

Mountain Creek State High School



Student Code of Conduct

2020 - 2023

To inspire a love
of learning

Quality Opportunity
Excellence


IBO World School

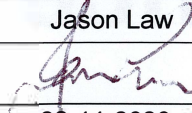
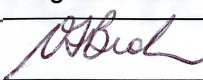


Contact Information

Postal address:	PO Box 827, Mooloolaba Qld 4557
Phone:	07 54578333
Email:	enquiry@MountainCreekshs.eq.edu.au
School website address:	https://MountainCreekshs.eq.edu.au/
Contact Person:	Brian Parr (Executive Principal)

Endorsement

Principal Name:	Brian Parr
Principal Signature:	
Date:	23-11-2020

P/C President Name:	Jason Law
P/C President Signature:	
Date:	23-11-2020
School Council Chair Name:	Virginia Brooker
School Council Chair Signature:	
Date:	23-11-2020

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Purpose

Mountain Creek State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students are able to achieve excellent outcomes. The school provides an innovative and socially responsible environment maximising learning outcome for young people in a safe, secure and well-ordered school to prepare them for a productive future of active citizenship and employment in a global society.

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

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

Principal's Foreword

Mountain Creek State High School has a long and proud tradition of providing high quality education to students with our core purpose - To inspire a love of learning. Our goal for our students is individual success locally, nationally and internationally. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Our values are to be an innovative and socially responsible school maximising student outcomes for young people in a safe, secure and well-ordered environment to prepare them for the productive future of active citizenship and employment in a global society.

Mountain Creek State High School motto, Quality, Opportunity and Excellence

Quality

Everyone has access to Quality curriculum programs:

- That are led by expert teachers
- That cater for the full range of students

Opportunity

Everyone has the Opportunity to:

- Learn every day in every lesson
- Learn in a variety of ways
- Achieve to the highest standard

Excellence

Everyone has the opportunity to aspire to achieve Excellence:

- Through the provision of an extensive range of curricular, co-curricular and extra-curricular programs
- Through setting high standards for ALL students

These values and the need for a safe, secure and well ordered environment 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.

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

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

P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and student of Mountain Creek State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and students know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Mountain Creek State High School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Mountain Creek State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

Senior Secondary Captain:
Sophie Greenhalgh

Senior Secondary Captain:
Archer Law

Senior Secondary Captain:
Melita Kelly-Walker

Senior Secondary Captain:
Tom Longhurst

Senior Secondary Captain:
Gemma Roach

Senior Secondary Captain:
James Quin

Date: December 2021

Junior School Captain:
Lara Schofield

Junior School Captain:
Chad Challenor

Junior School Captain:
Alisa Silvola

Junior School Captain:
Schaun Velimirovic-Smith

Date: December 2021

Consultation

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

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

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

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in August 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in September 2020 for endorsement. The P&C Association unanimously endorsed the Mountain Creek State High School Student Code of Conduct for implementation in Term 4 2020.

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

Review

The Mountain Creek State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A review of the Student Management Framework was conducted term 3 and 4 2021. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff

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

School Opinion Survey

Parent opinion survey

Performance measure				
Percentage of parents/caregivers who agree [#] that:	2018	2019	2020	2021
this is a good school (S2035)	91%	90%	93.6%	91.6%
their student likes being at this school* (S2001)	88%	91%	87.3%	86.3%
their student's learning needs are being met at this school* (S2003)	90%	87%	84.9%	84.1%
their student is making good progress at this school* (S2004)	90%	89%	88.1%	86.5%
teachers at this school expect their student to do his or her best* (S2005)	95%	94%	96.8%	94.5%
teachers at this school provide their student with useful feedback about his or her school work* (S2006)	86%	88%	84.8%	81.9%
teachers at this school motivate their student to learn* (S2007)	87%	80%	84.6%	79.8%
teachers at this school treat students fairly* (S2008)	83%	86%	87.7%	85.7%
this school looks for ways to improve* (S2013)	91%	92%	88.7%	85.7%

Student opinion survey

Performance measure				
Percentage of students who agree [#] that:	2018	2019	2020	2021
they like being at their school* (S2036)	87%	83%	75.4%	64.5%
they feel safe at their school* (S2037)	89%	92%	91.9%	80.9%
their teachers motivate them to learn* (S2038)	90%	75%	84.9%	75.6%
their teachers expect them to do their best* (S2039)	97%	93%	96.2%	94.5%
their teachers provide them with useful feedback about their school work* (S2040)	88%	85%	86.5%	75.6%
teachers treat students fairly at their school* (S2041)	72%	75%	73.1%	64.8%
they can talk to their teachers about their concerns* (S2042)	60%	72%	72.0%	54.6%
their school takes students' opinions seriously* (S2043)	69%	74%	70.8%	52.4%
student behaviour is well managed at their school* (S2044)	73%	79%	71.5%	55.5%
their school looks for ways to improve* (S2045)	86%	88%	88.9%	75.6%
their school is well maintained* (S2046)	92%	90%	91.6%	77.5%
their school gives them opportunities to do interesting things* (S2047)	89%	85%	87.8%	82.9%

Student opinion survey

Performance measure				
Percentage of students who agree [#] that:	2018	2019	2020	2021
they like being at their school* (S2036)	87%	83%	75.4%	64.5%
they feel safe at their school* (S2037)	89%	92%	91.9%	80.9%
their teachers motivate them to learn* (S2038)	90%	75%	84.9%	75.6%
their teachers expect them to do their best* (S2039)	97%	93%	96.2%	94.5%
their teachers provide them with useful feedback about their school work* (S2040)	88%	85%	86.5%	75.6%
teachers treat students fairly at their school* (S2041)	72%	75%	73.1%	64.8%
they can talk to their teachers about their concerns* (S2042)	60%	72%	72.0%	54.6%
their school takes students' opinions seriously* (S2043)	69%	74%	70.8%	52.4%
student behaviour is well managed at their school* (S2044)	73%	79%	71.5%	55.5%
their school looks for ways to improve* (S2045)	86%	88%	88.9%	75.6%
their school is well maintained* (S2046)	92%	90%	91.6%	77.5%
their school gives them opportunities to do interesting things* (S2047)	89%	85%	87.8%	82.9%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations 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.

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

MOUNTAIN CREEK STATE HIGH SCHOOL - SCHOOL DISCIPLINARY ABSENCES				
Type	2018	2019	2020	2021
Short Suspensions – 1 to 10 days	250	266	135	249
Long Suspensions – 11 to 20 days	13	8	1	6
Cancellation of Enrolment	6	0	4	1
Exclusions	4	6	9	9

Learning and Behaviour Statement

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

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your student. 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.

