Maleny State School

Student Code of Conduct 2023-2026

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Purpose

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

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

Its purpose is to facilitate high standards of behaviour from all 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.
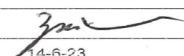
Contact Information

Postal address:	PO Box 983 Maleny Qld 4552
Phone:	07 5499 8333
Email:	principal@malenyss.eq.edu.au
School website address:	www.malenyss.eq.edu.au
Contact Person:	John Byrne (Principal)

Endorsement

Principal:
Principal's signature:
Date:

John Bryne

14-6-23

P&C President:
P&C President's Signature:
Date:

Zoltan Bourne

14-6-23

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Maleny State School has a long and proud tradition of providing high quality education to students from across the south east of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

At Maleny State School we believe effective teachers take responsibility for all students learning and set high expectations so as to achieve the personal best out of each student. We believe effective teachers and students are lifelong learners that improve, learn and change. Effective teachers create a safe and supportive learning culture that increases student achievement. We believe that effective teachers use research based practices and benefit from coaching and collaboration. We believe effective teachers are reflective teachers.

At Maleny our core values lie under the three beliefs of;

- **High Expectations** are set to achieve the personal best out of each student.
- **Lifelong Learners** improve, learn and change.
- **A Safe and Supportive Learning Culture** increases student achievement

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

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

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

P&C Statement of Support

On behalf of the Maleny State School P&C Association, I am pleased to endorse this Student Code of Conduct.

The Student Code of Conduct has been developed in consultation with Staff, Students and Parents. This ongoing engagement is critical as it ensures that everyone contributes and accepts responsibility for constantly striving to see students achieve their personal best whilst becoming lifelong learners.

The P&C Association encourages all families to be familiar with this Student Code of Conduct and to make time to ensure that these expectations are understood.

Zoltan Bourne

Maleny State School P&C President

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School Captains/Leaders Statement

On behalf of the student body at Maleny State School, we endorse the Student Code of Conduct for 2023-2026. We represent the year 5 & 6 student focus group who were consulted and provided feedback on the reviewed Student Code of Conduct. Throughout the year, we will continue to work with the school administration team, our PBL team and the Maleny State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

School Captain Name: Isabella Messer

School Captain Signature: Date: 13-6-23

School Captain Name: Archer Quail

School Captain Signature: Date: 13-6-23

School Vice-Captain Name: Aisha Oliver

School Captain Signature: Date: 13-6-23

School Vice-Captain Name: Conor Donnellan

School Captain Signature: Date: 13-6-23

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Consultation

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

In Phase One the principal and members of the school Positive Behaviour Learning (PBL) Team participated in professional development with Regional Office Consultants and held focus meetings with Maleny Staff and in Semester Two 2019 and Semester One and Two in 2020.

During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. The School Opinion Survey included outcomes from staff, students and parents. We identified strengths and successes from our previous School Responsible Behaviour Plan, and areas we believed required further development.

In the second Phase we provided a behaviour survey to students, parents and staff. This included a request to respond to key identified themes. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of our school community. The third phase of consultation was completed in November and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting for endorsement. The P&C Association Executive endorsed the Maleny State School Code of Conduct for implementation in 2021 with further continuous review by all members in 2021.

A communication strategy has been developed to support the ongoing implementation of the Maleny State School Student Code of Conduct, promotion through PBL Meetings which have parent representation along with the school website, email and fortnightly newsletter. PBL representatives also attend and report at our P&C meetings each term. Any families who require assistance to access a copy of the Maleny State School Student Code of Conduct are encouraged to contact the Office.

Copies of the Maleny State School Student Code of Conduct are available as part of the Maleny State School's enrolment package of materials. The Student Code of Conduct is discussed, at each new enrolment meeting.

The Student Code of Conduct was reviewed and updated in 2023.

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

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

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

Each year there are four different confidential surveys conducted for:

- parents
- students
- staff
- principals

The School Annual Report (SAR) provides our Maleny School Community with a summary of our school profile, achievements for the previous school year along with stakeholder opinion survey information and school disciplinary absences data.

You are invited to read through the SAR on our school website https://malenyss.eq.edu.au/, view the Australian Curriculum, Assessment and Reporting Authority (ACARA My School website) https://www.myschool.edu.au/school/47125 and contact the principal, John Byrne, if you have any further questions about our school.

School Disciplinary Absences (SDA)

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

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

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

Positive Behaviour for Learning (PBL) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland State Schools. It uses preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behaviour outcomes.

Why is PBL important at Maleny State School?

- increases teaching time and improves academic outcomes

- reduces rates of problem behaviour across the school
- positively engages the school parents and community body
- keeps the school's Student Code of Conduct Plan current, relevant and ensures consistent management of problem behaviours
- improves the way problem behaviours are managed
- improves the positive feeling tone (climate) of the school and classrooms.

