Mackay State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The foundations for this plan are our Core Values of Consideration, Pride, Dedication and Respect.

Mackay State High School developed this plan in collaboration with our school community including:

- Review team consisting of 10 members (1 x DP, 3 x Heads of Department and 6 x teaching staff)
- The review team consulted with the MSHS P&C and the MSHS Executive and Leadership Teams

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2017/2018 also informed the development process.

The Plan is endorsed by the Principal, the President of the P&C and the Regional Director in December 2018, and will be reviewed in December 2021 as required in legislation.

Our Core Values that underpin the management of staff and students are:

RESPECT | CONSIDERATION | DEDICATION | PRIDE
RESPECT

Respect is the recognition of the rights of all, including ourselves, and the ability to allow people to have different views and actions to our own. Respect allows us to have a good opinion of others and one self.

- Being polite and courteous to all people at all times, accepting them for who they are
- If you respect yourself, you can also respect the thoughts, feeling and actions of others
- Always communicating in a pleasant and polite manner
- Appreciating everyone’s belongings including our own and that of the school
- Accepting and following the guidelines, laws and rules in home, school and society

CONSIDERATION

Consideration is the ability to recognise the difference in people and what they see as important, and accept them. We all have different ideas and at times even beliefs, and working within the guidelines of home, school and community, we need to consider others’ feelings thoughtfully.

- Think about how you act, what you want to achieve, and how you can achieve these goals
- Always think about the effect you have on others
- Listening to others and responding thoughtfully
- Acting in ways that reflects well on you, your family and our school and community
- Allowing other students to learn in an environment free from disruptive behaviour

DEDICATION

Dedication is to apply oneself consistently to a goal or task and to have a clear picture of what you want and a desire to achieve it. If you value yourself and your goal, dedication becomes easier.

- Always give your very best effort and if not successful at first, give it another try
- Draw on the support of those around you at home, school, staff and your friends
- Don’t give up if things get hard or you get out of your comfort zone – try again
- Completing all your work to the best of your ability

PRIDE

Pride is valuing yourself, your efforts, achievements and that around you. Give your best, assist others and present yourself in a positive manner always. It is to know that you are worthwhile, and that others will respect you for being a positive person.

- Be proud of what you are and the efforts that you make for yourselves and to support others
- Valuing yourself, your appearance, your family and the contribution that you make to school
- Looking neat and tidy in the school uniform and presenting a positive image of self and school
- Work well within your school and community
MACKAY STATE HIGH SCHOOL
ENROLMENT AGREEMENT

Responsibilities of a Student:
- attend school for each and every school day for the educational program in which they are enrolled
- be on time, ready to learn and take part in school activities
- show dedication and persistence towards your school work
- meet homework and assessment requirements
- wear the school uniform with pride and as set out in the Information Booklet
- act at all times with consideration and tolerance towards other students and Staff
- show respect towards school Staff, fellow students, their property and that of the school
- abide by school rules as outlined in the school's Responsible Behaviour Plan for Students, including not bringing items to school which could be considered as unsafe or illegal

Responsibilities of Parents
- ensure the student attends school on every school day for the educational program in which they are enrolled and inform the school of student absences and reasons for absences in a timely manner
- equip the student for learning
- ensure the student is dedicated to and completes homework/assessment regularly, in keeping with the school's homework and assessment guidelines
- let the school know if there are any problems that may affect the student's ability to learn
- support the school by ensuring the student wears the school uniform with pride, as set out in the Information Booklet
- attend open meetings for parents/carers
- treat all school Staff with respect
- show consideration for the authority of school Staff, thereby supporting their efforts to educate the student and assist them to achieve maturity, self-discipline and self-control
- not allow the student to bring unsafe or illegal items to school
- abide by the school's instructions regarding access to school grounds before, during and after school hours
- advise the Principal if your student is in the care of the State
- keep the school informed of any changes to the student's details, such as home address, email contact, carer and Emergency contact phone numbers.