Multi-Tiered Systems of Support

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

Mountain Creek SHS Behaviour Support

BEHAVIOUR

ACADEMIC

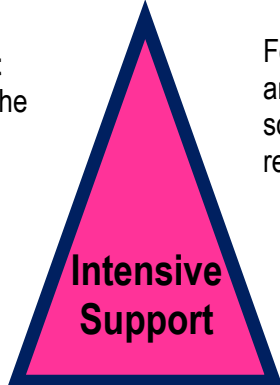
INDIVIDUALISED AND HIGHLY INDIVIDUALISED SUPPORT

Serious or persistent breaches of the **Student Code of Conduct** that requires intervention by the Executive Principal, Principals and Deputy Principals.

- Discipline Improvement Plan
- School Disciplinary Absences

Focused instruction and support providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic standards

- Individual Curriculum Plans
- Skills Program
- LEAPP Program
- QCIA



TARGETED AND STRATEGIC SUPPORT

Referral to HOYs | Guidance Officers | School Based Youth Health Nurse | Chaplain | YLCs

- Year Level Management Teams
- Monitoring Cards, Behaviour Plans
- Intervention Programs
- Lunch Break Support
- School Disciplinary Absences

“evidence-based” interventions that are matched to the student’s need

- Support Provisions
- Individual Support Plans
- Targeting Intervention Groups



UNIVERSAL BEHAVIOUR SUPPORT

BEHAVIOUR STRATEGIES:

- Positive Engagement
- Success in Learning
- Recognition Reward and Recognition via OneSchool e.g. feedback, postcards, rewards, certificates.
- Explicit teaching of behaviour expectations

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR:

- Warning/Rule Reminder
- Review of Expectations
- Time Out/Seating Change
- Buddy Class
- OneSchool Behaviour
- Parent Contact
- Attendance Tracking
- Detentions

SCHOOL VALUES

SAFE | SECURE | WELL ORDERED

SCHOOL EXPECTATIONS

CLASSROOM MANAGEMENT & ROUTINES

ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

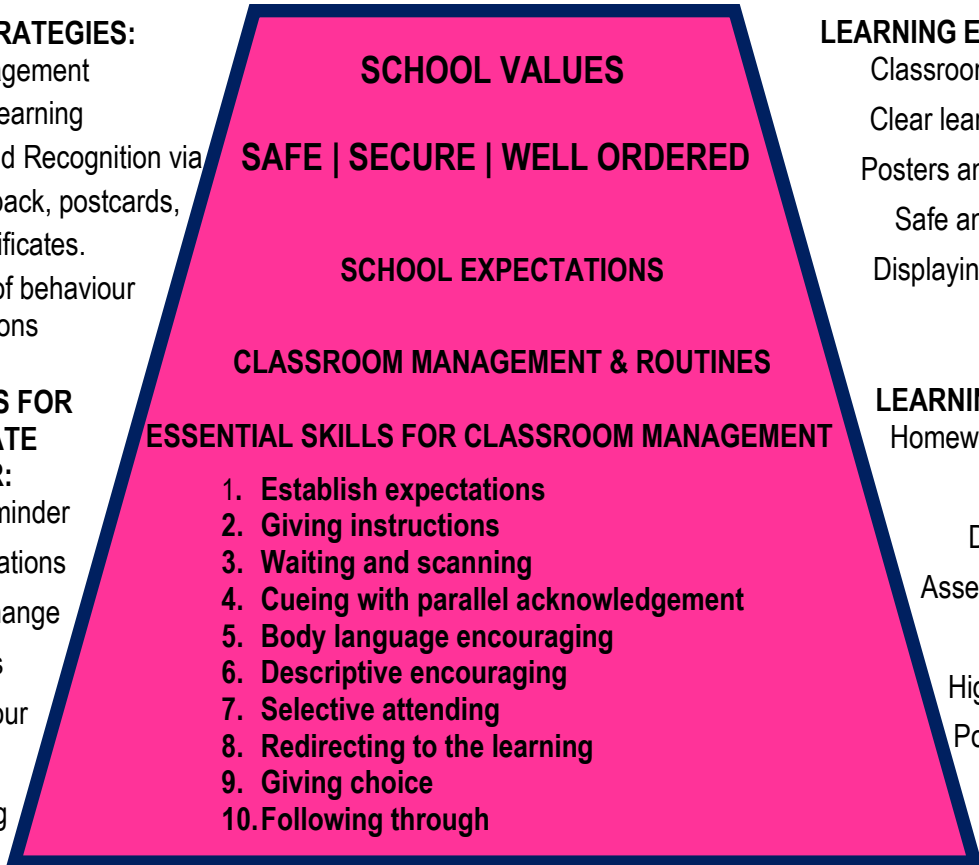
1. Establish expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving choice
10. Following through

LEARNING ENVIRONMENTS:

- Classroom Seating Plan
- Clear learning intentions
- Posters and learning tools
- Safe and supportive
- Displaying student work

LEARNING BEHAVIOURS:

- Homework & Assessment
- Policy
- Differentiation
- Assessment Calendar
- NASOT
- Higher Order Thinking
- Positive Engagement



Student Wellbeing

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Mountain Creek State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

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

Drug education and intervention

Mountain Creek State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities

or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

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

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

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

Mental health

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

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Dean of Students, Mark Swan on 07 54578333.

Role	What they do
Aboriginal and Torres Strait Islander liaison officer	<ul style="list-style-type: none"> provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	<ul style="list-style-type: none"> provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non- Indigenous students.
Dean of Students	<ul style="list-style-type: none"> leadership of Student Service to promote an inclusive, positive school culture in Engagement, Learning and Wellbeing monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officers	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on- one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Junior Secondary	<ul style="list-style-type: none"> coordinate transition to secondary for students moving from Year 6 to Year7 lead role for implementation of Positive Behaviour and pastoral care programs monitors student attendance and academic data, arranges intervention for students in Years 7 to 9.
Head of Senior School	<ul style="list-style-type: none"> lead role for implementation of Positive Behaviour and pastoral care programs monitors student attendance and academic data, arranges intervention for students in Years 10 to 12.

Head of Student Services	<ul style="list-style-type: none"> • lead role for implementation of Positive Behaviour • monitors attendance, behaviour and academic data to identify areas of additional need. • support staff with student management and engagement • coordinate transition to and from alternate programs
Heads of Year	<ul style="list-style-type: none"> • responsible for student engagement, learning and welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: • healthy eating and exercise relationships • personal and family problems • feeling sad, worried and angry • sexual health • smoking, alcohol and other drugs.
Youth Support Coordinator	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as • attendance at school • drug and alcohol support needs • relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing.

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

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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


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

Student Expectations

Student Code of Ethics and Positive Behaviour matrix


Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Creativity, Respect, Effort, Engagement, Knowledge (CREEK)

The Student Code of Ethics and Positive Behaviour matrix are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Mountain Creek State High School.



