Stop teaching (whole class behaviours):</p> <ul style="list-style-type: none"> <li>• Review, teach and practise</li> <li>• Classroom expectations</li> <li>• Refer to displayed rules</li> <li>• Acknowledge correct behaviour</li> <li>• Re-consider seating plan.</li> </ul>	<p>• A 'U' is noted in teacher records (date recorded).</p> <p>Student/s responds positively 'U' is removed.</p> <p>ENCOURAGE</p>
		<p><b>Major:</b> Individual small group whole class.</p>	<ul style="list-style-type: none"> <li>• Remain calm.</li> <li>• Identify function of behaviour.</li> <li>• If SLT support required contact office.</li> <li>• Student/s removed to Re-focus room by SLT.</li> <li>• Student returned to class once ready to re-engage in learning.</li> <li>• Student makes up lost time ELO.</li> </ul>	<p>• Student is given a warning.</p> <p>• Teacher makes contact with home.</p> <p>• OneSchool minor entry.</p> <p>Student/s responds positively 'U' is removed.</p> <p>WARNING</p>
		<p>Pattern of behaviour continues in subsequent lesson/s.</p> <p>Student receives 2 unsatisfactory ratings during a week that are not restored (2xU).</p>	<p><b>Level 1 HOD Referral</b></p> <ul style="list-style-type: none"> <li>• Level 1 Faculty HOD Referral.</li> <li>• HOD supports teacher to determine and implement appropriate consequence.</li> <li>• Restorative approach options: <ul style="list-style-type: none"> <li>• ELO</li> <li>• modified classroom routines</li> <li>• meeting with parents/carers.</li> </ul> </li> </ul>	<p><b>Level 1 Notification</b></p> <ul style="list-style-type: none"> <li>• Teacher contacts home.</li> <li>• OneSchool major entry.</li> <li>• HOD ensures action is taken and reports to parents/carer regarding outcome.</li> </ul> <p>LEVEL 1 REFERRAL</p>
		<p>Pattern of student behaviour continues.</p>	<p><b>Level 2 DP Referral (or Case Manager)</b></p> <ul style="list-style-type: none"> <li>• DP supports HOD to determine and implement consequence/s. Teacher involved to re-establish the relationship with the student. This may require a meeting with parents/carers and include: <ul style="list-style-type: none"> <li>• individual behaviour support plan</li> <li>• afterschool ELO</li> <li>• discipline improvement plan or other consequences.</li> </ul> </li> </ul>	<p><b>Level 2 Notification</b></p> <ul style="list-style-type: none"> <li>• SLT member contacts home.</li> <li>• OneSchool entry.</li> <li>• DP and teacher meets with parents/carers and ensures action is taken.</li> <li>• DP reports to HOD, teacher and parents/carer regarding outcome.</li> </ul> <p>LEVEL 2 REFERRAL</p>
<p>SLT member/s liaise with Principal to review student's behaviour plan and apply appropriate consequences. The Junior, Middle and Senior Secondary teams will undertake a weekly review of behaviour to identify students whom require more intensive and immediate support.</p>		<p>• Results of review will be communicated to relevant teachers/HODs.</p>		



## 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 school staff and students.

In determining what constitutes a reasonable time to retain student property, the principal or 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 school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

## Banned Items

The following items are explicitly prohibited at Maroochydore 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/vaping liquids), implements
- 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, or any item that can be used as a weapon. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

\*\* 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)

Chewing/bubble gum, energy drinks, felt marking pens, permanent pens/markers and all forms of liquid paper/white-out other than white-out tapes, are not to be brought into the school. This rule enables those who care about the learning environment to combat graffiti.

Rubber bands are NOT to be brought to school. Aerosol deodorants are also banned and, if brought into the school grounds, will be confiscated.

Images/material/clothing that can be interpreted (by staff) as offensive, pornographic or prohibited and if brought into the school grounds, will be confiscated. The possession and/or use of these at school or while travelling to and from school, may result in suspension/exclusion of the offender.

Spitting of any nature within the school grounds is strictly prohibited.