Responsibilities of Various Members of the School Staff:
- design and implement engaging and flexible learning experiences for individuals and groups
- design and implement intellectually challenging learning experiences which develop language, literacy, numeracy and encourage improving student achievement
- inform students, parents/carers about what the teachers aim to teach the students each term
- show dedication to teaching effectively and to setting the highest standards in work and behaviour
- set, mark and monitor homework and assessment regularly in keeping with the school's homework and assessment guidelines
- show consideration for parents/carers by making contact as soon as is possible if the school is concerned about the student's school work, behaviour, wellbeing, attendance or punctuality
- inform parents/carers regularly about their student's progress – both positive and negative
- advise parents/carers of extra-curricular activities operating at the school
- create and maintain safe and supportive learning environments
- support personal development of students and their participation in society
- foster positive and productive relationships with families and the community

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• encourage pride in the school by clearly articulating and supporting the school’s expectations regarding the Responsible Behaviour Plan for Students and the school’s Uniform Policy
• ensure that parents/carers are aware that the school does not have personal accident insurance cover for students
• deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools
• role model positive and respectful behaviours towards other Staff, students and their parents/carers.

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

At Mackay State High School, we foster an ORDERLY LEARNING ENVIRONMENT through proactive approaches to classroom management, based on the Essential Skills of Classroom Management.

MSHS School Wide Support for Students

**ACADEMIC**
Quality Teaching and Learning

**BEHAVIOUR**
Positive student engagement

**INTENSIVE AND INDIVIDUAL INTERVENTION**
- Access Centre support
- ICPs and Support Provisions
- ASD and WED

**TARGETED, SMALL GROUPS**
- Support provisions
- External Agencies
- Support Services Team

**QUALITY TEACHING**
- Differentiation
- Higher order thinking skills
- MSHS Quality Teaching Pedagogical model and Explicit Instruction

**CLASSEOMANAGEMENT**
- Positive student relationships
- Essential Skills of Classroom Management
- Preventative and proactive

**RESPECT | DEDICATION | CONSIDERATION | PRIDE**
PROACTIVE AND PREVENTATIVE STRATEGIES

- Each year level has a nominated Deputy Principal
- Heads of Department for Junior Secondary and Senior Schooling
- Provision of one Year Level Coordinator for every year level
- Form Class teacher to carry through year to year
- Class Buddies for Years 7 and 8
- Core values reinforced and visible
- Professional Learning Communities
- Positive links between school, parents and community
- SETPlanning, Transition Interviews, Information Nights
- Positive recognition and promotion initiatives

PROCESS FOR ADDRESSING POSITIVE BEHAVIOURS

FORMAL RECOGNITION
- Senior and Junior Blue Slips
- Positive Postcards
- Reward Activities (End of semester)
- Letter of Commendation/Postcards
- Faculty Awards
- Attendance Awards
- End of Semester class activities
- Rewards Trips
- Awards Night
- Sports awards
- Student Leadership Positions

INFORMAL RECOGNITION
- Smiling
- Verbal Praise
- Tone of Voice
- Positive Gestures
- Actively seeking positive behaviour to acknowledge
- Demonstrating Trust
- Stickers
- Compliments
- Positive comments written on student work
- Encouraging Language
- Praise personal improvements

COMMUNICATION

MSHS is committed to effective communication between staff, students and parents/caregivers through;

- Newsletters, website, Facebook page, school sign
- Student diary – students are required to bring their diary to class every day
- QParent – timetable, assessment, accounts
- 4 x report cards per year
- 2 x parent teacher interview afternoons per year
- SMS unexplained absences every day
- Regular emails or phone calls home
- School events for informal and social interaction

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ATTENDANCE
Regular, punctual attendance is essential to achieve our goals when combined with positive support measures to increase engagement at school.

