



Mackay West State School

Student Code of Conduct 2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Paul Manttan
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	

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Purpose

Purpose

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

We embrace an all-inclusive environment allowing all students to experience success and gain confidence in every aspect of school life. Our teachers provide engaging learning experiences that encourage students to think critically and creatively in all areas of the curriculum. We foster a connected relationship between our diverse community, our staff and our active learners. This resilient, solution-driven approach empowers our students to thrive in our ever-changing world.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Principal's Foreword

Since 1924, Mackay West State School has had a proud tradition of providing high quality education to students within the Mackay community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. We are committed to developing future focused critical thinkers in an educational environment where high expectations of student behaviour is seen as the foundation to all learning.

Our Student Code of Conduct supports our belief that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

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

As an inclusive school, we cater for all students and promote behavioural success using a set of core values. These school values are underpinned by a clear set of school and classroom expectations that teachers and students unpack together at the beginning of each school year and revisit regularly throughout the school year.



Parents and carers can assist our school by promoting these expectations in the home setting. In what ways can students demonstrate these expectations?

- By acting in a safe and responsible manner for the protection of others and themselves.
- By being cooperative and caring of others.
- By being considerate of others and the school environment.
- By staying focussed, striving to do their best and accepting challenges.

These expectations have been used in the development of this *Student Code of Conduct* with the commitment to building the skills of all of our students to be confident, self-reflective, valued members contributing positively to society.

This document provides a collaborative and clear explanation of what we expect from our students and how we will support every student to meet those expectations.

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

Paul Manttan
Principal
Mackay West State School

P&C Statement of Support

The Mackay West State School P&C Committee is proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Paul Manttan and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. The awareness and involvement of parents is important in the development of such a document, as parents and guardians are instrumental, along with input from school, in guiding our children as they grow and learn to interact in socially appropriate ways.

We encourage all parents to familiarise themselves with the Mackay West State School Student Code of Conduct. Our school community is very diverse and represents people from many different cultures and socioeconomic backgrounds which shapes expectations in relation to levels of responsibility, decision-making and behaviours expected of the children. Our school is expected to be a safe place for all children to learn academically and socially, so expectations at school are explained clearly to all children and taught explicitly.

A fantastic new aspect of this Code of Conduct is that each child's circumstances and needs are taken into consideration when their behaviour doesn't reach our community expectations and they are supported with individualised measures including additional teaching to adjust their behaviours.

If at any time, you are concerned about your child's behaviour or their safety, it is important that you first communicate these concerns with the school. Should you need assistance in this, please contact a member of our P&C member pandc@mackaywestss.eq.edu.au and we will endeavour to assist.

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

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

School Captain: Layne Woods

Date: 20.07.2020

School Captain: Hunter Jorgensen

Date: 20.07.2020

School Vice Captain: Jolie Donnelly

Date: 20.07.2020

School Vice-Captain: Jax Sa

Date: 20.07.2020

Consultation

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

In the first phase, we held a series of internal meetings with staff between January 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 July 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 Mackay West State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Mackay West State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and social media. The Mackay West State School Student Code of Conduct has also been translated into a simplified English version. Any families who require assistance to access a copy of the Mackay West State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

