Queensland Government

Mango Hill State Secondary College

Student Code of Conduct 2024-2026

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Principal Signature:	
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P/C President Signature:	
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Purpose

Mango Hill State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/carers and visitors.

The Mango Hill State Secondary College Student Code of Conduct sets out the responsibilities and processes we use in our College to promote a productive and effective whole school approach to discipline.

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

Principal's Foreword

Mango Hill State Secondary College is a future-focussed learning community, committed to advancing the individual potential of each young person in an innovative, supportive and collaborative learning environment.

The College is located in the fast-growing area of Mango Hill in the City of Moreton Bay and opened to students in Years 7 and 8 in 2020. Each year until 2024, the College will grow by one year-level each year and will eventually cater for up to 1900 students across Years 7 – 12. The brand-new facilities provide rich learning environments for students across all learning areas, with specialist facilities for the Arts, STEM, Applied Technology, Business and ICT, and Health and Physical Education incorporated into the 5-year Master Plan.

Our goal is to instil in all young people a curiosity and love for learning, and to foster the individual talents of each student to allow them to reach their full potential. The core values of Mango Hill State Secondary College are the foundation of our purpose, 'Creating a community of **Respectful**, **Engaged**, **Aspiring Learners for the world of tomorrow**. By focusing on these values, we are supporting **REAL Learning for Tomorrow**.

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

Mango Hill State Secondary College 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 College'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 College 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.

Students, teachers, parents/carers and other members of the community have contributed to the Mango Hill State Secondary College Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations. As we grow as a College, we will continue to work with our community to further develop the Student Code of Conduct. Our community's interests and views shared through the process of developing this document will continue to be invaluable.

P&C Statement of Support

As the President of the Mango Hill State Secondary College Parent & Citizens' Committee, I am proud to reaffirm our endorsement and support for the Mango Hill State Secondary College Student Code of Conduct 2024 - 2026.

The development and refinement of this Code have been marked by an inclusive consultation process. This inclusive approach has provided parents/carers with invaluable opportunities to contribute feedback, ensuring that the expectations set forth are reflective of our collective aspirations for the students of Mango Hill State Secondary College.

We recognise the pivotal role of parental/carer involvement in shaping the ethos of our College community. Therefore, we urge all parents/carers to familiarize themselves with the Student Code of Conduct and engage in meaningful conversations with their children regarding the College's expectations and available support mechanisms.

A particular emphasis must be placed on addressing the issues of bullying and cyberbullying. These challenges demand a collaborative, community-wide effort, and it is imperative that every member of our school community understands their role in fostering a safe and supportive environment. We commend the comprehensive guidance provided within the Student Code of Conduct, especially the resources available to address instances of bullying and cyberbullying, including the informative flowchart.

To further facilitate dialogue and collaboration, we extend an invitation to all parents/carers interested in discussing the Student Code of Conduct and exploring avenues for family involvement within the Mango Hill State Secondary College P&C Association. Your engagement and support are integral to our collective mission of ensuring that every student receives the necessary guidance, support, and education to thrive academically, socially, and emotionally.

In conclusion, the Mango Hill State Secondary College Parent & Citizens' Committee remains committed to fostering a collaborative partnership with the College staff, parents/carers and students. Together, we will uphold the values and expectations outlined in the Student Code of Conduct, ensuring a nurturing environment where every student can achieve their full potential.

Whole School Approach to Discipline

Mango Hill State Secondary College uses Multi-Tiered Systems of Support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. It is a problem-solving model, a strong foundation of universal, research-based approaches increases in intensity and individualisation to the identified needs of individual students.

Tier	Prevention Strategy
1	All students (100%) in the College receive support for their academic and behavioural development. Focus is on the whole-college implementation of the Australian Curriculum, Queensland Senior Curriculum, Positive Behaviour for Learning and Positive Education Wellbeing Framework. This involves: • Teaching behaviours in the setting they will be used • Being consistent when addressing challenging behaviour, while taking Developmental norms and behavioural function into account • Providing refresher lessons and targeted recognition throughout the school year so, skills are ready and likely to be used when students need them • Asking for feedback from students and their families for their perspective on the college climate, instruction, reinforcement and discipline.
2	Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of college-based staff to enable students to attain learning success and meet required behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum, Queensland Senior Curriculum, Positive Education Wellbeing Framework 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 College's student body, but all have certain things in common: • There is a clear connection between the skills taught in the interventions and the college-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	Individualised services for few students (2-5%) who require the most intensive support the college can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to: • PREVENT problem behaviour

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

Mango Hill State Secondary College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the College. This is a whole-college approach, used in all classrooms and programs offered through the College, including sporting activities and excursions. Mango Hill State Secondary College is committed to developing a shared understanding of the expectations that underpin the Student Code of Conduct, and how they align to our vision of creating a community of Respectful, Engaged, Aspiring Learners for the world of tomorrow.