Student Code of Ethics

MOUNTAIN
CREEK
STATE HIGH
SCHOOL



C

Creativity

- I am a problem solver I use thinking skills
- I am willing to explore new ideas and take risks
- I am creative
- I am innovative

R

Respect

- I respect myself
- I respect others and their right to learn I recognise and value difference
- I respect property
- I follow teacher directions
- I follow safety rules and procedures I use respectful language

E

Effort

- I arrive on time and in the correct uniform
- I work to the best of my ability in every lesson I don't give up
- I record my homework in my diary
- I complete homework set by my teachers

E


Engagement

- I am ready and prepared for work I am an active listener
- I complete all set work to the best of my ability
- I always do my best
- I participate in all classroom activities

K

Knowledge

- I seek opportunities for learning and growth
- I strive for and celebrate academic success
- I set learning goals and reflect on my progress
- I use resources (written and electronic) appropriately





		All Areas	Learning Environment	School Grounds and Amenities	To and from school & off site activities	Relationships
AS A RESPONSIBLE MEMBER OF MY SCHOOL COMMUNITY	SAFE	<ul style="list-style-type: none"> I remain inside school grounds from the time I arrive at school until the end of the school day I act proactively to ensure the safety of all community member I report injuries or incidents to staff immediately I keep dangerous or banned items out of school I follow the directions and requests of school staff promptly 	<ul style="list-style-type: none"> I leave my bag outside the classroom I use equipment correctly I line up in an orderly manner before class (Junior school) I enter and leave the learning environment only when directed I ask permission to leave the room I follow safety rules in the classroom I use technology only as per the BYOD Agreement 	<ul style="list-style-type: none"> I am in the right place at the right time I leave bags in an area designated by my teacher I keep walkways, stairwells and verandas clear to allow movement I maintain an environment which is clean, safe and non-threatening for all to enjoy I play contact games only under teacher supervision 	<ul style="list-style-type: none"> I enter and exit school by the correct entrances I sign in at my Sub-School if I arrive late and provide a parental/guardian note if I need to leave the school early I wear a bike helmet when riding my bike to and from school I follow all traffic laws 	<ul style="list-style-type: none"> I actively work to build productive relationships with others I walk away from conflict and seek help from staff to resolve issues I resolve conflicts and disagreements without physical or verbal aggression I report bullying and harassment to staff or via Stymie I am never a promoter or an onlooker to conflict
	SECURE	<ul style="list-style-type: none"> I follow our dress code policy I greet staff, peers and visitors with respect I use appropriate and respectful language at all times I report non-identified visitors on the school grounds to staff immediately I behave in a safe manner in the playground 	<ul style="list-style-type: none"> I respect the rights of others to learn I respect others and our differences I allow others to express their opinion and be heard I work respectfully with others I raise my hand to speak I allow the teacher to manage the learning environment I treat my own, others and school equipment with respect I bring my Learning Journal to class 	<ul style="list-style-type: none"> I place rubbish in the bins provided I keep the area where I sit and play clean and tidy I follow canteen procedures I treat my own, others and school property with respect 	<ul style="list-style-type: none"> I follow the 'Code of Conduct for School Students Traveling on buses I behave in a manner which upholds the reputation of our school and the community I show respect, courtesy and manners to others in the wider community I respect other road and footpath users I respect our neighbours 	<ul style="list-style-type: none"> I treat all members of the school community with respect I am honest and take responsibility for my words and actions I respect the personal space of others I support the rights of others to be physically and emotionally safe I display affection appropriately
	WELL ORDERED	<ul style="list-style-type: none"> I focus on my learning I actively participate in learning I encourage others to achieve their best I allow others to focus on their learning I take ownership for my behaviour I celebrate success 	<ul style="list-style-type: none"> I bring the correct equipment to class I participate in class activities and produce best quality work I remain on task and ask for help I hand in drafts on time I attend class on time every day I take responsibility for my learning I record homework in Student Learning Journal and complete by due date 	<ul style="list-style-type: none"> I problem solve and resolve issues in a calm and timely manner I have my Student Learning Journal with me at all times I play all ball games on the oval and courts 	<ul style="list-style-type: none"> I am prepared and on time for excursions and offsite activities I maintain an attendance rate of greater than 90% in all classes I seek opportunities to learn and grow I use appropriate and respectful language at all times 	<ul style="list-style-type: none"> I am responsible for others learning I participate in social learning I use calm words to solve problems with others I listen to the ideas of others I ensure I contribute equitably to group learning tasks I strive for academic success I set goals and reflect on my progress

Creativity **R**espect **E**ffort **E**ngagement **K**nowledge

Parents and staff

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

Considerate

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your student.	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.
You leave and collect your student from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your student and family.
You ensure your student 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.

Engaged

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your student 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 student'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.

Encouraging

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your student's learning, social and behavioural needs with school staff.	We will share relevant information with you about your student's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
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.

Kind

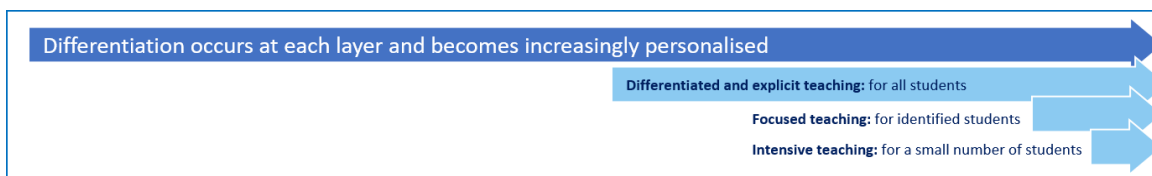
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your student to see the strengths and benefits in diversity and difference in their classmates.	We will promote every student'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 student's needs or any support your family may require.

Differentiated and Explicit Teaching

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


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

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



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

Every classroom in our school uses the Mountain Creek State High School Positive Culture matrix, illustrated below, 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 and school community. The 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.

		Learning Environment	Relationships
		AS A RESPONSIBLE MEMBER OF MY SCHOOL COMMUNITY	
SECURE <ul style="list-style-type: none"> • I respect the rights of others to learn • I respect others and our differences • I allow others to express their opinion and be heard • I work respectfully with others • I raise my hand to speak • I allow the teacher to manage the learning environment • I treat my own, others and school equipment with respect • I bring my Learning Journal to class 	<ul style="list-style-type: none"> • I treat all members of the school community with respect • I am honest and take responsibility for my words and actions • I respect the personal space of others • I support the rights of others to be physically and emotionally safe • I display affection appropriately 		
WELL ORDERED <ul style="list-style-type: none"> • I bring the correct equipment to class • I participate in class activities and produce best quality work • I remain on task and ask for help • I hand in drafts on time • I attend class on time every day • I take responsibility for my learning • I record homework in Student Learning Journal and complete by due date 	<ul style="list-style-type: none"> • I am responsible for others learning • I participate in social learning • I use calm words to solve problems with others • I listen to the ideas of others • I ensure I contribute equitably to group learning tasks • I strive for academic success • I set goals and reflect on my progress 		

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 Mountain Creek State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Mountain Creek State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- LEAPP program
- YES Program
- Your Story (Art Therapy)
- Friends Resilience Program
- Trek Program
- Foundations for the Future – Equine Therapy
- Lunch with a Difference
- Functional Based Assessment

For more information about these programs, please speak with the Dean of Students, Mark Swan.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

In all considerations of the implementation of differentiated, focused and intensive behaviour support, Mountain Creek State High School employs supportive, fair and logical practices. The details of these practices are as follows:

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and learning.

Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed.

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support.

Proactive and Minor Breaches

Corrective and supportive action - *This involves the deliberate altering of the nature of the intending learning environment and manages the student in the classroom setting through schools Pedagogical Framework (New Art Science of Teaching (NASOT) – Design Statements (DS)7-10) and Essential Skills for Classroom Management.*

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

This may include:

- Essential Skills for Classroom Management
- Establishing expectations– Making rules.
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- 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”)
- Waiting and scanning- Stopping to assess what is happening.
- Cueing with parallel acknowledgement- Praising a particular student to prompt others.
- Body language encouraging- Smiling, nodding, gesturing and moving near.
- Descriptive encouraging- Praise describing behaviour.
- 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
- Redirecting to the learning- Prompting on-task behaviour. Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Giving a choice- Describing the student’s options and likely consequences of their behaviour.
- 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?”)
- Use ‘double what’ questions: What are you doing? What should you be doing?
- 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)
- Following through- Doing what you said you would

Classroom teacher to alert behaviour to parents/guardians if behaviour is not corrected and implement consequences at Phase 1 level.

Phase 1 - Persistent Minor Breaches

This phase requires the classroom teacher to alert behaviour to parents/guardians, implement intervention strategies at a classroom level.

Inappropriate student behaviours include:

- minor incidents
- ignoring instructions
- lateness to class
- littering
- inappropriate language
- eating/drinking in classrooms
- disruption to the teaching and learning process during lessons.
- Minor Workplace Health and Safety
- Non-compliance with uniform policy

Classroom teacher to alert behaviour to parents/guardians and implement consequences at classroom level.

These may include:

- reminder of classroom expectations
- in-class separation
- removal from classroom for one-on-one resolution
- assign student to accompany you after class to discuss expectations
- assign student a lunchtime detention (max 20mins)
- Take home task – class expectations
- contact with parents
- confiscation of non-uniform item

If behaviour is not corrected or consequences not completed the student will move to Phase 2.

PHASE 2– Unresolved Minor Breaches; LOSS OF GOOD STANDING; Withdrawal; Monitoring of Behaviour

This is a referral phase where previous identified classroom behaviours have not been rectified and adjusted by students, and consequences have not been completed.

For Out of Class behaviour this phase involves unsafe or inappropriate behaviour referrals.

Class teacher will inform parent of behaviour and refer behaviour incident to Head of Year (HOY)

Inappropriate student behaviours include:

- The Student continues Phase 1 behaviours whilst in the alternative workspace
- Unresolved Persistent Disrespectful or Disruptive behaviour that has been identified and not corrected
- Repeated refusal in program of instruction
- Repeated failure to Follow Direct Instructions
- Fractional Truancy
- Unsafe Behaviour
- Abusive, threatening or derogatory language
- Property misconduct
- Work place health and safety
- Repeated Uniform / Mobile device / makeup / jewellery transgressions

HOY follow up to include:

- Student Interview
- Check student's behaviour profile
- Parent Contact
- Record LOSS OF GOOD STANDING
- Suspension Warning
- Issue consequences and communicate outcome to staff
 - detentions
 - Lunchtime withdrawal
 - monitoring program
 - resolution meeting
 - peer mediation or restorative conference
 - Parent/Teachers meeting
 - Whole class intervention across all subjects
 - Calm Card
 - Discipline Improvement plan
 - Discussion with Year Level Management Team
 - Individual Behaviour Support Plan
 - Class change
 - Subject change
 - Targeted skills teaching in small group
 - LEAPP referral single class
 - Faculty HOD support - assist with classroom practices, Professional Development, Classroom Profiling
 - referral for assessment and specialist support, Learning Difficulties, Advisory Visiting Teacher, Guidance Officer
 - Restitution

PHASE 3 – Intensive - Removal from Class or School Disciplinary Absence

This phase invokes the reactive measures of the school management plan for students who continue to persistently exhibit disruptive off task and/or dangerous behaviours, and lack of respect to maintain school excellence requirements. Students who do not respond to proactive interventions have failed to appreciate the educational opportunities available to them. Having these educational opportunities withdrawn for a period of time can serve to jolt the students' awareness of the negative effects their behaviour and the need for behavioural change. Class teacher will inform parent of behaviour and refer behaviour incident to Head of Year (HOY)

Inappropriate student behaviours include:

- Extreme or repeated incidents of Phase 2
- Refusal to attend Buddy Class
- Unresolved Persistent Disrespectful or Disruptive behaviour that has been identified and not corrected
- Repeated refusal in program of instruction
- Repeated failure to Follow Direct Instructions
- Truancy/Fractional Truancy
- Harassment/Bullying/Intimidation/ Threats/Stalking/Insight violence
- Swearing at a teacher
- Abusive, threatening or derogatory language
- Inappropriate use of electronic media
- Work place health and safety
- Repeated Mobile Device infringements
- Repeated Uniform / Mobile device / makeup / jewellery transgressions
- Unsafe Behaviour (major)
- Possession, Sale, Use of a prohibited item
- Property misconduct (vandalism, graffiti, illegal entry, trespass, wilful damage, theft
- Physical violence

HOY / Year Level Management Team follow up to include:

- Student Interview
- Check student's behaviour profile
- Parent/Carer Contact
- Discussion with Year Level Management Team in relation to intervention strategies
- Issue consequences and communicate outcome to staff
 - Class withdrawal
 - Short term suspension (up to 10 school days)
 - Long term suspension (up to 20 school days)
 - Charge related suspension
 - Suspension pending exclusion
 - Exclusion
 - Complex case management and review
 - Stakeholder meeting with parents and external agencies including regional specialists
 - Class change
 - LEAPP referral All classes
 - Faculty HOD support - assist with classroom practices
 - Functional Behaviour Assessment and Individual Behaviour Support Plan
 - Police notified

Please note: Drug; Alcohol; Vaping/Smoking; Knives/Weapons (including imitation/replica); Verbal or Nonverbal misconduct; Physical violence related offences and Conduct prejudicial to the good order and management of the school may result in suspension/proposal for exclusion on the first offence

Alternate Programs

The LEAPP (Learning Engagement and Productive Participation) program is an on-site Alternative Targeted Intervention Program which is an initiative of Mountain Creek State High School to improve curriculum outcomes of all Students. The program provides a support mechanism with additional strategies to achieve educational outcomes.

- Students will attend the alternate program for a designated time on a Flexible Arrangement if applicable.
- Student to follow the set work program (which will be curriculum required material) with the assistance of the Alternate Program staff.
- Non-compliance results in parent notification and withdrawal from school

Program is individualised and monitored by Alternate Program staff.