School Opinion Survey 2019

Parent opinion survey

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	40	90.0	110	95.5	61	100.0	62	95.2	52	100.0
S2002	My child feels safe at this school.	40	92.5	110	96.4	61	100.0	62	96.8	52	96.2
S2003	My child's learning needs are being met at this school.	40	85.0	110	91.8	61	90.2	62	93.5	52	92.3
S2004	My child is making good progress at this school.	40	80.0	110	91.8	61	91.8	62	95.2	52	94.2
S2005	Teachers at this school expect my child to do his or her best.	40	95.0	109	100.0	61	100.0	62	98.4	52	98.1
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	40	95.0	110	97.3	60	93.3	61	96.7	52	94.2
S2007	Teachers at this school motivate my child to learn.	40	90.0	110	98.2	61	95.1	61	96.7	51	94.1
S2008	Teachers at this school treat students fairly.	39	82.1	110	93.6	59	94.9	60	95.0	51	94.1
S2009	I can talk to my child's teachers about my concerns.	40	95.0	110	99.1	61	96.7	61	96.7	51	94.1
S2010	This school works with me to support my child's learning.	37	86.5	108	94.4	59	94.9	60	96.7	52	90.4
S2011	This school takes parents' opinions seriously.	38	60.5	106	87.7	57	91.2	59	98.3	52	90.4
S2012	Student behaviour is well managed at this school.	38	68.4	110	87.3	58	82.8	62	80.6	52	80.8
S2013	This school looks for ways to improve.	38	78.9	105	92.4	61	96.7	59	93.2	49	95.9
S2014	This school is well maintained.	40	90.0	110	97.3	61	93.4	61	95.1	52	98.1
S2015	This school gives my child opportunities to do interesting things.	40	87.5	108	97.2	61	93.4	61	95.1	52	98.1
S2016	My child is getting a good education at this school.	40	87.5	110	93.6	61	95.1	62	96.8	51	94.1
S2017	My child's English skills are being developed at this school.	40	87.5	110	91.8	61	95.1	62	96.8	51	94.1
S2018	My child's Mathematics skills are being developed at this school.	40	92.5	109	93.6	61	95.1	62	95.2	51	96.1
S2019	I understand how my child is assessed at this school.	40	80.0	109	91.7	60	88.3	61	95.1	50	94.0
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	39	64.1	106	87.7	60	88.3	59	93.2	50	96.0
S2021	Teachers at this school are interested in my child's wellbeing.	40	95.0	109	98.2	61	95.1	62	96.8	50	98.0
S2022	Staff at this school are approachable.	40	87.5	110	95.5	61	98.4	62	96.8	51	96.1
S2023	Staff at this school are responsive to my enquiries.	38	81.6	106	93.4	61	95.1	62	98.4	49	91.8
S2024	This school asks for my input.	39	64.1	107	82.2	58	84.5	59	84.7	48	85.4
S2025	This school keeps me well informed.	40	70.0	109	89.9	61	86.9	62	91.9	51	90.2
S2026	This school encourages me to take an active role in my child's education.	40	77.5	108	93.5	61	90.2	62	91.9	49	91.8
S2027	This school encourages me to participate in school activities.	40	80.0	108	94.4	61	93.4	61	86.9	48	91.7
S2028	This school provides me with useful feedback about my child's progress.	40	87.5	109	91.7	61	88.5	61	95.1	51	90.2
S2029	This school provides useful information online.	35	71.4	106	91.5	60	91.7	62	96.8	50	92.0
S2030	This school is environmentally friendly.	32	93.8	106	99.1	55	98.2	58	94.8	44	97.7
S2031	This school is well organised.	40	75.0	110	93.6	60	91.7	60	90.0	50	94.0
S2032	This school has a strong sense of community.	40	80.0	109	94.5	60	93.3	60	95.0	50	96.0
S2033	This school celebrates student achievements.	40	92.5	109	98.2	61	98.4	60	96.7	50	98.0
S2034	I would recommend this school to others.	40	72.5	109	89.0	61	95.1	61	91.8	51	88.2
S2035	This is a good school.	40	82.5	110	90.9	60	95.0	62	95.2	51	90.2

Student opinion survey

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	120	89.2	120	95.8	109	91.7	122	94.3	107	99.1
S2037	I feel safe at my school.	119	94.1	119	99.2	109	86.2	121	95.0	106	96.2
S2038	My teachers motivate me to learn.	120	97.5	119	99.2	109	95.4	121	99.2	107	100.0
S2039	My teachers expect me to do my best.	118	99.2	120	98.3	109	98.2	122	100.0	107	100.0
S2040	My teachers provide me with useful feedback about my school work.	120	97.5	119	98.3	109	87.2	122	93.4	106	99.1
S2041	Teachers at my school treat students fairly.	120	90.8	117	95.7	108	84.3	122	90.2	105	94.3
S2042	I can talk to my teachers about my concerns.	119	92.4	120	90.8	109	80.7	118	92.4	106	95.3
S2043	My school takes students' opinions seriously.	120	89.2	119	97.5	109	87.2	119	91.6	106	90.6
S2044	Student behaviour is well managed at my school.	118	85.6	120	89.2	109	79.8	120	85.0	102	87.3
S2045	My school looks for ways to improve.	119	93.3	120	98.3	109	96.3	121	97.5	106	97.2
S2046	My school is well maintained.	119	91.6	120	99.2	109	94.5	120	96.7	104	97.1
S2047	My school gives me opportunities to do interesting things.	120	94.2	120	99.2	109	100.0	122	95.9	105	98.1
S2048	I am getting a good education at my school.	120	96.7	120	98.3	108	93.5	121	96.7	106	98.1
S2049	My English skills are being developed at my school.	120	95.0	120	97.5	107	93.5	122	95.1	104	97.1
S2050	My Maths skills are being developed at my school.	119	95.8	120	95.0	108	90.7	122	96.7	107	95.3
S2051	I understand how I am assessed at my school.	119	95.8	120	95.0	108	90.7	121	93.4	104	93.3
S2052	I can access computers and other technologies at my school for learning.	119	95.8	119	100.0	108	96.3	119	95.8	107	98.1
S2053	I am encouraged to use computers and other technologies at my school for learning.	120	86.7	119	89.9	108	88.9	118	94.9	107	88.8
S2054	I use computers and other technologies at my school for learning.	118	93.2	119	92.4	108	92.6	119	88.2	106	93.4
S2055	I enjoy using computers and other technologies at my school for learning.	120	91.7	120	95.0	108	92.6	120	95.8	107	95.3
S2056	I feel accepted by other students at my school.	119	89.9	120	91.7	108	82.4	121	86.0	104	80.8
S2057	My schoolwork challenges me to think.	119	91.6	119	96.6	109	95.4	121	95.9	106	93.4
S2058	My teachers challenge me to think.	119	96.6	120	95.8	109	97.2	121	98.3	105	93.3
S2059	My teachers encourage me to do my best.	120	95.8	120	98.3	109	96.3	120	99.2	107	99.1
S2060	My teachers clearly explain what is required in my school work.	120	92.5	119	97.5	109	89.9	121	93.4	107	97.2
S2061	My teachers help me with my school work when I need it.	119	96.6	120	96.7	108	89.8	120	94.2	107	92.5
S2062	My teachers use a variety of resources to help me learn.	120	94.2	120	100.0	109	89.9	121	92.6	107	95.3
S2063	My teachers care about me.	118	96.6	120	97.5	108	87.0	120	90.8	102	97.1
S2064	My school encourages me to participate in school activities.	119	94.1	120	99.2	109	98.2	120	96.7	104	96.2
S2065	My school encourages me to be a good community member.	120	95.8	118	94.9	109	98.2	121	98.3	106	97.2
S2066	My school celebrates student achievements.	118	97.5	120	98.3	109	98.2	119	96.6	106	98.1
S2067	I would recommend my school to others.	118	88.1	118	97.5	109	88.1	118	92.4	104	94.2
S2068	This is a good school.	118	89.8	119	95.0	108	89.8	116	90.5	104	95.2