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 college and classroom improvement practices.

At Mango Hill State Secondary College, 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 college. 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 Mango Hill State Secondary College Student Code of Conduct is an opportunity to explain the PBL framework with parents/carers 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/carer and College staff member.

Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to make an appointment to meet with the principal.

College Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the College, whether visiting or working, should meet the same Positive Behaviour for Learning (PBL) expectations in place for students. Our College Expectations are:

Parents/carers and staff

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

Respectful	
What we expect to see from you	***What you can expect from us***
You make an appointment to speak with the staff member to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about College staff.	We will ensure positive behaviours are role modelled for all students.
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 recognise people are different and will be non-judgemental, fair and equitable to others in the College community.	We will welcome and celebrate a diverse College community with recognition of significant social, cultural and historical events.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a College related complaint.

Engaged	
What we expect to see from you	***What you can expect from us***
You ensure your child attends school every day and notify the College promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You will participate in College events and opportunities offered by the school to provide feedback.	We will work closely with families to consider their personal needs including work commitments, finances and family structure.
You stay informed about College news and activities by reading the College newsletter and other materials sent home by College staff.	We will use Compass and the electronic College newsletter as the primary means of notifying parents/carers about College news, excursions or events.
You respect College, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You leave and collect your child from the designated area at College.	We will give clear guidance about a designated area for parents/carers to leave and collect students.
You will provide materials required for learning or contact the school for assistance.	You will provide materials required for learning or contact the College for assistance.

Aspiring	
What we expect to see from you	***What you can expect from us***
You support your child to meet the learning and behavioural expectations at the College.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You will acknowledge that teachers exercise their professional judgement in managing the learning environment.	We will maintain our professional knowledge and skills in curriculum and pedagogy.
You approach the class teacher or HOY if you are concerned about the behaviour of another student, parent/carer or staff member.	We will work with every family to quickly address any complaints or concerns about the behaviour of another student, parent/carer or staff member.
You will monitor your child's academic progress and wellbeing and contact us with any concerns.	We will check in with you about your child's needs and offer support your family may require.

Learner	
What we expect to see from you	***What you can expect from us***
You share relevant information about your child's learning, social and behavioural needs with College staff.	We will share relevant information with you about your child's learning, social and behavioural progress at the College.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You notice when others need help, parents/carers, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
You will support your child to meet homework and assessment timelines.	We will provide assessment calendars and timely feedback and communicate any concerns we have.
You will help your child to see the strengths and benefits in diversity and difference in their classmates.	We will build a cohesive, inclusive classroom and College culture

Consideration of Individual Circumstances

Staff at Mango Hill State Secondary College take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, and 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/carers to know what consequences 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 College staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/carers and students will respect the privacy of other students and families.

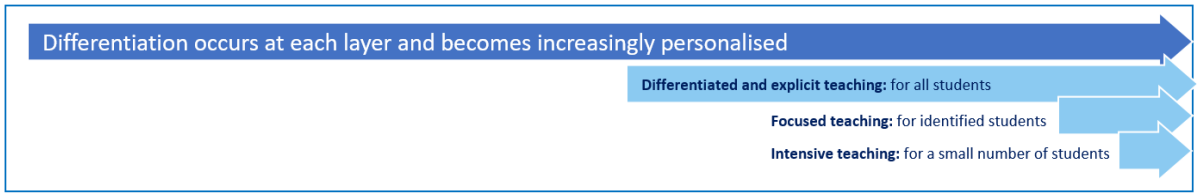
If you have concerns about the behaviour of another student at the College, or the way our staff have responded to their behaviour, please make an appointment with the HOY for student matters or the Principal for staff matters.

Differentiated and Explicit Teaching

Mango Hill State Secondary College 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 Mango Hill State Secondary College 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 applies to differentiation processes that relate to behaviour, as well as academic and pedagogical differentiation.



These three layers map directly to principles of MTSS and PBL. Under this framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is targeted and 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.

Focused Teaching

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

Targeted teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Targeted 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 Mango Hill State Secondary College to provide targeted teaching. Targeted teaching is aligned to the College expectations and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing targeted teaching
- Require intensive teaching.

Mango Hill State Secondary College has a range of Student Support staff in place to help arrange and deliver targeted teaching to students who need more support to meet expectations. The College will engage evidence-informed programs to address specific skill development for some students.

For more information about these programs, please speak with the Head of Year.

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from 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, 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 support coordinator at the College that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Student Wellbeing

Mango Hill State Secondary College offers a range of programs and services to support the wellbeing of students. 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. We encourage parents/carers and students to speak with their teachers or make an appointment to meet with the HOY or support staff if they would like individual advice about accessing particular services.