Attendance Monitoring – IDAttend software is used to mark class rolls each lesson. Year Coordinators and key office personnel use attendance reports from IDAttend to track attendance and truancy, and deal with this accordingly. SMS Messages are automatically sent to parent/guardian, for student not registered on morning roll marking. Each class roll must be marked in the first 10 minutes of each lesson. If paper roll is being marked manually, it will also need to be returned to the Attendance Office especially in Period 4 and returned to Office by 2pm.
PROCESS FOR ADDRESSING NEGATIVE BEHAVIOURS

Follow Minor behaviour response

Suggested ESCM strategies
- Prompt
- Redirect
- Reteach
- Choice
- Consequences

Follow major behaviour response

Inform student of rule violation
State expected behaviour
Refer to Admin (Call or Send)

Actions
- Review incident
- Gather statements
- Record on OS

Inform parent / guardian

Provide teacher feedback & facilitate restorative if required

Re-entry interview
Apply re-entry conditions (classroom or grounds)

If behaviour continues
- Parent interview
- Targeted intervention strategies
- Alternative schooling
- Exclusion
- Cancellation

The Code of School Behaviour
Better Behaviour Better Learning

Maintaining an Orderly Learning Environment

PROACTIVE STRATEGIES
ESCM
Classroom procedures
Clear expectations

REMINDE
Alert student about behaviour
Prompt and pause

WARN
Choice
Write name on board
Warning re moving

MOVE
Move student within classroom
Tick beside name

ESCALATE
Buddy class
Detention
HOD support

RESTORE
Restorative conversation
Re-entry procedure
BUDDY CLASS REFERRAL PROCESS
- Buddy class referrals are a short term strategy to assist teachers in managing ongoing disruptive classroom behaviours
- Buddy class referrals must be used in conjunction with other strategies such as seating plans, classroom management, detention time, parent contact
- Buddy class arrangements must be made before the lesson and through the faculty HOD. Parent contact if more than one lesson.
- Ensure adequate work is supplied for the student to complete
- Removal of a student to a buddy class will be not longer than one week of lessons
- The student re-entry form should be used to negotiate conditions of re-entry

SCHOOL BASED POLICIES FOR REFERENCE
- Uniform Policy (website)
- eDevice Phone Policy (website)
- Cyber safety policy (website)
- Anti Bullying policy (website)

5. Emergency responses or critical incidents

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

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

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

BASIC DEFUSING STRATEGIES — Where possible, teachers use the following to defuse situations whilst still expecting students to recognise the need for appropriate behaviours and outcomes.

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

PHYSICAL INTERVENTION

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Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others
- causing or at risk of causing serious property damage.

Appropriate physical intervention may be used to ensure that Mackay SHS's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour
- that staff safety is paramount

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report
- Health and Safety incident record
- debriefing report (for student and staff)
6. Consequences for unacceptable behaviour

Staff at MSHS follow a comprehensive behaviour support flowchart which includes associated expectations.

Mackay State High School

The Code of School Behaviour
Better Behaviour Better Learning

Quantum Government

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RECORDS IN OneSchool (OS)

Recording incidences and contacts is not just for the classroom teacher and administration, but also for the Department. These records may be used to inform behaviour support initiatives or be used during disciplinary decisions. OS behaviour records are not just internal school documents; they can be accessed by parents/carers and external organisations, when requested.

Recording Positive Behaviour

- Used for recording positive behaviours beyond expectations of good behaviour in every day lessons, playground behaviour
- Extra-curricular activities will also be recorded in OS

MSHS guidelines for OS recording are:
- Be specific as possible – factual, clear and concise
- An asterisk (*) signifies a new dot point in OS
- Be objective – state facts not feelings
- Use student’s names
- If more than one person is used in the referral section use ‘FYA’ (For Your Action) and FYI (For your Information).

Recording Negative Behaviour

- Only select one behaviour category, as per Responsible Behaviour Plan for Students (RBP), for the first or most serious of the behaviour(s). Other negative behaviours should be noted in the incident details.
- When selecting Major or Minor for a referral, use the Mackay SHS Behavioural Support Flowchart or RBP.
- Major incidents MUST be referred to the relevant staff member and followed up with voice to voice contact.
- Ensure that all relevant details of the incident are recorded – including fields for time, date, location and witnesses (Staff and/or Student), and the record of what you observed, what you heard and what you did.
- Quote students directly, using quotation marks, including swear words (you can alpha numeral some letters of offensive words)
- Leave the motivation field blank unless you are certain of the motivation for the behaviour e.g. the student states they were trying to gain peer attention.
- Choosing ALL STAFF for the ‘Restricted to’ field enables patterns of behaviour to be identified by other staff members. For incidents of a sensitive nature, consult with the Principal, GO, YLC or relevant DP, before selecting.