Staff opinion survey

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	49	71.4	58	72.4	57	89.5	61	96.7	57	87.7
S2070	I feel this school is a safe place in which to work.	49	85.7	58	79.3	57	89.5	60	98.3	57	93.0
S2071	I receive useful feedback about my work at this school.	49	63.3	58	62.1	57	78.9	61	88.5	57	77.2
S2072	Students are encouraged to do their best at this school.	48	93.8	55	94.5	57	96.5	57	100.0	54	98.1
S2073	Students are treated fairly at this school.	45	73.3	55	74.5	57	82.5	59	93.2	54	96.3
S2074	Student behaviour is well managed at this school.	46	47.8	54	48.1	57	78.9	60	81.7	56	83.9
S2075	Staff are well supported at this school.	49	51.0	58	56.9	57	64.9	61	82.0	55	74.5
S2076	This school takes staff opinions seriously.	49	55.1	55	56.4	55	70.9	59	84.7	54	70.4
S2077	This school looks for ways to improve.	48	70.8	58	86.2	57	93.0	60	95.0	55	90.9
S2078	This school is well maintained.	49	75.5	58	82.8	57	91.2	61	96.7	54	88.9
S2079	This school gives me opportunities to do interesting things.	47	59.6	53	58.5	57	78.9	60	90.0	55	76.4
S3201*	Students with a disability are well supported at my school.	45	82.2	54	74.1	55	83.6	59	93.2	55	81.8
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	55	92.7	59	94.9	56	85.7
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	55	63.6	60	85.0	55	72.7
S3204	My school is well managed.	0	NA	0	NA	56	76.8	61	91.8	55	80.0
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	54	83.3	57	91.2	53	83.0
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	56	73.2	60	76.7	53	60.4
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	56	75.0	59	91.5	55	67.3
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	55	81.8	61	88.5	55	70.9
S3211*	My school encourages me to take responsibility for my work.	48	79.2	58	93.1	56	87.5	60	91.7	55	90.9
S3212*	My school encourages me to undertake leadership roles.	43	67.4	49	59.2	50	88.0	57	84.2	53	77.4
S3213*	My school encourages coaching and mentoring activities.	44	75.0	51	68.6	53	77.4	58	87.9	51	80.4
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	53	77.4
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	49	61.2
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	49	77.6	58	84.5	50	74.0
S2086	I have access to quality professional development.	48	66.7	53	67.9	54	75.9	58	84.5	54	68.5
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	51	78.4	53	90.6	49	81.6
S3216*	I can access necessary information and communication technologies to do my job at my school.	48	68.8	56	71.4	54	77.8	58	94.8	53	71.7
S3217*	Information and communication equipment is well maintained at my school.	48	60.4	53	73.6	54	68.5	57	89.5	54	74.1
S3218*	My school provides useful information online.	41	80.5	52	71.2	53	88.7	57	96.5	51	90.2
S3219*	My school keeps me well informed about things that are important to my work.	49	61.2	58	74.1	56	73.2	61	93.4	54	79.6
S3220*	There is good communication between all staff at my school.	48	50.0	53	49.1	56	62.5	60	83.3	54	59.3
S3221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	54	83.3	60	88.3	52	84.6
S3222*	I feel that staff morale is positive at my school.	48	41.7	55	34.5	54	51.9	59	83.1	52	61.5
S3223*	Staff at my school are interested in my wellbeing.	48	72.9	57	73.7	56	76.8	60	91.7	52	75.0
S3224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	55	67.3	60	91.7	52	69.2
S3225	I can cope with the pressures of my workload.	0	NA	0	NA	56	80.4	61	96.7	54	83.3
S3226*	I am aware of occupational health and safety procedures at my school.	49	98.0	58	96.6	56	94.6	61	98.4	52	94.2

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.