The Maleny PBL framework includes 4 Rules – Be Respectful, Be Responsible, Be Safe and Be a Learner. This is represented through a logo *(see below)* and specific behaviours are detailed in the Maleny State School Behaviour Expectations Matrix.

Maleny State School PBL Logo

Maleny State School Behaviour Expectations Matrix

I celebrate being a member of Maleny State School.

I value: High Expectations, A Supportive Learning Culture and Being a Reflective Life Long Learner

Be Safe	Be Respectful	Be Responsible	Be a Learner
✓ Recognise, react, report ✓ Keep your hands and feet to yourself ✓ I choose to defuse	✓ First time every time ✓ Manners matter ✓ Everyone belongs	✓ Big effort, big results ✓ Quiet feet, quiet mouths ✓ Make good choices ✓ Play Fair	✓ I can, I will, I'll have a go ✓ Learn to listen, listen to learn ✓ Bounce back
Whole School			
* I report any concerns or bullying * I solve problems using the High 5 * I walk when moving around school * I protect my personal information online and in person	* I follow adult directions * I use polite and positive language online and in person * I am inclusive * I treat others the way I want to be treated * I encourage and support others * I show pride in myself and my school * I care for my school	* I am honest * I am responsible for my behaviour online and in person * I am a positive role model * I take responsibility for solving my own problems * I use equipment and electronic devices responsibly * I am organised	* I am an active listener * I ask for help * I understand what bullying and cyber bullying is and is not * I am involved in all learning experiences * I am a reflective thinker * I listen to and follow instructions
Classrooms			
* I use equipment/ furniture safely * I ask permission to leave the room * I am only in classrooms when a teacher is present	* I care for property * I raise my hand and wait to speak * I look and listen to the speaker	* I keep the classroom tidy * I am responsible for my learning * I am organised	* I participate to the best of my ability in all activities. * I listen to others when they speak
Transitions			
* I enter the school safely * I follow Road Rules and Bus Code of Conduct * I line up quietly * I wait undercover before 8.30am	* I behave in a respectful, quiet and self-controlled manner	* I walk quietly and sensibly * I am on time * I go via the office if arriving late or leaving early	* I learn and practise Personal Safety
Play/Eating Areas			
* I wear shoes * I am sun safe * I use equipment safely * I stay in bounds * I sit while eating * I eat my own food * I use bubblers sensibly	* I share equipment * I consider others * I show good sportsmanship * I ask permission to leave * I use the correct bins * I respect other people's food and belongings	* I am a problem solver * I look after equipment * I look after other students * I put lunchboxes away * I keep the area tidy * I return tuckshop property * I recycle * I speak quietly and politely	* I learn new games and skills * I learn and use good communication skills * I make healthy choices
Toilets/Change Rooms			
* I wash hands * I use toilets properly * I take a buddy during class time (lower school)	* I respect privacy of others * I clean up after myself * I speak quietly in this area * I respect the toilet facilities	* I report damages * I return to class promptly * I use water responsibly * I use the toilet and have a drink before lining up	* I know and use hygienic practices

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

| 3 | Individualised supports for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. |

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

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

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

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

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Teaching PBL in our classrooms

At Maleny State School, we believe that PBL is a process, not a program and that behaviour needs to be explicitly taught and valued in the same way as other curriculum areas. When PBL is implemented well, teachers and students have more time to focus on classroom instruction.

Each fortnight a new PBL focus is taught to students relating to the whole school buzz phrase which is taken from the Expectations Matrix. The buzz phrase poster is displayed in each classroom, explained in the fortnightly Familygram (newsletter) and discussed daily in classrooms and at whole school assemblies.

Student Wellbeing and Support Network

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The Australian 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.

Supporting our Learning and Well Being for developing a Positive School Culture

At Maleny State School we recognise that social emotional learning must occur within our daily practice, therefore specific school routines and language around developing our student's social and emotional understandings are commonly set and heard across all year levels.

We draw on a range of programs and resources to specifically target certain skills or areas within our social emotional learning that underpin the below five key competencies and also support our focused social skills as seen below. This is achieved by teachers working collaboratively within their year levels to decide on the programs that will be taught explicitly throughout each term and over the school year. These programs align with all other year levels so that a range of quality social emotional programs are delivered and are sequential to student development. These programs support positive school culture and student well-being.