Recording Contacts

- All contacts made or received from parents need to be recorded in OS under contacts
- All significant contacts with students to be recorded in OS under contacts
### METHODS OF MONITORING

<table>
<thead>
<tr>
<th>CARD</th>
<th>ISSUER</th>
<th>OFFENCES</th>
<th>CONDITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Card</td>
<td>YLC</td>
<td>Truancy from school</td>
<td>• 5 days – all lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Truancy from lessons</td>
<td>• Present to teacher each lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• OS recording</td>
</tr>
<tr>
<td>Subject card FACULTY</td>
<td>HOD</td>
<td>Persistent poor behaviour in class</td>
<td>• 6 lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Persistent poor industry in class</td>
<td>• Present to teacher each lesson – teacher retains</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-submission of work WHS issues</td>
<td>• Issuing HOD to sign off successful or unsuccessful</td>
</tr>
<tr>
<td>Conduct Card</td>
<td>DP/HOS</td>
<td>Return from suspension</td>
<td>• Parent contact made and signature required at completion</td>
</tr>
<tr>
<td>ADMIN &amp; HOD SNR/JNR</td>
<td></td>
<td>Persistent poor behaviour across a range of</td>
<td>• OS recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td>classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non completion of card conditions</td>
<td></td>
</tr>
</tbody>
</table>

* Any student who is or who has been on a behaviour monitoring card, may be excluded from extra-curricular activities.
* Any student who exhibits ongoing reported negative behaviours may be denied access to extra-curricular activities
* Any student who displays serious breaches of safety or behavioural risks in practical curriculum activities will be excluded from those subjects for a period of time.

### MAJOR INCIDENCES

<table>
<thead>
<tr>
<th>SUSPENSION – Short</th>
<th>ISSUER</th>
<th>LENGTH</th>
<th>PROCESS</th>
</tr>
</thead>
</table>
| A standard short suspension is set at 5 days. Low level behaviour may result in 3 days. | DP/P/ HOD School | 1-10 days | Statements from all parties
|                      |          |          | • DP/P reviews statements and determines suspension consequence and length |
|                      |          |          | • Students and parents are notified in writing |
|                      |          |          | • Work arranged for suspended student          |
|                      |          |          | • Re-entry meeting arranged                    |
|                      |          |          | • Conduct card issued                          |
|                      |          |          | • Internal or external support discussed       |
|                      |          |          | • Restorative Justice may be pursued           |

| SUSPENSION – Long    | DP/P     | 11 – 20 days | DIPs are contracts specifically structured for students who have shown little or no improvement in high level and/or repetitive behaviours |

| Discipline Improvement Plan | DP/P HOD School | ongoing | |

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They will be recorded in OneSchool

| Exclusion                                                                 | DP/P | Minimum 12 months | Statements from all parties  
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>DP/P examines statements and a recommendation is made to the Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Principal ratifies decision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students and parents notified of decision and reasons verbally and in writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student is appointment a case manager (GO)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parents given formal paperwork and information regarding appeals process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cancellation of Enrolment – Stages 1 and 2</th>
<th>DP/P</th>
<th>Minimum 12 months</th>
<th>Information gathered from students' teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issued to students over the age of 16 or in year 11 or 12 for,</td>
<td></td>
<td></td>
<td>Initial warning letter sent</td>
</tr>
<tr>
<td>Regular non compliance</td>
<td></td>
<td></td>
<td>Meeting arranged with parents and support</td>
</tr>
<tr>
<td>Regular non attendance</td>
<td></td>
<td></td>
<td>Stage 1 letter</td>
</tr>
<tr>
<td>Lack of engagement</td>
<td></td>
<td></td>
<td>Stage 2 letter</td>
</tr>
<tr>
<td>Regular non submission</td>
<td></td>
<td></td>
<td>External support agencies engaged, if required</td>
</tr>
<tr>
<td>Regular poor behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

- Says 'short suspension', or range of days 1 to 5'  
  - Short
- Says 'long suspension', or range of days over 10  
  - Long
- Uses modified language, eg 'may be suspended'  
  - May
- Definite suspension, length not determined  
  - Susp
- Doesn't discriminate between suspension or exclusion  
  - Susp/Excl
- Straight out exclusion  
  - Excl