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000		
	School					School	State*	
	2015	2016	2017	2018	2019	2015 - 2019	2019	
Short	46	56	33	36	63	14.9	24.4	20.5
Long	2	0	0	0	0	0.6	0.0	0.3
Excl #	0	0	0	0	0	0.0	0.0	0.1
Cancel	0	0	0	0	0	0.0	0.0	0.0

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements may be made.
2	<p>Targeted instruction and supports for some students are more intense than MWSS provides more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>This extra support builds on the lessons provided to all students, and may prevent the need for more intensive interventions. Supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

3	<p>Individualised services for few students who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>This intensive support continues to build on the lessons and supports provided to all students, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. This intensive support is based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Intensive support exists along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>
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Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [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 Mackay West State School, we provide age-appropriate health education that reinforces public health and safety messages.

Policy and expectations

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

Specialised health needs

Mackay West State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. Our school has a Regional Health Nurse who proactively trains staff around specific health training as required. Mackay West State School has a dedicated Health Coordinator who ensures all Health requirements for specific students.

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

Mackay West State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the 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.

Mackay West State 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.

Drug education and intervention

Mackay West State 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. Here at Mackay West State School we provide preventative education by using the Life Education Van and linking parents to support agencies in our region.

Mental health

Mackay West State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. Teachers refer students to the Social Academic and Wellbeing Committee who provide support for the student. This includes facilitating the development, implementation and periodic review of a [Student Plan](#). Mackay West State School also provides a strengths program and a preventative wellbeing relationship using our school Chaplain.

Suicide prevention

Mackay West State School, school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff. Our staff have specialised professional development around suicide prevention. Mackay West State School uses the Suicide Risk Continuum Training and Processes of support.

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, Mackay West State School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Mackay West State 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. Mackay West State School provides links to outside school agencies for parents to assist parents in supporting their children.

Where a suicide has occurred on school grounds or at a school event, Mackay West State School staff immediately enact the School Suicide Risk Continuum 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

Mackay West State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. This Social, Academic and Wellbeing Committee meet each week to provide support for students.

Students can approach any trusted school staff member at Mackay West State School to seek assistance or advice. If they are unable to assist they will provide guidance and help



ensure the student is connected to the appropriate representative of the Student Support Network.

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

Role	What they do
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.
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Principal	<ul style="list-style-type: none"> Foster student wellbeing and positive relationships to enable students to be successful in their learning.
Deputy Principal	<ul style="list-style-type: none"> Foster student wellbeing and positive relationships to enable students to be successful in their learning.
Head of Special Education (HOSES)	<ul style="list-style-type: none"> Liaises with parents, teachers, or other external health providers through partnerships to support students with disabilities.
School Chaplain	<ul style="list-style-type: none"> Provide a comprehensive student support through pastoral care connections with families Strength resilience program

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Positive Learning Centre Coach, Autism Coach, Inclusion Coach, Wellbeing Coach, Head of Curriculum Student Services and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Discipline

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

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

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Respectful, Responsible, Safe, and a Learner.

Students

Below 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 Mackay West State School.

Be Safe

- Move appropriately from place to place
- Stay in designated areas. Listen to and follow adult instruction.
- Know the procedures for safety drills
- Show care and concern for yourself and others

Be Responsible

- Respond appropriately when being directed by an adult.
- Make good choices
- Be organised
- Attend each day and arrive on time – Every Day Counts

Be Respectful

- Use good manners and polite appropriate language
- Be friendly and helpful to others
- Take pride in yourself and in your school, and wear the school uniform proudly
- Take care of your own other's and school properly

Be a Learner

- Set goals and always do your best
- Persistence resilience and confidence in all that you do
- Ask for assistance when required.
- Be confident in your learning

Parents and staff

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

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 child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter, social media platforms 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.

Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about	We will work with every family to quickly address any complaints or

the behaviour of a staff member, another student or parent.	concerns about the behaviour of staff, students or other parents.
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Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child in following school rules to maintain the safety for themselves, peers and staff.	We are clear about our processes around safety in the school and contact parents if the safety of your child is at risk.
You stayed informed around safety processes at Mackay West State School.	We will use the electronic school newsletter, social media platforms as the primary means of notifying parents about school safety processes.
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.

Consideration of Individual Circumstances

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

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

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

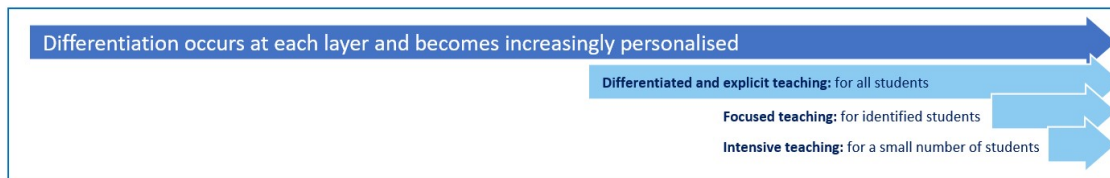
If you have any queries about the behaviour of another student or an incident that has occurred at the school, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, 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. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. The matrix was rewritten in 2020 to align with the Student Code of Conduct.