At Maleny State School we want our students to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. To achieve these necessary lifelong learning goals, students are given the opportunity to learn and practice the social skills of:
- Cooperation
- Managing conflict
- Making friends
- Coping emotionally

- Being resilient
- Recognizing and managing their own feelings
- Making Decisions

As referred to by "The Collaborative for Academic, Social and Emotional Learning (CASEL) and aligned with ACARA competencies, there are five broad headings as to which Social and Emotional Learning encompasses. These being:

- **Self-awareness** - Identifying and recognising emotions; recognising personal interests and strengths; maintaining a well-grounded sense of self-confidence.
- **Self-management** - Regulating emotions to handle stress, control impulses, and motivating oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals; expressing emotions appropriately.
- **Social awareness** - Being able to take the perspective of and empathise with others; recognising and appreciating individual and group similarities and differences.
- **Relationship skills** - Establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict; seeking help when needed.
- **Responsible decision-making** - Making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms; the likely consequences of taking alternative courses of action; evaluation and reflection.

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Whole School Daily Practices	**Examples of Social/Emotional/Behavioural Programs/Resources/Information**
1. **Understanding self** – the awareness of one's own basic needs and strategies to meet these needs. Developing sense of self and understanding one's own needs and abilities.	- Glasser's 5 Basic Needs, - Maslow's Hierarchy of Needs, - Michael Bernards – Program Achieve. - HPE curriculum lessons - practices of "Being Healthy."

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	• PBL lessons.
2. **Building Positive Relationships** Making the effort to give eye contact and smile, to greet others using a friendly voice, interacting with others in a positive way.	• Friends program, Respectful Relationships program, Year 3 Being Safe program, Various social skills programs such as: • Protective Behaviour programs such as Daniel Morcombe Resources, Internet and Cyber-safety, Bullying No Way, E-Safety, Social/Emotional Hub, • PBL lessons, Bucket Filling Program. Random Acts of Kindness activities.
3. **Understanding the importance of being Safe/Feeling Safe** – focus on protective behaviours.	• Strength based programs -identifying what we're good at… Strength Based websites such as: Community based initiatives set up within local area. • PBL lessons.
4. **Being Grateful** – seeing the strengths and positives in others and ourselves. Giving back – helping others, providing community support.	• Resilience, Rights and Respectful Relationships
5. **Growth Mindset** – Working tough, putting in the effort, showing GRIT, building resilience, not giving up, saying, "I can do it" or "I haven't learnt this YET."	• You Can Do It – Program Achieve by Michael Bernard. • Bounce Back program. • PBL lessons.
6. **Brain Science** – teaching and learning about the brain. Connecting brain understanding to our emotions and choice of behaviours. Supports understanding of Self-Regulation.	• Reboot program - Brain
7. **Self-Regulation** – Daily use of classroom practices such as mindfulness (using 1 to 5 practice at the beginning of school day or when needed throughout the school day to support emotional awareness). Teaching of calming strategies and allowing class breaks (brain breaks) to help the brain re-engage and to lower heightened emotion. Linking emotion to behaviour.	• Mindfulness practice, Go Noodle, Self-Regulation programs such as "Zones of Self-Regulation," "Dolphin, Jellyfish and Shark program that looks at linking emotions and choice of behaviour for further self-regulation understandings. • Bounce Back resources and Program Achieve. • PBL lessons
8. **Decision Making** – realising we have choices in what we say and do. Being responsible for our own choice of behaviours. Focus on positive choices that help us to achieve and meet our own needs. Focusing on leadership	• Choices program for years 3 and 4, Leadership program for year 5, Peer Mediation – Implementing Peer Mediation Resource/ Cool Schools program, Program Achieve, websites and various other programs such as Rock and

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qualities and skills. Being able to practice and demonstrate these leadership qualities and skills throughout each school day.	Water, Shine, Unlimited, School Camp are just a few programs that enhance decision making and leadership. • PBL lessons.
9. **The Use of the Circle** to support social/emotional and behavioural understandings as stated above.	• Circle Time Resources
10. **Mentoring**	• Trained mentors work with individual students for an hour each week. This time is negotiated between mentor and class teacher and must have parent consent.

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Inclusive Practices

At Maleny State School we value Inclusive practices - Our school is part of our local community and we welcome all students into our school and it's our responsibility to make those adjustments so that all our students are engaged in a rigorous and relevant learning program.

At Maleny State School our vision is that every student succeeds and receives the support they need to belong to the school community, engages purposefully in learning and experiences academic success. The Department of Education's Inclusive Education Policy supports our shared vision and the right for students of all social, cultural, community and family backgrounds, and of all identities, and all abilities to receive high quality education.