The YES (Youth Engagement Strategy) program acts as a circuit breaker for students that are having difficulty engaging in learning and/or struggling to experience daily positive social connections within their current school. Over the school term, The YES Program will provide students with the opportunity to engage with students from other schools within smaller class sizes. They will be supported by a class teacher, a youth worker and a teacher aide.

Discipline Improvement Plans

A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. A discipline improvement plan is generally initiated by the principal with the support of staff in partnership with the parents and the student. A parent may also approach the school to request the process be initiated if they are concerned about their child's behaviour.

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 Mountain Creek State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's

behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Mountain Creek State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a 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 30 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Check completion of work while on SDA
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer and Student Services Wellbeing staff, LEAPP)
- Mediation /restorative practices with other students or staff
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying and harassment
- Appropriate use of social media
- Detention Guidelines
- Good Standing policy
- Uniform policy

Temporary removal of student property

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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school,

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

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

Responsibilities

State school staff at Mountain Creek State High School:

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

Parents of students at Mountain Creek State High School:

- ensure your student/s 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 Mountain Creek State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Mountain Creek State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited as per Mountain Creek State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Mobile phones, music players, smart watches, tablets, etc. are a part of modern society and the school accepts that many students possess them. They are a useful tool, especially mobile phones where the issue of safety is concerned. However teachers and students have the right to teach and learn in a classroom environment free from interruptions.

Mobile devices in schools present a number of challenges. These include:

- mobile devices interrupting lessons and disrupting the learning of others
- security of devices
- mobile devices being used to contact outsiders for non-approved purposes
- mobile and Technology devices being used inappropriately
- mobile and Technology devices distracting teaching and learning

Use of mobile phones within the school environment is strictly prohibited. If students bring these devices to school they will be confiscated and must be collected from Administration.

MOBILE DEVICE GUIDELINES

This guideline reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using technology devices.

Mobile and Technology Devices Guidelines

- Students must only use technology devices at school that they have signed a BYOD agreement for. All other devices should not be brought to school, as there is a risk of damage or theft. School staff will confiscate such devices if students are identified to be in possession of and using them. Silent or discreet settings are not acceptable.
- Subsequent breaches or refusal to follow the direction of staff to hand over the prohibited item may result in further consequence as indicated below.
- If students need to contact their parents/guardians during the school day, they can make phones calls at sub-schools or administration offices during break times. If parents need to contact their student during the school day they can call the office and a message will be relayed as soon as possible.
- Mobile devices, cameras and voice recorders are not to be used to make secret recordings of other students, staff or guests.
- Appropriate action will be taken against those who are using mobile devices inappropriately or who are photographing or filming without consent.
- Harassing or threatening messages are an offence.
- The guidelines apply to students during all school activities including day excursions and school sport; unless otherwise advised via school permission notification.
- Disciplinary action will be taken against any students failing to comply with this policy.

Mobile Device Guidelines

School staff will confiscate technology devices used contrary to this policy on school premises. Devices include Mobile phones, Smart watches, Tablets, Air pods and headphones.

Offence	Consequence
1 st time	Student to collect from office (name registered, Parent notified)
2 nd time	Parent/Guardian only to collect from office, in addition to Loss of Good Standing; Suspension warning letter
3 rd time	Suspension (pending investigation for conduct prejudicial to the good order and management of the school)
Refusal to hand over device	Suspension (pending investigation)

Devices will be made available for collection from the school office at the end of the school day (dependent on number of offences as stated above) unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Responsibilities

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

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Mountain Creek State High School Student Code of Conduct. In addition, students and their parents should:

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

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their student'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.

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

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student 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 Mountain Creek State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.



Bullying

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

Students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to.

What is bullying?

Bullying is when a more powerful person or group of people repeatedly hurts someone by their words or actions (Rigby, 2010)

'Bullying is a systematic and repeated abuse of power. Bullying may be defined as:

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- a lack of adequate defence by the target and feelings of oppression and humiliation'

The National Centre Against Bullying identifies five kinds of bullying:

Physical bullying - Person or group uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings.

Verbal bullying - Repeated or systematic name calling, insults, homophobic or racist remarks / verbal abuse.

Covert bullying - Lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

Psychological bullying - Threatening, manipulating or stalking someone.

Cyberbullying – Using technology, email, mobile phones, and social media to bully verbally or psychologically.

What behaviours are not bullying?

It is important to be clear to the school community, what behaviours are NOT bullying. The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single acts of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

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.

Stymie - <https://www.stymie.com.au/>

Stymie is an online notification tool that helps overcome the bystander effect by enabling students to anonymously seek help for others, report concern for the safety of others and report incidents of harm. Student can make Stymie notifications about bullying, illegal activity, depression, anxiety, family violence, self-harm, planned fights and other covert behaviours. Designated recipient at school receive notifications via email so that support and follow up actions can be instigated. Stymie does not receive or store the notifications, they are encrypted and sent directly to the school.

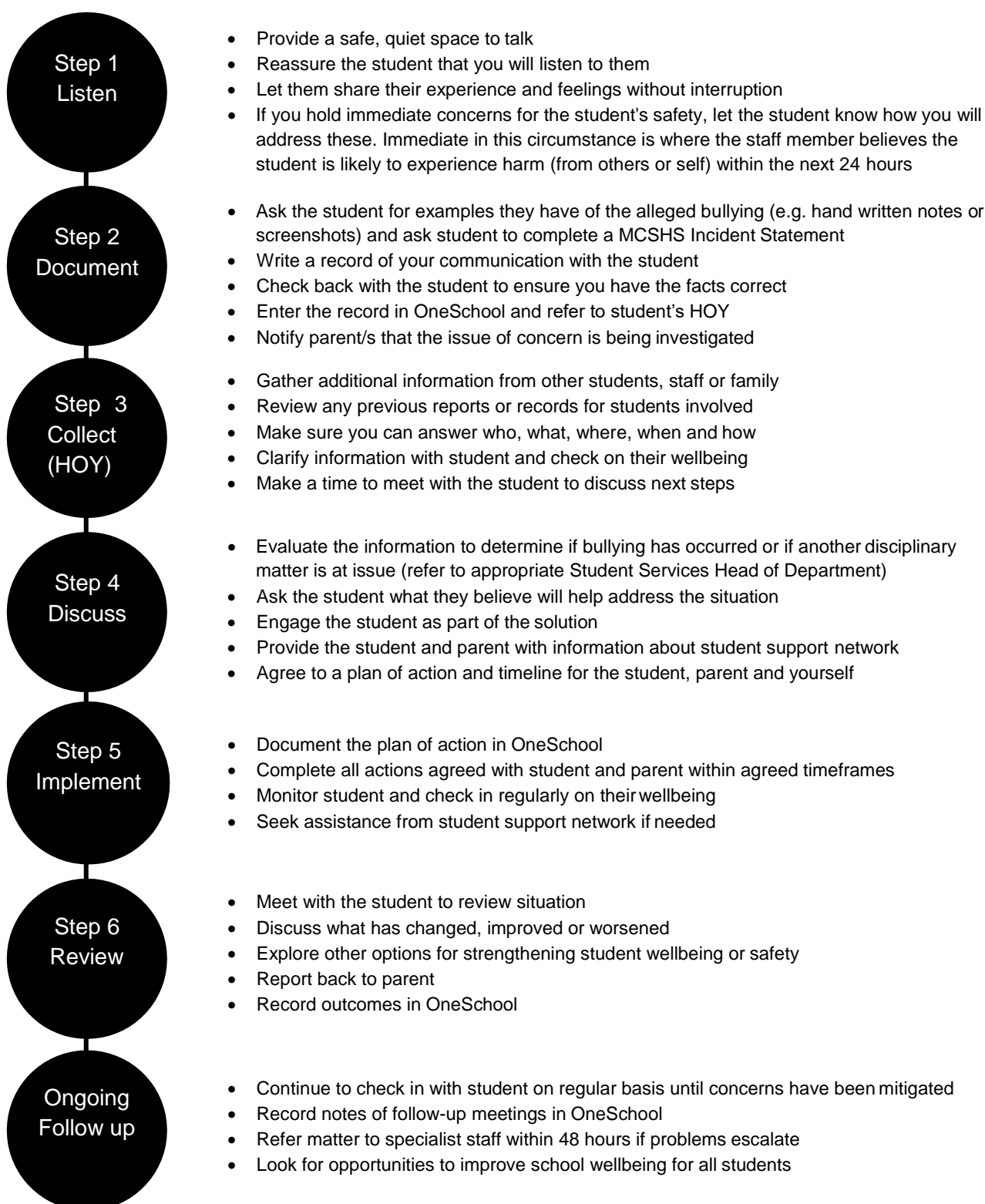
Mountain Creek State High School - Bullying response flowchart for teachers