The school Student Code of Conduct will be referred to in determining the response to any breaches of the above.

## Responsibilities

### **State school staff** at Maroochydore 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 Maroochydore State High School:

- Must 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.
- Ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Maroochydore 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

### **Students** of Maroochydore 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 Maroochydore 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

## Use of mobile phones and other devices

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, Maroochydore State High School has determined that mobile phones and other electronic devices, excluding computer devices that are used for learning, are not to be used or sighted on school grounds during school hours. This includes the use of smart watches and other devices which may be used for recording. 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.

Students, parents and visitors will see posters around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectation for these spaces and behaviour.

If a parent needs to contact their child during school hours, this must be done through the school office. Should a student need to go home due to illness or any other reason during the school day, it is the school's responsibility to contact parents to coordinate and organise arrangements.

### Policy Guidelines – Mobile Phones

It is unacceptable for students at Maroochydore State High School to use mobile devices. Once students enter the school grounds, mobile phones and other electronic devices must be switched off and put away. The following rules apply. It is unacceptable to use mobile phones:

- in an unlawful manner
- in technology-free designated spaces or times
- to take photographs or film other individuals
- to send harassing or threatening text messages or inappropriate images to other individuals
- as a camera to take photos/videos inappropriately, such as in change rooms or toilets
- for cyber-bullying or to capture or distribute inappropriate material
- to have or share illegal material, or evidence of illegal activity
- Students will be required to remove any material deemed to be offensive from any device, website, or social network.

### Policy Guidelines – Other Electronic Devices

It is unacceptable for students at Maroochydore State High School to use other electronic devices, including school approved laptops, to:

- 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 regarding the use of social media, online email and internet chat
- send chain letters or spam email (junk email)
- knowingly download viruses or any other programs capable of breaching the department's network security
- invade someone's privacy by recording personal conversations or daily activities and/or further distribution (e.g. forwarding, texting, uploading, Bluetooth) of material.

When the school has become aware that any device has been used for cyber-bullying or to capture or distribute inappropriate material, appropriate action will be taken in accordance with the school's anti-bullying and behaviour management policies. Students will be required to remove any material deemed to be offensive from any device, website, or social network. Failure to comply with such requests will result in serious disciplinary action. Devices believed to contain

illegal material or evidence of illegal material or evidence of illegal activity will be confiscated and handed to the police where appropriate.

## Preventing and responding to bullying

Maroochydore 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.

Maroochydore State High School has a **Student Leadership Forum**, with representatives from each year level meeting regularly with representatives of the Student Services Team to promote strategies to improve student wellbeing, safety and learning outcomes.

The agenda for the Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

### 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.

### Inclusion

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

### 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.

### Partnerships

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

### 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 our Student Leaders is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.



## 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 Maroochydore State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