At Maleny State School we are committed to continuing the journey towards a more inclusive education system as part of our everyday practice in our classrooms. We have high expectations of all students, recognising that, with the right support, all students can succeed. Our commitment means that children from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to:

- attend school regularly and be welcomed
- access and participate in a high quality education system and fully engage in the curriculum along-side their similar-aged peers
- learn in a safe and supportive environment, free from bullying, discrimination or harassment
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs

At Maleny State School we believe students experience Inclusive Education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

Inclusive education policy statement

Students with mental health needs

Students in out-of-home care

LGBTIQ+

Refugee students

Cultural and linguistically diverse students

Gifted and talented students

Every student succeeding

Students with disability

Rural and remote

Aboriginal and Torres Strait Islander students
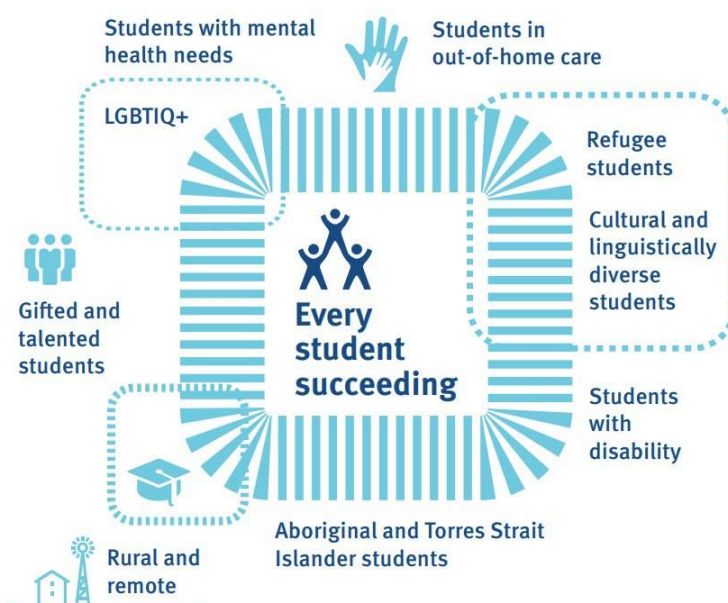
Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Maleny State School, we provide age-appropriate education that reinforces public health and safety messages.

Pastoral Care – Chaplain

Maleny State School Chaplaincy Service has been in place at the school since 2007. The service was established under the National School Chaplaincy Program. Funding is provided by the Australian government and also by the Local Chaplaincy Committee, which guides and supports the position and fundraises to supply our Chaplain with resources to work with children.

Participation in the Chaplaincy Program is voluntary, with written parental/guardian consent being sought for ongoing one-on-one meetings and involvement in specific programs. Whilst the Chaplain is able to model their own faith position, they must not promote any one faith, denomination or philosophy as being superior to another.

The service has adopted two models of operation, the Pastoral Care Model and the Mentoring Model:

- The Pastoral Care Model – provides an additional dimension to the school's care, guidance and support of students with spiritual, religious and/or ethical needs.

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- The Mentoring Model – involves acting as a role model for students and assisting in developing supportive relationships with and among students.

More specifically, the chaplain's role is to:

- Build positive relationships with, and between students
- Promote a sense of wellbeing and belonging
- Encourage students to realise their potential
- Help children to resolve friendship difficulties
- Provided religious and ethical guidance when requested
- Work closely with other staff to help provide a nurturing and supportive school environment
- Assist students who have personal issues such as family breakdown, family illness, divorce, grief, loss, etc…
- Facilitate groups and lunchtime activities
- Follow-up with new students

The chaplaincy program is involved in a number of activities at Maleny Primary School. The first of these involves lunch time activities. These will include either games of all description in the hall, Lego or craft. These activities provide social/emotional opportunities for students to participate in a supportive environment and develop a variety of skills while enjoying themselves.

The Chaplain also manages our Mentoring Program, Breakfast Club and the 'Empowered' program with our senior students (The 'Empowered' program promotes confidence and positive self-concept in students).

Mentoring Program

The schools Mentoring Program involves selected community volunteers who are specifically selected, inducted and trained to come in each week and spend one hour with one student, listening and supporting them. Each mentor will vary their activities, but some of the activities involve cooking, reading, gardening, playing board games or handball, craft, art, leather work, drawing and much more. The mentors provide an emotional and social outlet for the students in addition to pastoral care.

Breakfast Club

This is a weekly event that caters for any student wanting breakfast. It provides an opportunity for staff and the chaplain to sit and talk with the students while they are enjoying their breakfast.

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.

Specialised health needs
Maleny State 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.

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

Medications
Maleny State 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 consent to administer medication form signed by the prescribing health practitioner.

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

Mental health
Maleny State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a *Personalised learning plan* in the Student plan (in OneSchool).
Maleny State School also has access to a school based Psychologist.