Please note the timeframe for the completion of each step may vary depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Head of Sub School and Stymie - <https://www.stymie.com.au/>

Dean of Students – Mark Swan, 07 54578 333



Cyberbullying

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

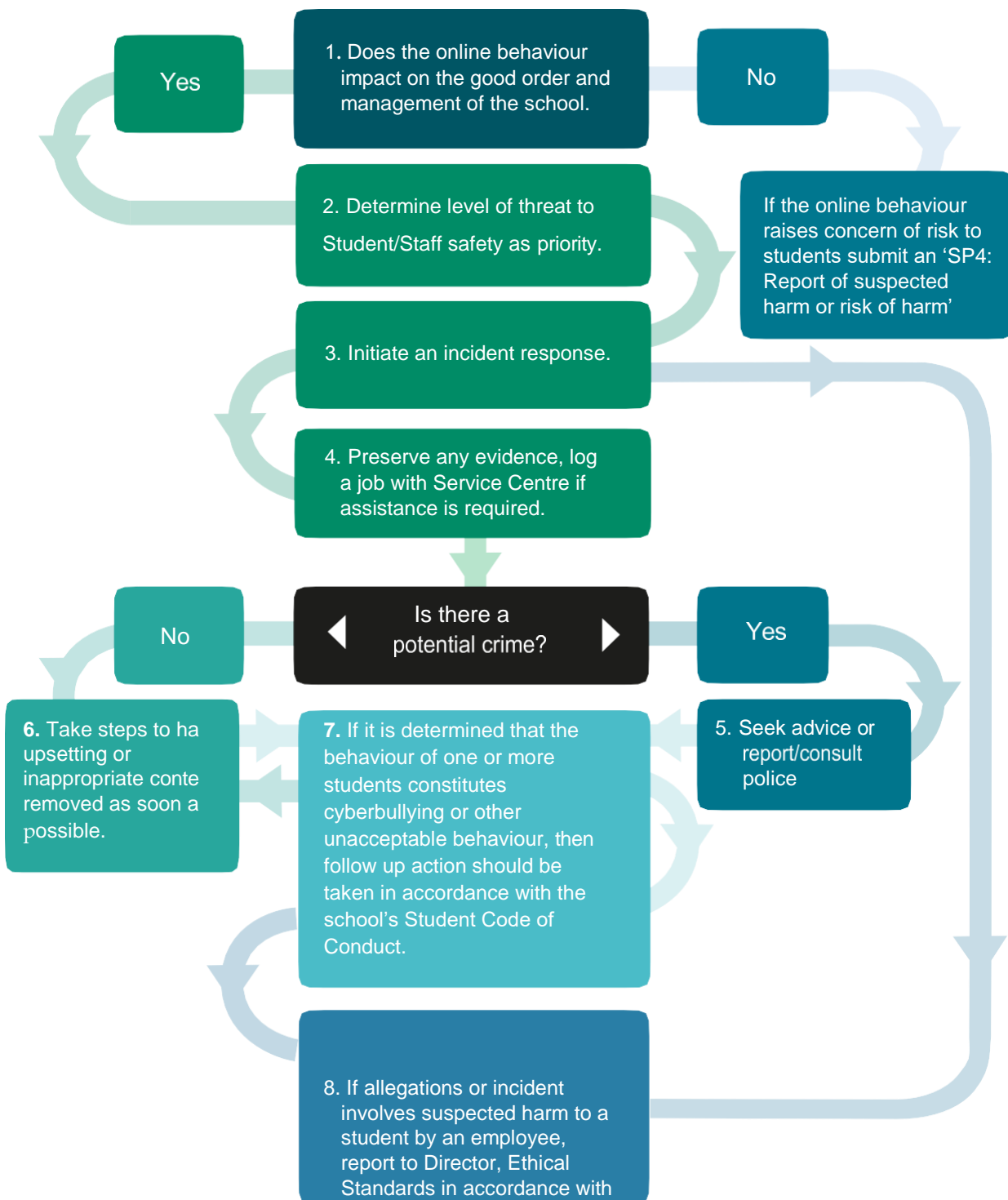
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or Head of Year. There is also a dedicated senior leadership officer, Dean of Students Mark Swan, who can be approached directly by students, parents or staff for assistance 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 Mountain Creek State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Mountain Creek State High School - Cyberbullying response flowchart for school staff



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 student 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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Mountain Creek State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Mountain Creek State High School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Mountain Creek State High School works together to establish a safe, secure and well ordered school environment. This compact is provided a path forward for individual students when particular problems around bullying arise.

Mountain Creek State High School – Anti Bullying Compact

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

Students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to.

What is bullying?

Bullying is when a more powerful person or group of people repeatedly hurts someone by their words or actions (Rigby, 2010)

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Psychological bullying - *Threatening, manipulating or stalking someone.*

Cyberbullying – *Using technology, email, mobile phones, social media to bully verbally or psychologically.*

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 signature:

Parent/Guardian signature:

School representative signature:

Date:

Detention Guidelines

Mountain Creek SHS Detention Guidelines

Rationale

At Mountain Creek State High School we require a safe, Secure and Well Ordered learning environment that allows student to reach their potential. Along with rewarding student for good behaviour there are a range of measures aimed at holding students to account for and deterring undesirable behaviours.