**A-Z Negative Behaviours Guide**

- Alcohol possession/consumption/supply  
  - Susp/Excl
- Breach of DIP  
  - Susp
- Bullying (ongoing after a warning) towards staff or students  
  - Susp
- Contacting media without permission  
  - May
- Continued offensive/abusive language  
  - Long
- Cyber bullying  
  - Susp
- Defiance/continued non-compliance  
  - May
- Dress code – persistent non-compliance  
  - May

Template Version Control: 24 January 2014
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving students during school hours</td>
<td>May</td>
</tr>
<tr>
<td>Drug possession/supply/consumption</td>
<td>Excl</td>
</tr>
<tr>
<td>Escalation of long suspension behaviours</td>
<td>Excl</td>
</tr>
<tr>
<td>Escalation of lower level behaviours</td>
<td>Short</td>
</tr>
<tr>
<td>Escalation of short suspension behaviours</td>
<td>Long</td>
</tr>
<tr>
<td>Excursions, camps - inappropriate behaviour</td>
<td>Susp</td>
</tr>
<tr>
<td>Fighting</td>
<td>Susp</td>
</tr>
<tr>
<td>Hacking network (incl attempt)</td>
<td>Susp/Excl</td>
</tr>
<tr>
<td>Internet/social media: abuse, identifying school/students/staff without permission</td>
<td>Susp/Excl</td>
</tr>
<tr>
<td>Leaving school grounds without permission</td>
<td>May</td>
</tr>
<tr>
<td>Network misuse</td>
<td>Susp</td>
</tr>
<tr>
<td>Other conduct prejudicial to good order</td>
<td>Susp</td>
</tr>
<tr>
<td>Persistent wilful disruption/disobedience</td>
<td>Short</td>
</tr>
<tr>
<td>Pornography, other inappropriate content, being viewed</td>
<td>Short</td>
</tr>
<tr>
<td>Possession of cigarettes/lighter/tobacco</td>
<td>Short</td>
</tr>
<tr>
<td>School reputation harmed (fighting outside school in uniform/uploading videos of events on social media)</td>
<td>May</td>
</tr>
<tr>
<td>Serious assault</td>
<td>Long</td>
</tr>
<tr>
<td>Severe intimidation/harassment towards staff or students</td>
<td>Long</td>
</tr>
<tr>
<td>Sexualised (indecent/immoral) behaviour</td>
<td>Susp</td>
</tr>
<tr>
<td>Sexually explicit act</td>
<td>Long</td>
</tr>
<tr>
<td>Smoking (first offence)</td>
<td>Short</td>
</tr>
<tr>
<td>Smoking (repeated)</td>
<td>Long</td>
</tr>
<tr>
<td>Theft</td>
<td>Susp</td>
</tr>
<tr>
<td>Unsafe behaviour</td>
<td>May</td>
</tr>
<tr>
<td>Use of mobile phone – repeated offences</td>
<td>Short</td>
</tr>
<tr>
<td>Using teacher logins to access school network</td>
<td>Susp</td>
</tr>
<tr>
<td>Vandalism/graffiti *</td>
<td>Susp</td>
</tr>
<tr>
<td>Veiled threats to students or staff members</td>
<td>May</td>
</tr>
<tr>
<td>Verbal abuse of a staff member</td>
<td>Susp</td>
</tr>
</tbody>
</table>
Verbal misconduct involving a direction or situation**

Water/food fights

Weapon possession/use/production

* Students will likely be required to make restitution for vandalism/graffiti
** General swearing is not tolerated but is not a suspendable offence
*** Weapon is defined as anything used or designed to inflict bodily harm

7. Network of student support

Three tiers of Case Management/Support

Student Mentors

Mentoring is designed to allow staff to work with identified students around aspects of their behaviours (including social). It will allow regular one on one contact in a proactive positive manner rather than a reactive negative manner.

This is aimed towards students who display
- Lower level social or emotional issues
- Conflict issues in classrooms/playground
- Resilience issues
- Engagement issues
- Performing at below ability academically

Specialised Case Management – Access Centre

Specialised support refers mainly to students with disabilities, students who require learning support and students who have particular support requirements regarding access to the curriculum. Support is overseen by the HOSES, and runs via our Access Centre.