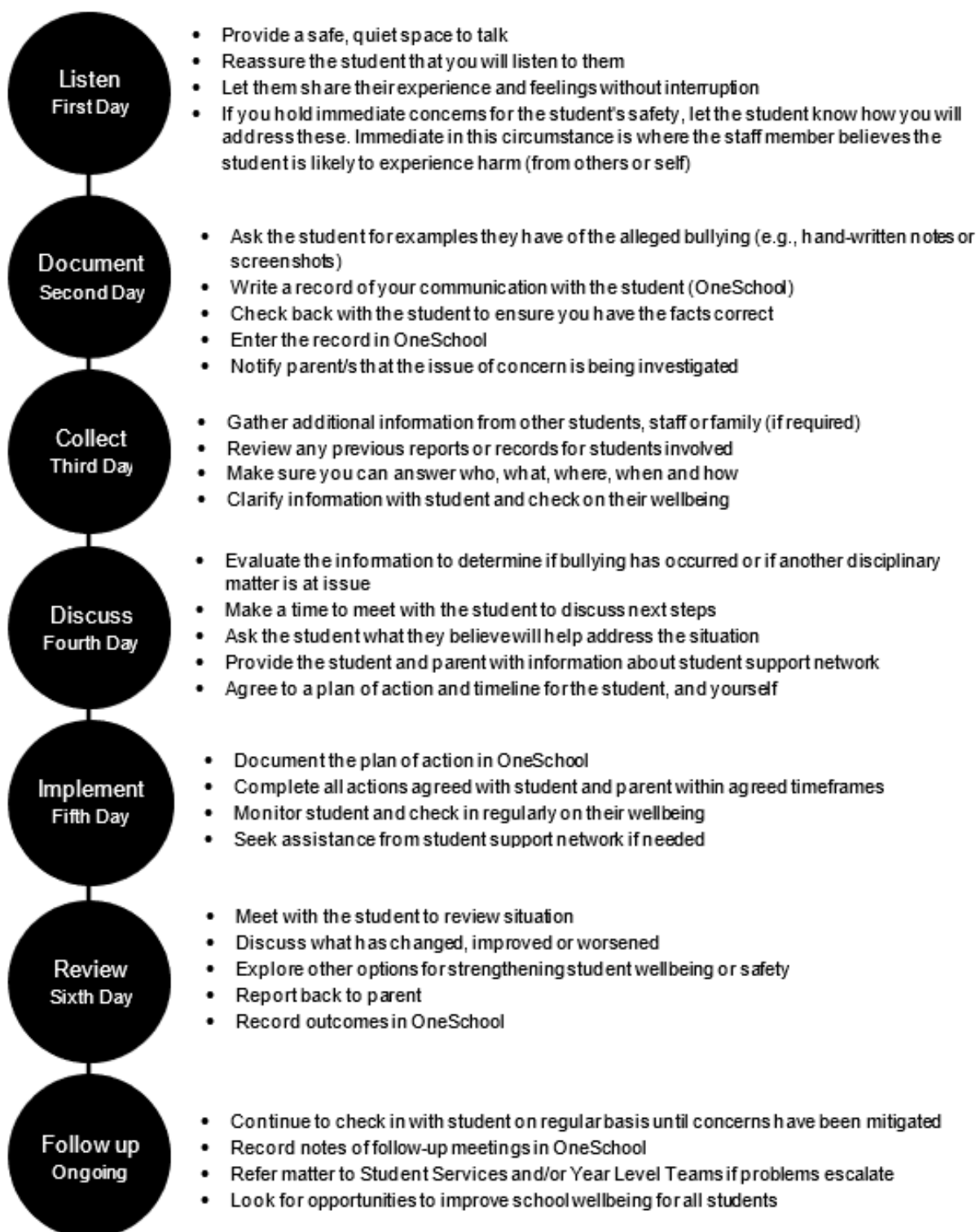
The following flowchart explains the actions Maroochydore State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

## Maroochydore SHS – Recommended bullying response flowchart for teachers

### *Key contacts for students and parents to report bullying:*

*Year 7 to Year 12 – Care class teacher or Dean of Students*

*Year 7 to Year 12 – Anonymous reporting to staff via Stymie: [www.stymie.com.au](http://www.stymie.com.au)*





## Cyber-bullying

Cyber-bullying is treated at Maroochydore 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, cyber-bullying 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 cyber-bullying should approach their Care class teacher or the relevant year level Dean of Students. At Maroochydore State High School students and parents are able to anonymously report harm or concerns via Stymie ([www.stymie.com.au](http://www.stymie.com.au)).

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 cyber-bullying. Parents and students who have concerns about cyber-bullying 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 Maroochydore 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 cyber-bullying 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.

## Cyber-safety and Reputation Management

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

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

The team provides a [guide for parents](#) with important information about cyber-safety and cyber-bullying, 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 [Cyber-bullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

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

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Services Team 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 Maroochydore State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Maroochydore State High School – Cyber-bullying 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](#).