Mackay West State Junior School Behaviour Matrix

Setting	Be Safe	Be Responsible	Be Respectful	Be a Learner
All Areas	<ul style="list-style-type: none"> Stay in safe areas where teachers are on duty. Listen to and follow adult direction. Show care and concern for yourself and others. Walk safely from place to place. Listen to and follow directions for safety drills. Avoid angry physical contact. 	<ul style="list-style-type: none"> Listen to and follow teacher instructions. Follow school expectations by making good choices. Take care of our school environment. Report anything that makes you feel unsafe. Walk directly from class to class. Be truthful and accept consequences. 	<ul style="list-style-type: none"> Use good manners and kind words. Be friendly and helpful to others. Take pride in yourself and in your school. Wear the school uniform proudly. Take care of your own, others' and school property. 	<ul style="list-style-type: none"> Set goals and always do your best. Try hard and be confident in all that you do. Remember school motto, "Always our best".
Classroom	<ul style="list-style-type: none"> Enter classrooms only when a staff member is present. Walk around the classroom when directed by a teacher. Use furniture and equipment correctly. 	<ul style="list-style-type: none"> Attend each day and arrive on time -EVERY DAY COUNTS. Have your learning equipment ready at the start of the day. Keep your desk tidy. Work hard on all set tasks to get them finished. Work well with others. Finish and hand in homework on time. 	<ul style="list-style-type: none"> Listen and speak at correct times. Respect self, others and property. Value everyone's input. 	<ul style="list-style-type: none"> Respect everyone's right to learn. Be organised and ready for school. Stay in the Green Zone for learning.
Eating Area	<ul style="list-style-type: none"> Wash your hands before you eat. Sit quietly while eating. Eat your OWN food. Kind hands and feet while eating. Keep your lunchbox still on the table. Walk to the play area when directed. 	<ul style="list-style-type: none"> Eat your own lunch. Put your rubbish in the bin. Close lunchbox before moving to lining up area. Keep your lunchbox and drink bottle together. 	<ul style="list-style-type: none"> Use positive and kind words. Follow instructions. 	<ul style="list-style-type: none"> Keep your body healthy with good food and plenty of water.
Playground	<ul style="list-style-type: none"> Play school approved games only. Always wear a hat and shoes. Ask for permission before leaving school grounds (i.e. to collect a ball). Play in supervised areas only. Walk to the lining up area when the bell goes. 	<ul style="list-style-type: none"> Choose the right equipment for the right game. Pick up and return sports equipment. Report dangerous or harmful play. 	<ul style="list-style-type: none"> Be a good sport. Leave sticks on the ground. Slide down the slide. Be aware of the people around you when digging in the sand. 	<ul style="list-style-type: none"> Play by the rules and be a good sport. Encourage other to try their best.
Toilets	<ul style="list-style-type: none"> Leave toilets clean. Wash hands with soap and water. Use only one squirt of soap. Put the paper in the bins. Do your business in the bowl. No playing in the toilets. Leave doors unlocked for other to use. 	<ul style="list-style-type: none"> Use toilet for intended purpose. Paper in the bins. Tell a teacher if anything is wrong. 	<ul style="list-style-type: none"> Respect others' privacy. One person in each toilet cubicle. 	<ul style="list-style-type: none"> Know the school rules for the toilets. Encourage others to use toilets correctly. FLUSH, WASH, DRY, GOODBYE.
To & From School	<ul style="list-style-type: none"> Know how you are getting home. Get into and out of vehicles safely. Travel straight to and from school. Tell an adult if you feel unsafe. Follow all road rules. Wear safety equipment when riding a bike or scooter. 	<ul style="list-style-type: none"> Buckle your seatbelt before the vehicle begins to move. Stay seated in moving vehicles. Stay inside school grounds until you are collected. 	<ul style="list-style-type: none"> Follow bus rules. Stay seated on the bus. Be respectful to your bus driver. Be respectful to others when wearing your school uniform out of school. 	<ul style="list-style-type: none"> Be prepared with all school materials. Have your water bottle and snack container when leaving class. Have your lunch box, hat and jumper when leaving school.
Online	<ul style="list-style-type: none"> Report anything that makes you feel unsafe. Keep passwords safe and to yourself. Keep personal details to yourself. 	<ul style="list-style-type: none"> Use school technology/resources for learning. Only use online materials allowed by School Staff. 	<ul style="list-style-type: none"> Use positive and respectful language when online. 	<ul style="list-style-type: none"> Use the right technology applications to help improve your learning.