Students are case managed and supported by GO, HOSES, Learning Support Teacher, Year level SWD teachers, teacher aides and volunteers.

At Risk Student Case Management

Support offered by - Student Services, Support Services Team, Head of JNR and SNR schooling, Deputy Principals and Principal.

If a student can be identified as having concerns in more than two of the following areas, they are considered at risk.

Academic (A), Health - mental and/or physical (H), Family concerns (F), Extreme and ongoing behaviour concerns (B), Independence (I), Attendance (AT)
External Support
Links with external agencies are an important part of student support. The following agencies have direct links with MSHS.

<table>
<thead>
<tr>
<th>Headspace</th>
<th>CYMHS</th>
<th>QLD Health</th>
<th>QLD Police</th>
<th>YIRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scripture Union</td>
<td>Child Safety</td>
<td>Ed-LinQ</td>
<td>Mackay Base Hospital</td>
<td>MADECC</td>
</tr>
<tr>
<td>State School Nursing Service</td>
<td>AODS</td>
<td>Sexual health and sexual assault service</td>
<td>Domestic Violence resource services</td>
<td>Centrelink</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander Service</td>
<td>Uniting Care</td>
<td>General Practitioners</td>
<td>Kalyan House</td>
<td>Lifeline</td>
</tr>
<tr>
<td>Kutta Mulla</td>
<td>Canteen</td>
<td>MRTN – Mackay Regional Transition Network</td>
<td>PCYC – Youth Support Service</td>
<td>Red Frogs</td>
</tr>
<tr>
<td>Family and Child Connect</td>
<td>NDIS providers</td>
<td>IDEAL Placements</td>
<td>Community Solutions</td>
<td>Transition Pathways Officers</td>
</tr>
</tbody>
</table>

8. Consideration of individual circumstances

When applying consequences and when developing individual programs, every student's individual background, previous incidents, intent, provocation, disability etc, will be taken into consideration in conjunction with the needs and rights of the school community members.

KNOW YOUR STUDENT – Mackay SHS places great emphasis on all staff knowing the strengths and weakness of the students. Staff and Administration understand and work with the individual needs of each student to ensure that students gain support and accept consequences by:

- Promoting an environment which is responsive to the diverse needs of the students
- Establishing fair and consistent consequences for infringements by following the outlined processes in the RBPFS
- Using a case management approach for the support of students
- Recognising the rights of all students and staff who are able to work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic status.
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

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

Endorsement

Principal

P&C President or Chair, School Council

Date effective: from Jan 2019 to Dec 2021

APPENDIX 1 – Appropriate use of social media
APPENDIX 2 – Procedures for Preventing and Responding to incidents of Bullying (including cyberbullying)
APPENDIX 3 – eDevices policy
APPENDIX 4 – Knives in Schools

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APPENDIX 1
APPROPRIATE USE OF SOCIAL MEDIA

1. Mackay State High School embraces opportunities that technology and the internet provide to students for learning, being creative and socialising online.
2. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.
3. Mackay State High School is committed to promoting the responsible and positive use of social media sites and apps.
4. As is set out in “Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying), Harassment or Victimisation”, it is unacceptable for students to bully, harass or victimise another person whether within Mackay State High School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of our school – whether those behaviours occur during or outside school hours.
5. If inappropriate online behaviour impacts on the good order and management of Mackay State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
6. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
7. Mackay State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.
8. Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.
9. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.
10. The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
   - Unlawful stalking
   - Template Version Control: 24 January 2014
   - Computer hacking and misuse
   - Possession of child exploitation material
   - Involving a child in making child exploitation material
   - Making child exploitation material
   - Distribution of child exploitation material
   - Criminal Defamation
11. There are significant penalties for these offences.
12. Mackay State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, our school expects its students to engage in positive online behaviours.
APPENDIX 2
PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF SOCIAL MEDIA (including Cyber Bullying)

Purpose
1. Mackay State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Mackay State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Mackay State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Mackay State High School there is an agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour,
including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Mackay State High School are an addition to our already research-validated schoolwide positive behaviour support processes. Our school provides a wide range of educational and support programs to support students and staff to understand the effects of bullying in its forms, and effective actions to assist in dealing with others’ inappropriate behaviours.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide behaviour support practices will be maintained at all times. This will ensure that:

- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 Core Values and have an understanding of the school community’s expectations surrounding each of these.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum addresses bullying as an issue in some subject areas, however all students will be involved in whole school and class-based discussions throughout the year on the policy to raise awareness of the negative effects of some peoples actions in bullying in its various forms.