Student Support Network

Mango Hill State Secondary College is committed to ensuring a comprehensive Student Support Network to support 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 College is an inclusive, nurturing environment.

Students can approach any trusted College staff member 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 College.

Parents/carers who would like more information about the student support roles and responsibilities are invited to contact the Head of Year.

Role	**What they do**
Guidance Officer	• Provide support around career planning, subject choice and subject changes along with social and emotional issues. • Provide a comprehensive student support program within the college environment offering counselling with students on a one-on-one basis or in a group setting • Assist students with specific difficulties, acting as a mediator or providing information on other life skills • Liaise with parents/carers, teachers, or other external health providers as needed, as part of the counselling process. • Can also provide referrals for outside assistance

Head of Department (HOD): Junior, Middle or Senior Schooling	• Implementation of MTSS at the College • Liaise with HOY to organise and plan events for students • Coordinate student transitions • Student leadership • Coordinate supports for students who require extensive or substantial adjustments • Liaise with all stakeholders to support students who require additional support for learning and wellbeing • Work with parents/carers, students, staff and external providers to support diverse learners.
State School Social Worker	• Provides individual and, at times, group support to students to assist their engagement with education and training • Support students to overcome barriers to education such as: o Attendance at school o Drug and alcohol support needs o Relationships/social skills o Conflict with family/peers/teachers o Social/emotional/physical wellbeing
State Schools Clinical Nurse	• Work with College staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • Provide assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
School Based Youth Health Nurse	• Provides individual health consultations with assessment, support, health information and referral options related to: o Healthy eating and exercise o Relationships o Personal and family problems o Feeling sad, worried and angry o Sexual health o Smoking, alcohol and other drugs.
Head of Year (HOY)	• Supports student welfare for a given year level • Provide continuity of contact for students and their families • Work with students, parents/carers to ensure students feel safe and comfortable and want to come to school • Monitor student attendance and engagement and provide supports where needed • Nurture a sense of belonging within the year level and College. • Support students to engage is appropriate behaviour aligned to the College expectations.

Future Student Support Networks

As a growing learning community, we are committed to continue to develop student support networks responsive to the needs of our students and community. These networks will continue to grow as we grow. It is also important for students and parents/carers to understand there are regional and state-wide support services also available to supplement the College network of support.

Legislative Delegations

Legislation

In this section of the Mango Hill State Secondary 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)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *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)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 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 college. These decision-making responsibilities cannot be delegated to other staff in the College, such as Deputy Principals.

At Mango Hill State Secondary College, the Principal authorises the Deputy Principal at the College to advise a student on behalf of the Principal, of the decision made by the Principal, to suspend a student. The Deputy Principal who advises the student of a decision to suspend, acts in the Principal's name.

Disciplinary Consequences

The disciplinary consequences model used at Mango Hill State Secondary College 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 HOD, HOY or College Administration Team for determination of appropriate 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 continual basis. The determination of the need will be made by the Principal or Deputy 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.

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 College operations.

- Teachers provide differentiated responses to low-level or minor problem behaviour
- Heads of Department or HOY support teachers to provide targeted interventions for persistent or unresolved low-level or minor problem behaviours
- The College administration team in consultation with the Student Support Network, provide ongoing and intensive supports for persistent, major or serious problem behaviours

Consequences and supports are logically tied to the problem behaviour. The following tables provide information about the College's approach to managing problem behaviour, including who manages minor and major behaviours, and the referral process. This information also provides guidance to support consistency in the administration of consequences by College staff.