The Principal has the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour and as an alternative to suspension. At Mountain Creek SHS detentions can be applied:

- during school hours
- before school on a school day - Juniors
- after school on a school day - Seniors

The purpose of this document is to clearly outline the detention policy so students and staff will know how it is applied at Mountain Creek State High School.

Class Teacher Detentions - Issued and supervised by the teacher giving the detention

Detentions may be issued by teachers or Heads of Department for breaches of the Responsible Behaviour Plan for Students. These detentions may be imposed at a break such as morning tea or lunch (20 minutes). The person giving the detention is directly responsible for the supervision of the student during the detention period. Students will complete set tasks and discuss appropriate strategies they will use to prevent a reoccurrence of the poor behaviour.

Buddy Class Detentions - Issued and supervised by the teacher giving the detention

Students who fail to respond to the retraining approach and therefore do not achieve an effective level of self-management and on-task behaviour are withdrawn from class and placed in a same subject but different year level class. The withdrawal from class and placement in a non-peer class environment is designed to encourage the student to value his/her class and relieve the class and teacher from the negative influences of the student's disruptive behaviour.

Withdrawal from specified class

- Parents to be notified as soon as practicable and OneSchool incident completed and referred to the relevant HOD
- Student is provided with set tasks to be completed in an independent learning setting within the buddy class
- Return to class is monitored using monitoring card

Learning, Engagement and Productive Partnerships (LEAPP) Detentions – Issued by HOD Student Services and Administration

This strategy is an intensive measure of the school management plan for students who continue to exhibit disruptive off task behaviour. Students who do not respond to proactive interventions have failed to appreciate the educational opportunities available to them. LEAPP provides the opportunity for the student to develop awareness of the negative effects of their behaviour and the need for behavioural change. Detentions of a longer nature are deemed appropriate to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

The LEAPP program is staffed by a student services staff and operates from an alternate classroom. Students nominated for the program are withdrawn from regular class activities to work intensively one on one or in small groups on social and

behavioural skills, gradually reintegrated back into classrooms, with support, to put proactive behavioural strategies into place.

The reengagement programs are individualised for every student and are flexible enough to be moulded and designed for each individual student's circumstances. Where students have been approved to enter LEAPP and have completed the interview entry process the following procedures are implemented:

- student to report to LEAPP on arrival at school
- student to follow set work program with LEAPP staff assistance
- student to be allocated off line lunch breaks
- non-cooperation results in parent notification and withdrawal from school
- prior to a return to classes, student must commit to successfully completing a revised Discipline Improvement Plan or Behaviour Support Plan.

Before / After School Detentions - Issued by HODs and Administration

Detentions after-school hours will be issued on a week day for a maximum of 30 minutes duration. During the detention, students will be fully supervised and will be required to complete set tasks. In exceptional circumstances, a parent may negotiate with a Deputy Principal for these detentions to be completed at lunch time.

The completion of afterschool detentions is taken very seriously at Mountain Creek State High School. Once given they are expected to be completed in a safe, calm and disciplined fashion. Failure to follow through the full detention process, from notification to completion, will result in this behaviour management strategy becoming ineffective and an escalation in consequences imposed.

Protocols for Before / After School Detentions

If the detention is to be undertaken outside of school hours the following procedures will apply:

- a risk assessment will be completed and a risk management plan developed
- parents will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- Parents will be consulted about suitable times for the detention to be completed within the parameters set by Mountain Creek SHS
- Parents will be informed of:
 - location, times and duration of the detention
 - their responsibility to arrange travel/ supervision to and from the detention, where appropriate
- Before / After school detentions will be recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future)

Good Standing Policy

The expectation of 'Good Standing' aims to recognise and assist all students to take responsibility for their actions and to encourage each to improve his or her general performance.

The outcome sought is for each student to maintain a consistent focus on their intended educational outcomes by responsibly carrying through all the requirements to achieve success. It is intended that all students will at all times maintain "Good Standing".

A student has demonstrated he/she is a worthy member of the Mountain Creek State High School community by abiding by MCSHS Student Code of Ethics and maintaining Safe, Secure and Well-Ordered environment.

Good Standing is maintained through:

- Satisfactory Behaviour by adhering to MCSHS Student Code of Conduct
- Satisfactory attendance and punctuality: full-time attendance at all classes
- Satisfactory Academic Progress
- Meeting the requirements of the Student Dress Code and Mobile Device Guidelines
- Demonstration Respectful relationships with all members of the school community

ATTENDANCE

Absence is defined as any non-attendance for a class when the normal timetable is in operation. This includes Explained Absences, lateness to class, and Non-Explained Absences. The Explained absences need to be discussed with the class teacher preferably in advance. A genuine attempt needs to be made to catch up with work missed to the satisfaction of the classroom teacher for absences not to affect a student's "Good Standing".

Good Standing may be withdrawn when:

- a student falls below 80% of daily school attendance with no attempt to catch up on work within a reasonable time frame.

ACADEMIC EFFORT

The MCSHS Statement of Purpose identifies the school as 'an innovative and socially responsible school maximising learning outcomes for young people in a safe, secure and well-ordered environment to prepare them for a productive future of active citizenship and employment in a global society'. Therefore, it is an expectation that students maintain to strive for academic success by engaging in learning environments in a manner that they work to the best of their ability.

Good Standing may be withdrawn when:

- Three or more teachers report of unsatisfactory academic effort on Semester Reports
- Submission of assessment has not been achieved within required timelines

BEHAVIOUR

Mountain Creek State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students are able to achieve excellent outcomes. The school provides an innovative and socially responsible environment maximising learning outcome for young people in a safe, secure and well-ordered school to prepare them for a productive future of active citizenship and employment in a global society.

Good standing will be withdrawn when:

- A student's behaviour is such that he or she is placed on a monitoring card
- A student is suspended from school

The loss of Good Standing will be for the timeframe that the student is considered to be within a Phase 2 or higher on the Student Management Process and for second and subsequent mobile device infringements.

DRESS CODE

Mountain Creek State High School is a uniform school because the Parents' and Citizens' Association, representing the parents of this school, has decided at the outset to support the wearing of a school uniform. The dress code has been developed in consultation with parents, students and staff. Parents are required by the legislation to ensure that correct school uniform is worn to school by their student. A gender-neutral option is available for students as per current Dress Code Policy.

Wearing the uniform is our expectation, and we urge all parents to support the accepted standard of dress by ensuring that their students wear the correct and appropriate Mountain Creek State High School uniform. If for any reason a student is out of uniform on a particular day, parents are required to send a note with their student to be taken to their appropriate sub-school for years 7-12.