10. Early in the year and at other suitable times, an initial introductory lesson is delivered, which teaches the implications and true feelings of all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mackay State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

12. Mackay State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
13. Mackay State High School uses an online anti-bullying system called Stymie to allow members of the school community to report any bullying, online or face to face, through an anonymous web based platform.

APPENDIX 3

eDevice Policy

Schools have the authority to ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of students.

The use of mobile phones and other electronic devices by students at school can be disruptive and is not permitted at Mackay State High School. This includes, but not limited to, games devices, PDAs, cameras, video recording devices, mobile phones, iPods and other media players or devices of a similar nature. School eLearning and Tablet certified BYOx devices are exempt from this policy and these have their own usage agreement.

Student use of other electronic devices/mobile phones is not permitted at Mackay State High School. The school acknowledges that there are circumstances in which it is necessary for students to have access to such devices before and after school. Any eDevice brought to school must be turned off and kept away and out of sight at all times. Leaving mobile phones on silent, checking them during breaks, or using them for other functions such as a clock or calculator is not acceptable.

Mobile phones and other electronic equipment, including BYOx devices are brought to school at their owners’ risk. No liability will be accepted by the school in the event of loss, theft or damage to any device. If students wish to book their phone in and collect at end of day at office, they may do so at the Year Masters Room.

All communications between students and parents, guardians or other outside personnel is to be conducted through the office. Messages, be they information or urgent, will be conveyed to students at the appropriate time, using the new system with phones to all classrooms. Any student who is feeling unwell at school and needs to contact home must arrange this through the office. Under no circumstances may students use mobile phones to make arrangements to leave the school. During break times, students can access a phone in the school office to contact parents if needed. Permission to make such calls will be at the discretion of school staff. Students with eDevices in tests will be assumed to be taking advantage and will likely be awarded an E Rating.

<table>
<thead>
<tr>
<th>1st offence</th>
<th>The device will be confiscated by the teacher, who will pass it with student name on to the Office at next break to be booked in electronically. Teacher will enter on One School. The student will be able to collect the device from the Office after school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd offence</td>
<td>The device will be confiscated by the teacher, who will pass it with student name on to the Office at next break to be booked in electronically. The device will be returned to the student via their Yr Level Admin and parent/guardian will be contacted.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>3rd offence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The device will be confiscated by the teacher, who will pass it with student name on to the Office at next break to be booked in electronically. The device will only be returned to the student's parent or guardian. The student may be suspended.</td>
</tr>
</tbody>
</table>

Students, who choose not to follow this policy, will be dealt with in the following manner. Offences refer to breach of the policy, and are not specific to one type of item.

<table>
<thead>
<tr>
<th>Failure to comply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any failure to hand over an electronic device when asked will be treated as refusal to follow a reasonable instruction and will be dealt with in the normal manner through the school's behaviour policy.</td>
</tr>
</tbody>
</table>

When the school becomes aware that any device has been used for cyberbullying or to capture or distribute images of violence or malice, appropriate action will be taken in accordance with the schools anti-bullying and behaviour 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 activity will be confiscated and, where appropriate, provided to Police.
APPENDIX 4 – KNIVES IN SCHOOLS

WORKING TOGETHER TO KEEP MACKAY SHS SAFE

We can work together to keep knives out of school. At Mackay SHS:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?
You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives,
• butterfly knives, star knives, butter knives, fruit knives or craft knives,
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined. Using a knife to threaten anyone will result in immediate exclusion from the school. Possession of a knife will result in a suspension, the length at the determination of the Principle or their delegate, commensurate with the perceived seriousness of the potential threat.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Mackay SHS safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.