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

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

Student Support Network

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

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

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

Role	What they do
Principal	• Leadership of school to promote an inclusive, positive school culture • Monitors attendance, behaviour and academic data to identify areas of additional need and intervention • Lead role for implementation of Positive Behaviour for Learning (PBL) • Coordinates transition to Prep and Year 7
Learning Support Teacher	• Monitors the social and emotional wellbeing students • Provides differentiated academic support for students • Develops individual behaviour support plans for students (IBSP's)
Guidance Officer	• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • Assists students with specific difficulties, acting as a mediator or providing information on other life skills • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Chaplain	• Builds positive relationships with students and families, helping students to resolve any friendship issues • Promotes a sense of wellbeing and belonging and encourages students to reach their potential
Deputy Principal	• Lead role for implementation of Positive Behaviour for Learning (PBL) • Co-ordination of Enhanced Learning Meetings and Behaviour referrals • Coordinates Tier 2 and Tier 3 student behaviour interventions • Monitors student behaviour and supports students to make appropriate behaviour choices
Registered Nurse	• Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Teachers	• Responsible for student welfare at each year level • Provides continuity of contact for students and their families through their Prep to Year Six years of schooling • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging to the class group, year level and school.
School Based Psychologist	• Use their professional knowledge of psychological interventions and treatments to deliver appropriate and tailored therapeutic intervention that support students' mild to moderate mental health concerns. • Apply their understanding of the mental health continuum, psychologists identify when students require additional mental health support outside of the school context, making referrals to external agencies and providing assistance to ensure students access this additional support. • Work with other wellbeing and school staff to develop strategies to support students in the classroom and wider school community
Head of Special Education Program	• Leadership of Special Education Program to promote an inclusive and positive school culture • Identifies and coordinates implementation of assistive technologies and differentiated teaching strategies • Develops individual behaviour support plans for students (IBSP's)

PBL School Coach /Team Leader	• Coordinates PBL team and leads school meetings • Coordinates PBL Annual Action Plan and staff professional development • Attends meetings with other PBL schools
PBL - RRR Facilitator	• Works restoratively with students to resolve issues and develop future appropriate behaviours
PBL Regional Coach	• Supports school PBL team to ensure behaviour systems and practices being implemented are effective, consistent and aligned with current research and PBL practices

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network. These include Principal Advisor Autism, Guidance Officer Mental Health, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal John Byrne.

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Maleny State 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 Maleny State 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 Maleny State 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 or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Parents and staff

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

Respectful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.

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You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

Responsible

What we expect to see from you	*What you can expect from us*
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Be a Learner and Be Safe

What we expect to see from you	*What you can expect from us*
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You act in an appropriate manner that ensures your own personal safety and that of all members of our school community.	We will act in an appropriate manner that ensures the safety of your child, family and all members of our school community.

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Consideration of Individual Circumstances

Staff at Maleny State 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.

Differentiated and Explicit Teaching

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

Teachers at Maleny State 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
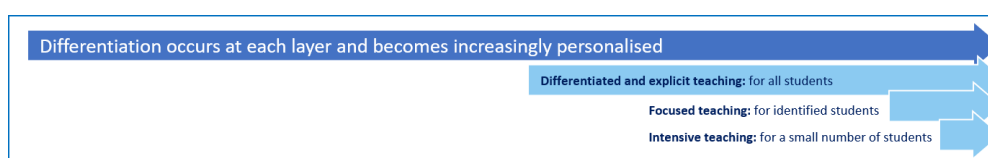
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit

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 Expectations Matrix previously displayed on page 12, 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 completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Maleny State 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.

Maleny State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:
- Glasser – 5 Basic Needs (Bucket Filling Program)
- Maslow's Hierarchy of Needs
- Friends Program
- Respectful Relationship Program
- Zones of Regulation
- Pause Program
- Functional Based Assessment
- Positive Play and Learning Support (PPALS)

For more information about these programs, please speak with the Deputy Principal, Paula Heiniger.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and individual behaviour 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.

Legislation

- [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](#)

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

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

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

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

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

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Behaviour Flowchart

In Classroom

	Inappropriate Behaviour
	Rule Reminder / Redirection
	Warning Choice

Follow Classroom Rules

Choose

Re-set
✓ Sit on chair quietly
✓ Complete work
✓ Hand up when finished
✓ Wait for teacher

Choose

Buddy Class
✓ Walk to Buddy Class
✓ Wait for teacher at door
✓ Sit quietly and finish work
✓ Wait for buddy teacher

Ready to Learn

Choose

RRR/Office
✓ Office staff called
✓ Walk with staff to office

Appropriate Behaviour

Go back—Choose your behaviour

Major behaviours will be referred directly to administration to be managed.