Mackay West State Senior School Behaviour Matrix

Setting	Be Safe	Be Responsible	Be Respectful	Be a Learner
All Areas	<ul style="list-style-type: none"> Follow adult Instruction. Know the school expectations and rules. Show care and concern for yourself and others. Always walk safely from place to place. Know what to do for safety drills. Walk directly from class to class. Be in the right place at the right time. Be aware of what a prohibited/illicit item/substance is. Make good choices. No illicit substances at school. Make good choices. No prohibited items at school. 	<ul style="list-style-type: none"> Always respond to adult instructions. Make good choices. Be organised and prepared. Attend each day and arrive on time -EVERY DAY COUNTS. Be prepared and punctual for all classes. Be truthful and accept consequences. 	<ul style="list-style-type: none"> Use good manners and polite language. Be friendly, kind and helpful. Take pride in yourself and your school. Wear the school uniform proudly. Take care of your own, others' and school property. 	<ul style="list-style-type: none"> Set goals. Ask for help when needed. Remember the school motto: 'Always our Best'
Classroom	<ul style="list-style-type: none"> Enter classrooms only when a staff member is present. Walk and move sensibly and safely around the classroom. Use furniture and equipment correctly. 	<ul style="list-style-type: none"> Complete homework and set tasks. Work productively when completing independent or group tasks. Be an active participant during group work. Keep your desk organised. 	<ul style="list-style-type: none"> Listen and speak at correct times. Respect self, others and property. Value everyone's contributions. 	<ul style="list-style-type: none"> Respect everyone's right to learn. Be organised and ready for school. Participate and be an active learner.
Eating Area/ Playground	<ul style="list-style-type: none"> Participate in school-approved games only. Always wear a hat and shoes. Ask for permission before leaving school grounds. Play in your own year level areas. Avoid angry physical contact. 	<ul style="list-style-type: none"> Use equipment for its correct purpose. Return sports equipment. Eat your own lunch. Dispose of your rubbish. Care for yourself and others. 	<ul style="list-style-type: none"> Use positive language. Respond to instructions. Be a good sport. Walk away from confrontation. Report seeing any illicit substances immediately! Report seeing any prohibited items immediately! Report anything that makes you feel unsafe. 	<ul style="list-style-type: none"> Keep your body fuelled and hydrated. Play by the rules.
Toilets	<ul style="list-style-type: none"> Business in the bowl. Leave toilets clean for others. Wash hands with soap and water. Paper in the bin. 	<ul style="list-style-type: none"> Use toilet for its purpose. Tell a teacher if anything is wrong. 	<ul style="list-style-type: none"> Respect others' privacy. One person in each toilet cubicle. 	<ul style="list-style-type: none"> Know and comply with the school toileting routines and procedures. FLUSH, WASH, DRY, GOODBYE
To & From School	<ul style="list-style-type: none"> Know how you are getting home. Travel directly to and from school. Tell an adult if you feel unsafe. Obey all road rules. 	<ul style="list-style-type: none"> Stay seated in moving vehicles including buses. Stay inside school grounds until you are collected. 	<ul style="list-style-type: none"> Follow bus rules. Be respectful to your bus driver. Wear full uniform with pride when out of school. 	<ul style="list-style-type: none"> Know and apply the road rules. Be prepared with all school resources.
Online	<ul style="list-style-type: none"> Report anything that makes you feel unsafe. Keep passwords safe and to yourself. Keep personal details private and do not overshare. 	<ul style="list-style-type: none"> Use school technology/resources for educational purposes. Access online content suitable to your age. 	<ul style="list-style-type: none"> Communicate positively and respectfully when online. 	<ul style="list-style-type: none"> Always use technology to enhance your learning.

Focused Teaching

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

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

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

- You Can do It
- Zones of Regulation
- Functional Based Assessment.

For more information about these programs, please speak with the members of the Positive Behaviour Learning Team within the school.

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. At Mackay West State School these students have intensive individual intervention, which involves the support of Principal and Deputy Principal.

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 from the PBL team 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 Exemplar State College 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 Mackay West State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Differentiated

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

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

- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Video social stories
- Good Ones for rewarding good behaviour
- Detention
- Social skill lessons
- Reflection sheet using the Zones of Regulation
- Behavioural contract
- Check in Check Out strategy
- Referral to Social, Academic and Wellbeing Team for team based problem solving
- Stakeholder meeting with parents and external agencies

LEVELS OF BEHAVIOURS

Classroom Managed	Office Managed
<p>Defiance Low intensity brief failure to follow directions</p>	<p>Defiance Continued refusal to follow directions, talking back and socially rude interactions.</p>
<p>Physical/Psychological Misconduct Student engages in non-serious but inappropriate physical contact.</p>	<p>Physical/Psychological Misconduct Actions involving serious physical contact where injury may occur or intent to cause fear.</p>
<p>Misconduct involving an object Student engages in non-serious but inappropriate physical contact using an object (e.g. tapping someone with a pencil to annoy them)</p>	<p>Misconduct involving an object Action involving serious physical contact using an object where injury may occur or with intent to cause fear or harm.</p>
<p>Verbal misconduct/Inappropriate language</p>	<p>Verbal misconduct/Inappropriate language</p>

Inappropriate language which is not directed at a person.	Name calling & personal attacks of self, peers or family members. Intentional swearing at an adult and/or peer.
Disruptive Low intensity but inappropriate disruption. (off task behaviours such as talking while the teacher is talking)	Disruptive Repeated behaviour causing an interruption in a class or playground.
Refusal to participate with program of instruction Student refuses to participate in classroom, homework, assessment task but does not disrupt others.	Refusal to participate with program of instruction Student repeatedly refuses to participate in classroom and causes major disruption for the teaching and learning of the class. Prejudice towards others learning.
Non-compliant with routine Student refuses to participate in classroom and or school routine.	Non-compliant with routine Student persistently refuses to participate in classroom and/or school routine and does so without showing respect. E.g. student may go straight out to play and refuse to sit down during eating time.
Property Misuse Low intensity misuse of property.	Property Misuse Student engages in an activity that results in substantial destruction or disfigurement of property.
Dress Code Student wears clothing that is near but not within the dress code guidelines.	Dress Code Refusal to comply with school dress code.
Safety Student engages in brief or low level safety violation not involving hurting another individual.	Safety Student engages in frequent unsafe activities where injury may occur or spitting.
Dishonesty Student having not told the truth not involve any other person (minor engagement).	Dishonesty Student delivers message that is untrue and or deliberately violates rules and or harms others.
Harassment Low level teasing, physical, emotional and verbal intimidation or exclusion of others - one off incidents.	Harassment Repeated teasing, physical, emotional and verbal intimidation of a students and continuous exclusion of others.