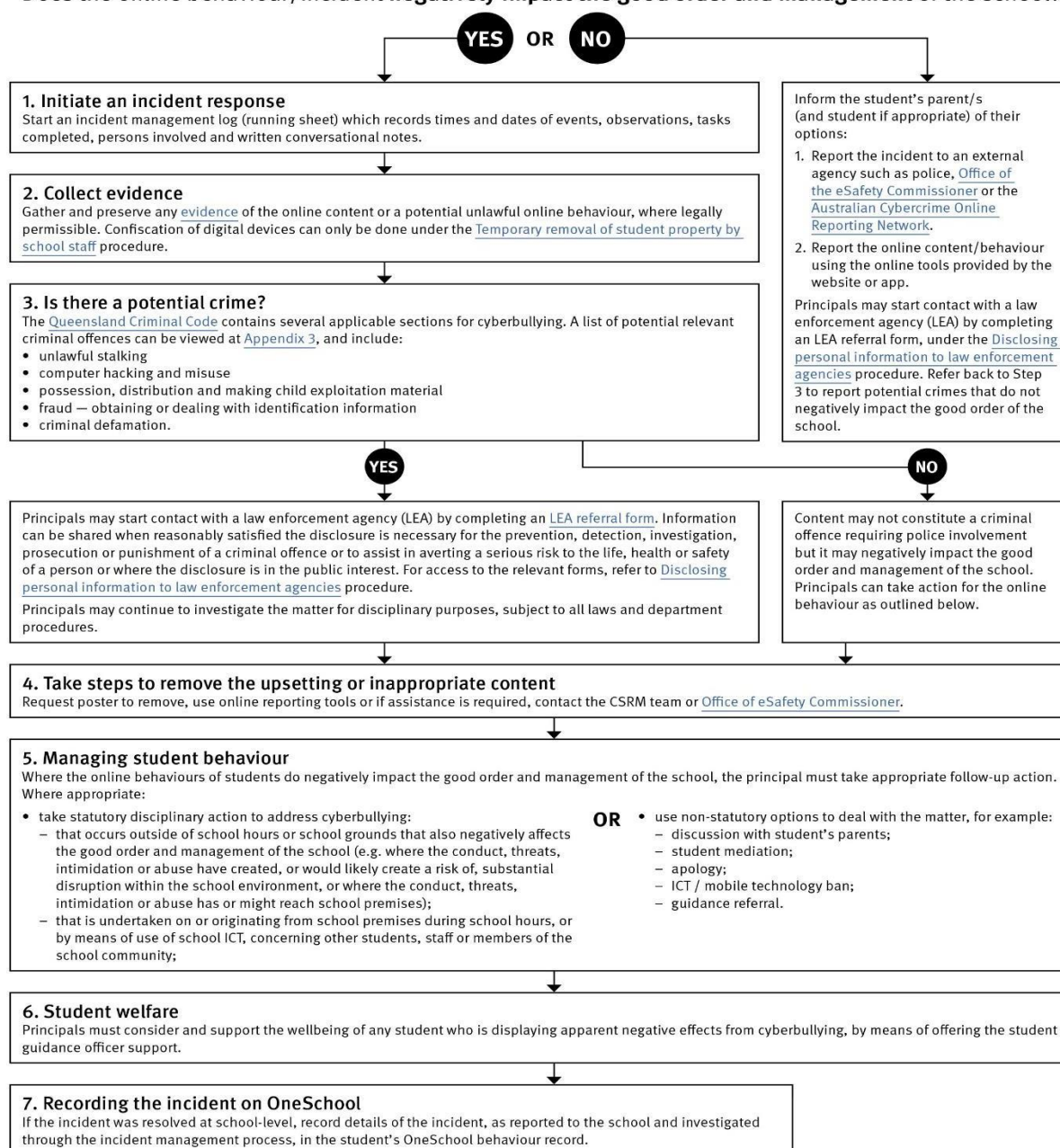
#### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, 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 school 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
- block the offending user
- report the content to the social media provider.

## Restrictive Practices

School staff at Maroochydore 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 behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, it may be necessary for staff to use restrictive practices.

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

## Critical Incidents

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

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

## Guidelines

[Australian Professional Standards for Teachers](#)

[Behaviour Foundations professional development package](#) (school employees only)

[Bullying. No Way!](#)

[Headspace](#)

[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 and Concerns

Maroochydore 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/carers need to raise a concern or make a complaint about an issue they 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](http://www.ombudsman.qld.gov.au). Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

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