Behaviour Flowchart

Non Classroom Settings

Follow School Rules

Inappropriate Behaviour

Rule Reminder / Redirection

Warning

Choose

Time out Area
- ✓ Sit in designated area
- ✓ Walk and talk with staff member

Choose

RRR/Office
- ✓ Office staff called
- ✓ Walk with staff to office
- ✓ Consequence given

Appropriate Behaviour

Go back—Choose your behaviour
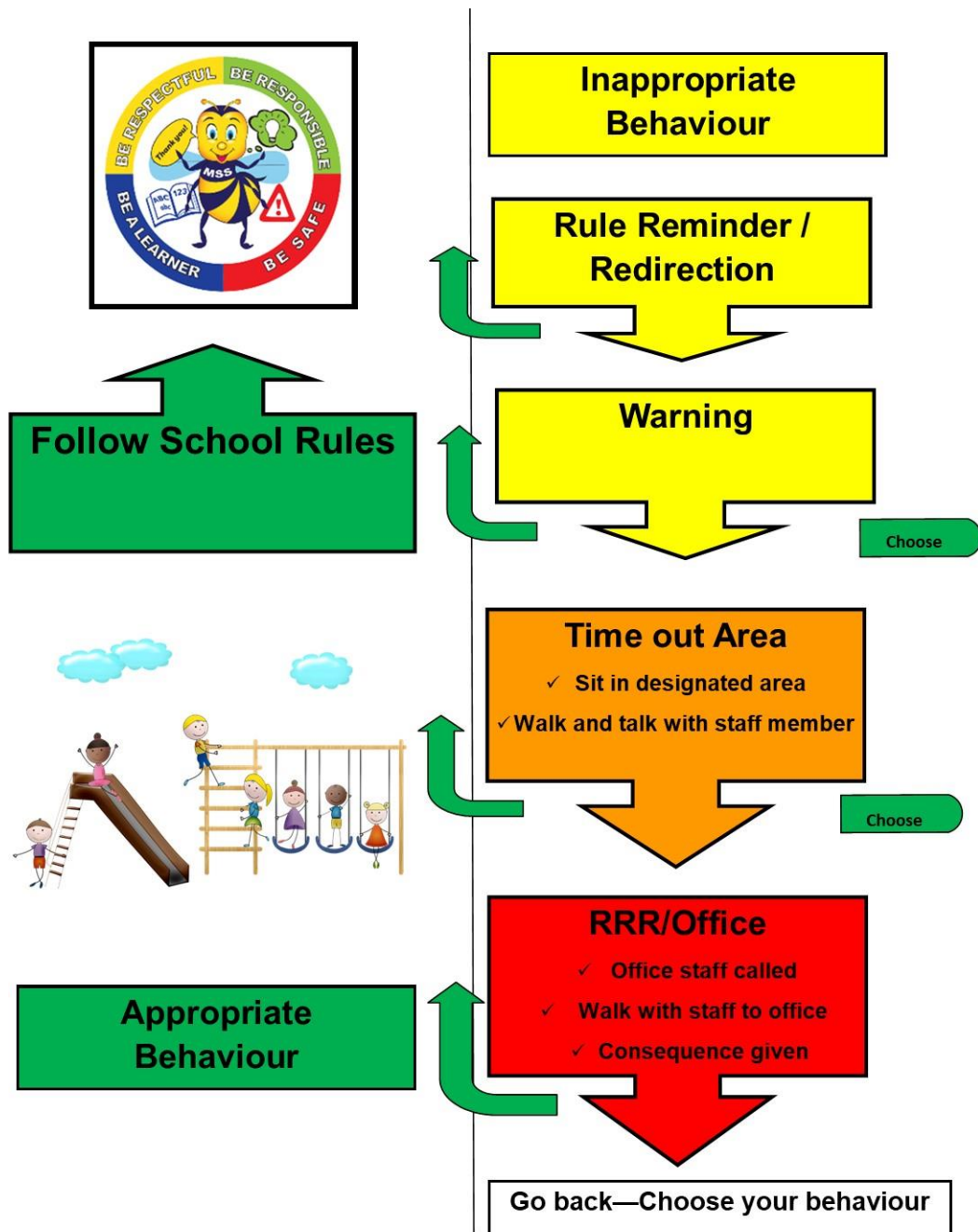
Major behaviours will be referred directly to administration to be managed.

Consequences

Re-Set (in class)

A Re-Set area in the classroom provides a student time away from the class group to consider their behaviour choices. 'Re-Set' is a consequence for a student who has not responded to reminders, warnings, and classroom strategies to complete work or display appropriate behaviour. 'Re-Set' allows a student to reflect on their behaviours and reset themselves to display appropriate behaviours that will enable them to rejoin the class group with no further consequence required. If a student is unable to show appropriate behaviours whilst at 'Re-Set' they will be referred to a Buddy Class or in certain circumstances to the office. Taking into account individual circumstances, some students identified by staff will use the office, Enrichment/Innovation Centre as an area for their Re-Set to support them reset their behaviour.