Intensive

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

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

- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Disciplinary Absences

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

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

At Mackay West State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

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 Mackay West State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed 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 Mackay West State School:

- consent from the student or parent is required 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 Mackay West State School

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

Students of Mackay West State School

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

Use of mobile phones and other devices by students

Mobile phones are not allowed at school. If a student requires a mobile phone, it must be handed in at the office prior to the commencement of school and collected at the end of the school day.

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



In consultation with the broader school community, Mackay West State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. Our school uses Eyes Open Social Media to educate our Prep to Year 6 students around social media.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.

Responsibilities

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

It is **acceptable** for students at Mackay West State School to:

- use allocated devices for
 - assigned class work and assignments set by teachers?
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Mackay West State School, when using accepted school technology devices to:

- use a mobile phone or other devices in an unlawful manner?
- use a mobile phone in technology-free designated spaces or times?
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security

- use in-phone cameras anywhere 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 (Don't need it because mobile phones are banned at school)
- 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 Mackay West State School Student Code of Conduct. In addition, students and their parents should:

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

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Mackay West State School has a **Social Academic and Wellbeing Committee (SAWC)**, with diverse representatives from the school 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 SAWC meeting are the core elements of the Australian Student Wellbeing Framework: At Mackay West we want to actively prevent bullying between student and student, Staff to student, student to staff, parent to staff, staff to parent and staff to staff.



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 Social Academic and Wellbeing Committee 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 Mackay West State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Mackay West State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

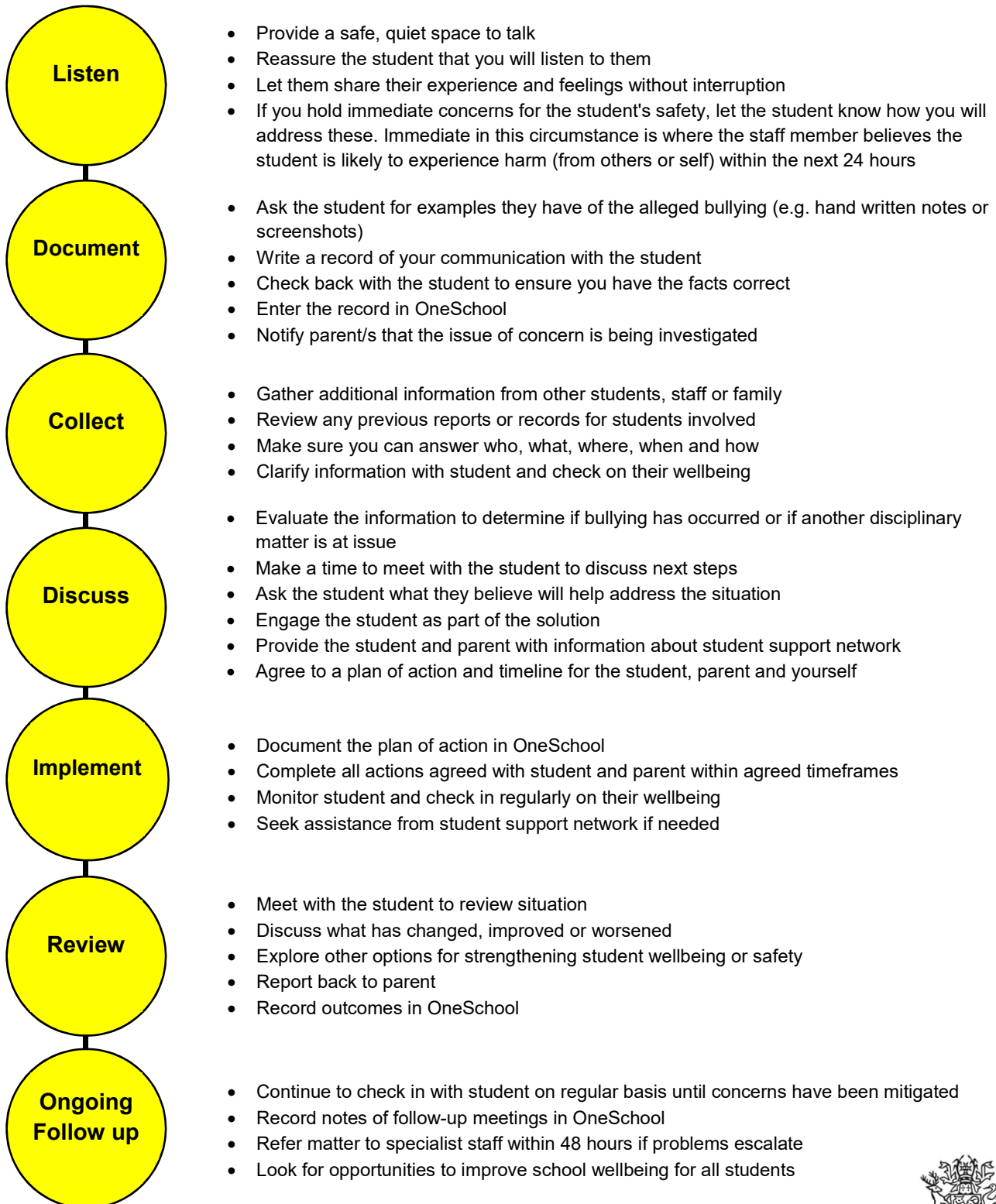
The following flowchart explains the actions Mackay West State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Mackay West State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at Mackay West State 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.