Good Standing may be withdrawn if:

- A student is persistently not adhering to the accepted standard of dress

The following documents are available in MCSHS Student Learning Journal and on the School Website

- Student Code of Ethics
- Student Code of Conduct
- Attendance Policy
- Student Dress Code

Uniform Policy

Student Dress code

Mountain Creek State High School is a uniform school because the Parents' and Citizens' Association, representing the parents of this school, has decided at the outset to support the wearing of a school uniform. The dress code has been developed in consultation with parents, students and staff. Parents are required to ensure that correct school uniform is worn to school by their student. A gender-neutral option is available for students as per current Dress Code Policy.

Wearing the uniform is our expectation, and we urge all parents to support the accepted standard of dress as detailed below by ensuring that their students wear the correct and appropriate Mountain Creek State High School uniform. If for any reason a student is out of uniform on a particular day, parents are required to send a note with their student to be taken to their appropriate sub-school for years 7-12.

The Mountain Creek State High School Uniform can only be purchased from the school uniform shop. Look alike items are not acceptable.

Footwear:

Education Department and Workplace Health and Safety instructions clearly state that students' footwear must provide adequate protection and cover the entire feet. The ONLY acceptable footwear is fully enclosed polishable black lace-up shoes with black shoelaces. Non-marking soles are also essential so that damage is not caused to various floor surfaces. Footwear such as thongs, sandals and open work shoes shall NOT be worn. Students who do not comply will be required to change footwear in order to gain access to these specialist rooms. It is also important for safety requirements in the school grounds.

Headwear:

Students are strongly encouraged to wear a hat at all times. A navy bucket hat will be issued to all students on arrival. This hat is compulsory for all outdoor activities in accordance with Sun Safety Policy. Additional hats (bucket or school cap) can be purchased from the Uniform Shop. Headbands, beanies etc are not acceptable.

Uniforms for Formal Occasions:

Students are required to wear formal uniform which includes black polishable lace-up shoes for all formal occasions such as excursions and whole school assemblies.

Formal Uniform must be worn on the first school day of each week.

Formal Uniform

Shirt: White polyester cotton short sleeve – ink navy and fuchsia stripe on top of pocket. Shirt must be tucked in at all times (Senior: embroidered school logo on pocket). To be worn with shorts or slacks. To be worn with Ties Ink navy with thin fuchsia & white stripe

Shorts: Ink navy, polyester viscose, side pockets, fly front, tab waistband, worn between the waist and the hips with a black belt. Belts are to be plain with no studs or large buckles. Shorts should not be worn below the hips and the length of the shorts should not be below the knee.

Slacks: Ink navy, tailored with side pockets. Plain black belt Socks Plain white ankle length. Belt Black with plain buckle

Blouse: White polyester cotton over blouse, peplum style short sleeve, long peak collar –ink navy and fuchsia stripe on top of pocket (Senior: embroidered school logo on pocket). To be worn with Tie Junior: Ink navy cross over button-on Senior: Ink navy with thin fuchsia & white stripes

Skirt: Ink navy polyester viscose (Grammar style skirt), flat panel front and back. Two knife pleats each side, front and back. Left hand side zipper and fastening button must be done up. Skirts must NOT be worn on the hips and the length should be no shorter than the top of the knee. This is not a sports skirt.

Shorts: Ink navy, tailored with school logo beneath side pocket Slacks Ink navy, tailored with side pocket.

Socks: Plain white ankle length

Stockings: 70 denier ink navy tights

Jumper: Fleecy ink navy pullover with panel feature

Jacket: Ink navy micro fibre showerproof jacket (zip front) School scarf (optional)

Hat: School bucket hat or cap

Non-Formal Uniform:

Shirt: Cotton knit polo style shirt with feature stripes (ink navy, fuchsia and white).

- Juniors: Year 7, 8, 9 – horizontal stripes
- Seniors: Year 10, 11, 12 – vertical stripes

Shorts, Skirt, Slacks, Jacket, Pullover – As per formal uniform

Sports Uniform:

Shirt Cotton knit polo shirt (as above) or team shirt for interschool competition as supplied by school. Colours: Bribie (Red), Fraser (Green), Moreton (Blue), Stradbroke (Yellow) Sub-school sports colours will need to be purchased by the individual student if required – Not compulsory

General Purpose Sports Shorts: Ink navy light weight/quick dry shorts with school logo on hem (students will be advised of further uniform requirements for individual sports)

Socks White ankle length or sports team socks

Out of Uniform:

Report to the relevant Sub-School (Year 7-12) before the commencement of first lesson. Provide a note from home explaining the variation to uniform and period for which this condition will exist. Students consistently out of uniform without a note will be issued with a detention.

Exchange the incorrect uniform article for the correct uniform. The student's own article of clothing will be held until the exchanged article is returned at the end of the day.

Where the article of clothing is unavailable the student will be issued with a Uniform Pass outlining that they have followed protocols and that the uniform was unavailable. If all of the protocols are followed by the student, then no other action is necessary.

Noncompliance with dress code (Education (General Provisions) Act 2006)

1. If a student of Mountain Creek State High School does not comply with a dress code for the school's students, developed under section 360, the school's principal may impose one of the following sanctions;
 - a. Detention of the student for a period mentioned in section 283(3);
 - b. Prevent the student from attending, or participating in, any activity for which the student would have been representing the school;
 - c. Prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school's principal, is not part of the essential educational program of the school.

2. However, a sanction imposed under subsection (1) (b) or (c) may only be imposed on a once-only basis for each noncompliance with the dress code.
- The school, P&C Association and the School Council has endorsed the following: Students may wear one pair of plain sleepers or studs and a watch. The wearing of fleshies and bolts in the ears is prohibited. Rings and necklaces may not be worn. When the school becomes aware of any piercings (rings, studs, sleepers, fleshies or bolts in the eyebrows, nose, tongue, lips, chin, wrist etc) they are to be removed immediately. If they cannot be removed the student will not be permitted to return to class until this removal has occurred.
 - Religious medallions/ cultural symbols worn around the neck should not be visible and will need to be removed for various school activities/classes when there is a workplace health and safety reason.
 - Any reasonable religious or cultural grounds or other reasonable ground for non-compliance with the student dress code is to be considered on a case-by-case basis.
 - Students with physical impairments will be addressed according to current Student Dress Code Policy.
 - Jewellery worn by students other than those listed above, will be confiscated and only returned to parents.
 - Tattoos are not permitted. Any existing tattoos should be covered while at school.
 - Students who refuse to follow procedures will be dealt with via the Student Management Policy.
 - Students wearing make-up (other than skin toned sunscreen or medicated products) will be asked to remove it.
 - Students are not permitted to wear nail polish or coloured acrylic nails.
 - It is preferred that students do not wear brightly coloured hair in an unnatural colour throughout the school term.
 - Rugged style shorts are not acceptable in any circumstance

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 student's online activities at home and its impact on the reputation and privacy of others. Parents are their student'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 student's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

If you upload photos of your student, be mindful of who might be in the background. You might be happy to share your student'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 student's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Mountain Creek State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their student'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 student's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

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

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

3. External review: contact a review authority

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

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

issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.

complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.