The Re-Set area is different to a Chill Out area - Chill Out is the area where a student removes him/herself to self-manage their own behaviour in a safe space agreed on with the class teacher.

Buddy Class Referral Process

Buddy Class operates as a time out of class and its focus is on providing a student time away from the class to consider their behaviour choices. Buddy Class is a consequence for a student who has not responded to reminders, warnings, classroom strategies to complete work or display appropriate behaviour, and has been unable to re set. Taking into account individual circumstances, some students identified by staff will use the office, Enrichment/Innovation Centre as an area for their Buddy Class to support them reset their behaviour.

Repairing Relationships Room (RRR)

RRR operates as a time out of play and its focus is on restorative practices. RRR is used as a consequence for some minor and major behaviour incidents. All RRR behaviour incidents are referred through the deputy principal prior to student attending RRR. RRR operates at second play break. This process sees students working with a staff member (and sometimes other students) who will use restorative practices to support the student to resolve an issue or relationship problem.

Office Managed Process

At times when students will have been given a consequence that involves missing out on play time students will be supervised and supported at the office by staff.

Taking into account individual circumstances some students identified by staff will use the office instead of Buddy Class or RRR as an area for their time out to support them reset their behaviour. To help differentiate for individual students, other options for example the Enrichment or Innovation Centre may be used.

When a student's behaviour has become major and urgent assistance is necessary, class teachers will directly contact the office or admin team for student support.

There are 3 levels of consequences as indicated in the consequence flowcharts

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

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

Intensive

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

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

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 Maleny State 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. On occasions the holder of the Deputy Principal's position will be authorised using the Instrument of Authority to communicate SDA decisions to parent/guardians of students. (School instrument of authorisation can be found in the Appendix of this document)

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

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

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

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

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

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

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

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

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Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

https://ppr.qed.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

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

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

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

***Careful consideration of appropriate and proportional consequences with a focus on harm minimisation is important when addressing behaviours associated with vaping. Schools are encouraged to consider preventative measures such as development of a whole-school framework that promotes healthy lifestyle choices through an integrated curriculum, which also raises awareness of the harms of substance misuse. For more information please visit https://education.qld.gov.au/curriculum/stages-of-schooling/alcohol-and-other-drugs

Handy resources:

- Vaping and Young People for Educators
- Vaping and Young People for Parents and Carers
- Talking about vaping with young people
- Vaping Lingo Dictionary
- Unveil what you inhale
- Tackling Indigenous Smoking
- Webinar – Are E-cigarettes the magic bullet

Responsibilities

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

Students of Maleny State 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 Maleny State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;

collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

Personal digital devices are not to be used by students at Maleny State School. Students required by parents to bring a mobile phone or other digital devices (iPads, watches with camera and communication capabilities) to school are required to switch these off and keep them secure in their school bags at all times upon entering the school.

Responsibilities

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

- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device in school bag on arrival at school where it must remain
- seek teacher's approval where they wish to use a mobile device under special circumstances, e.g. health reasons supported by an approved Health Plan.

It is **unacceptable** for students at Maleny State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures

- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere at school

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

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

Preventing and responding to bullying

Maleny State 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.

Maleny State School has a Year 6 Student Council and a **Student Leadership Forum**, with diverse representatives from years 4 to 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

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

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

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

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

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

Bullying

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

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Maleny State 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 Maleny State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Maleny State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Principal – John Byrne   **Deputy Principal** – Paula Heiniger   07 5499 8333

First hour Listen
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself (This may include restorative practices or restorative conferences with students involved and at times parents.)