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

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

Mackay West State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

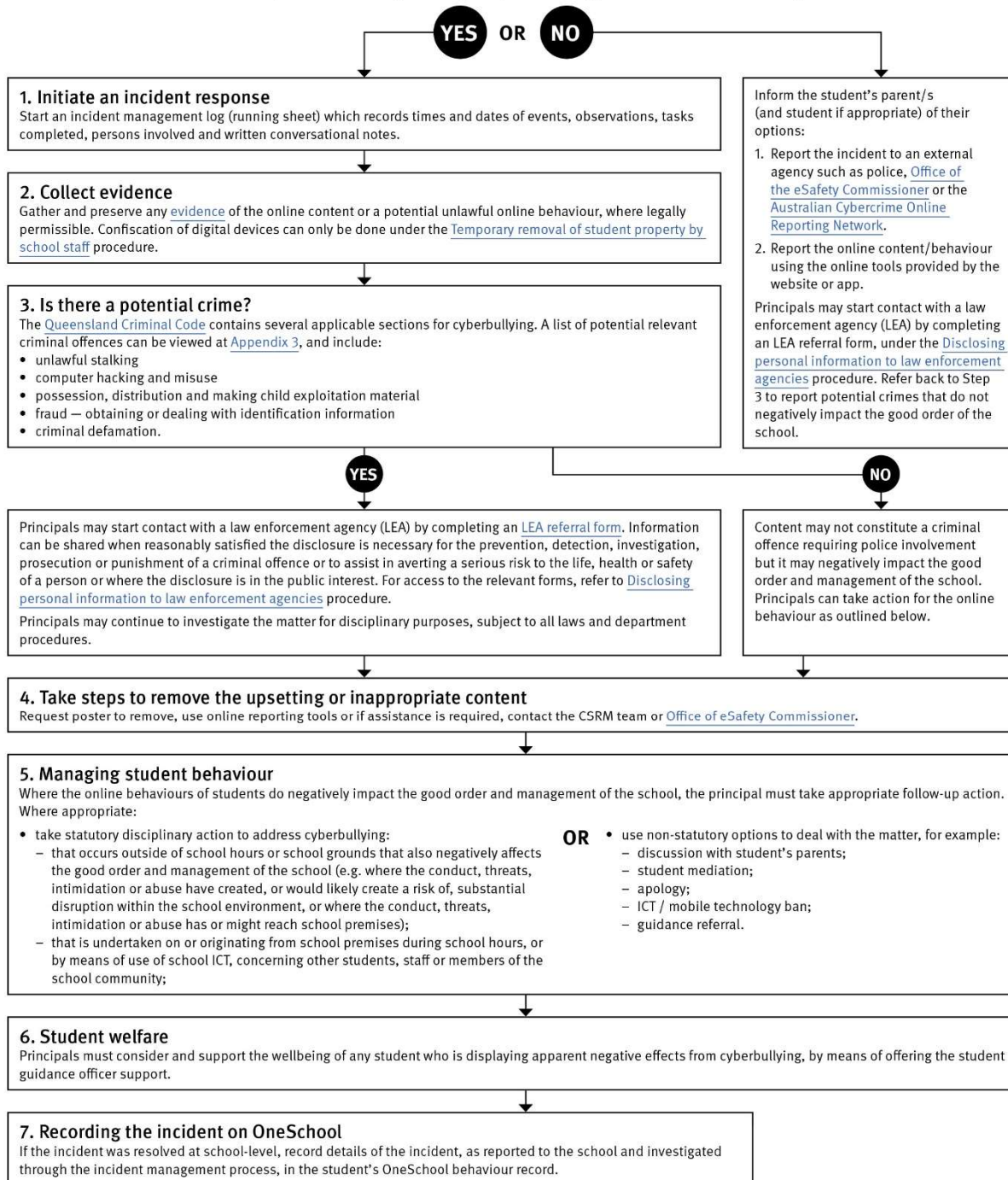
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, including the school chaplain and guidance officer. 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 Mackay West State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Mackay West State School – Anti-Bullying Compact

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

Mackay West State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Mackay West State 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