Day four Implement
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. There are also a dedicated senior leadership officers, Deputy Principal Paula Heiniger or Principal John Byrne who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Maleny State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
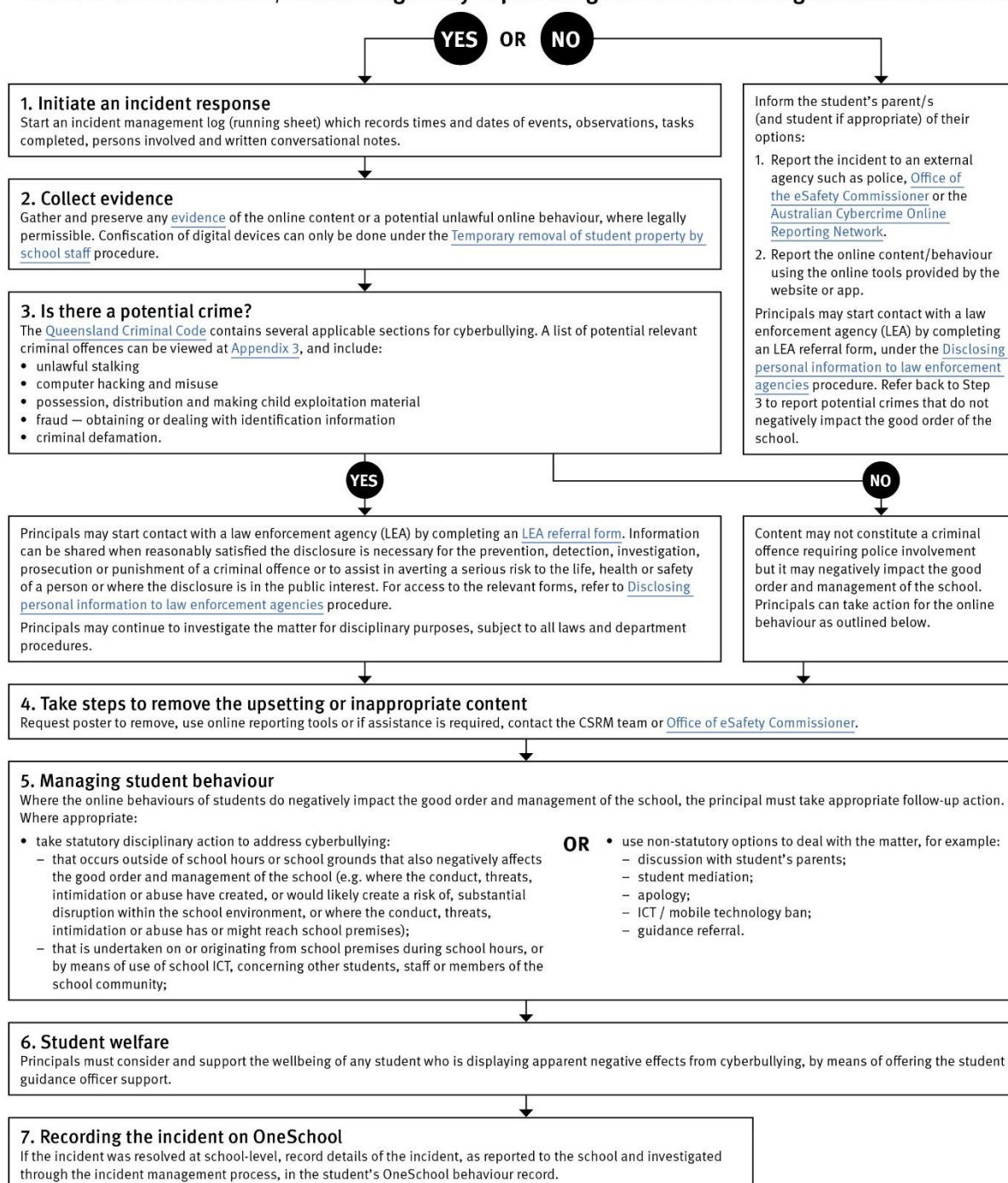
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:
- take statutory disciplinary action to address cyberbullying:
  – that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  – that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  – discussion with student's parents;
  – student mediation;
  – apology;
  – ICT / mobile technology ban;
  – guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Maleny State 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.

Maleny State School – Anti-Bullying Contract

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

Maleny State School – Anti Bullying Contract

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

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

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

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

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Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:
- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Safe, Responsible and Respectful Online

Students of Maleny State School, in the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure (Use of ICT systems).

2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.

3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).

4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.

5. Use your EQ assigned communication tools (Microsoft Teams chat/discussions, QLearn Inbox or discussion) for all student communications with the school and take efforts to maintain communication. If information is of a confidential or sensitive nature, communication should be through parent/carer email accounts to staff.

Acceptable/appropriate use/behaviour by a student engaged in online learning
It is acceptable for students to:
- use mobile devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during recess and lunch breaks (if allowed by the school)
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning
It is unacceptable for students to:
- use the mobile device or other digital technology in an unlawful manner

- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

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Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

- [Australian Professional Standards for Teachers](#)

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

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

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Conclusion

Maleny State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue 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,

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external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

In summary this document has attempted to outline as clearly and concisely as possible the Maleny State School's processes in relation to the Student Code of Conduct. We are committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors that is positive and inclusive for all. We welcome your feedback on this document and the implementation of our processes. This will assist us to ensure we are continually reflecting and improving our school systems, allowing students to experience success and staff to enjoy a safe workplace.

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Department of Education

Maleny State 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, John Byrne, Principal of Maleny State 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.

_____
John Byrne
Maleny State School
QUEENSLAND DEPARTMENT OF EDUCATION

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DATE

Appendix 1 – Instrument of Authorisation

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