Category of Behavior Definition	Teacher Managed	Curriculum HOD Managed		HOY Managed		Administration Managed
		Minor	Major	Minor	Major	Major
Abusive language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	• Obscene /inappropriate language - back chatting, inappropriate tone (not directed at staff) • Mutual use of abusive language between students			• Continued use of obscene / inappropriate language (not directed at staff)	• Obscene and/or abusive language directed towards staff / in response to staff instructions • Use abusive language that is threatening and directed towards staff and/or students	
Academic misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	• Student inappropriately and falsely demonstrates their learning in classwork/homework		• Student inappropriately and falsely demonstrates their learning within assessment (including the use of AI).			• Student inappropriately and falsely demonstrates their/others learning within assessment that impacts the good order and management of the College. (e.g. Distribution of assessment to the cohort).
Bomb Threat/False Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	• Inappropriate comments about bomb threat /false alarm			• Continual inappropriate comments about bomb threat /false alarm		• Student delivers a message of possible explosive materials being on the grounds, near the grounds, and/or pending explosion.
Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	• Repeated low-level teasing / name calling / gestures / other behaviour • Repeated intentional exclusion of others			• Repeated deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm including in person or online including bystander behaviour • Aggressive gestures with the intent to intimidate including bystander behaviour • Repeated exclusion / intimidation	• Despite intervention: • Continual deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm including in person or online including bystander behaviour • Continual aggressive gestures with the intent to intimidate including bystander behaviour • Continual exclusion / intimidation	
Defiance Student refuses to follow directions given by school staff.	• Learning environment disobedience • Non-learning environment disobedience • Refusal to follow reasonable staff request/s • Non-compliance with classroom setting routines and procedures • Failing to attend given detention • Refusal to follow College policies			• Persistent disobedience • Persistent non-compliance with classroom setting routines and procedures • Repeated failure to attend detention • Refusal to attend buddy class	• Persistent and/or repeated refusal to follow reasonable staff request/s routines and procedures following intervention • Continual refusal to comply with College policies and/or procedures • Persistent failure to attend detention despite intervention	
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	• Isolated incident of student being socially rude or dismissive messages to adults or students, that does not involve abusive language • Dismissive hand gestures directed at staff			• Persistent incidents of student being socially rude or dismissive messages to adults or students, that does not involve abusive language	• Persistent incidents of student being socially rude or dismissive messages to adults or students, despite differentiated responses, that does not involve abusive language • Rude or offensive hand gestures at staff	
Disruption Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	• Classroom disruption (Loud talk, yelling, or screaming; noise with materials; and/or out-of-seat behaviour).			• Persistent classroom disruption (Loud talk, yelling, or screaming; noise with materials; and/or out-of-seat behaviour) • Classroom disruption within a buddy class (Loud talk, yelling, or screaming; noise with materials; and/or out-of-seat behaviour)	• Major classroom disruption	
Dress code Student wears clothing that is not within the dress code guidelines defined by the school.	• Non-compliance with College dress code including associated workplace health and safety requirements	• Persistent non-compliance with dress code policy related to curriculum PPE			• Persistent non-compliance with college dress code policy • Persistent non-compliance with dress code policy related to curriculum PPE despite HOD intervention	
Falsifying documents Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.				• Forging notes for early departure/late/ absences	• Student intentionally creates, changes or modifies a document with the intention of misleading. • Repeated forging notes for early departure/late/absences	
Fighting Student is involved in mutual participation in an incident involving physical violence.	• Mutual participation in minor physical contact (without intent to cause harm e.g., playfighting)			• Persistent mutual participation in minor physical contact (without intent to cause harm e.g., playfighting, pushing, shoving)	• Physical misconduct causing harm, and/or with intent to cause harm, including physical assault of staff / students (pushing, shoving, slapping, punching, kicking etc.)	
Harassment Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	• Isolated incident of the delivery of harmful messages in any format.			• Incidents of the delivery of harmful messages in any format	• Major harassment including those that involve misuse of social networks and/or messaging	• Major harassment including those that involve misuse of social networks and/or messaging that impacts the good order and management of the College. • Sexual harassment
Physical aggression Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna	• Physical aggression towards flora or fauna			• Persistent physical aggression towards flora or fauna • Play that escalates to physical aggression	• Student intentionally engages in actions involving physical contact with others where injury may occur This includes premeditated acts. • Incitement of others to undertake physical aggression.	• Physical misconduct directed towards or impacting staff, without intent to cause harm

		Teacher Managed	Curriculum HOD Managed		HOY Managed		Administration Managed
			Minor	Major	Minor	Major	Major
Property damage Student participates in an activity that results in destruction, damage or disfigurement of property.		• Interfering with the property of others • Low level destruction/disfigurement of classroom resources or property (e.g., tearing up of paper resources) • Littering • Minor graffiti, inclusive of drawing on self that can be removed in class	• Persistent destruction/disfigurement of classroom resources or property (e.g., tearing up of paper resources) • Persistent interfering with the property of other students or staff in classroom	• Persistent misuse of equipment including tampering with curriculum classroom and/or safety equipment	• Persistent littering • Graffiti of College property E.g., on College walls	• Misuse of equipment including safety equipment that can cause harm	• Deliberate vandalism/ damage of College or other/s property
Property misuse causing risk to others Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.		• Property misuse that does not cause injury, but is unsafe			• Persistent property misuse that may not cause injury, but is unsafe.	• Property misuse that causes injury to others, intentional or un-intentional	• Property misuse that causes serious injury to others, intentional or un-intentional
Refusal to participate in the educational program of the school Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.		• Incomplete classwork / homework / assessment • Refusal to engage in the program of instruction e.g., class activity	• Persistent incomplete classwork / homework / assessment • Failure to submit assessment			• Persistent/ongoing refusal to engage with a program of instruction following HOD intervention	
Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.							• Bringing / possessing / selling / distributing / purchasing / using / consumption of illicit drugs / pharmaceuticals / or illegal substances/ products /implements
Substance misconduct involving tobacco and other legal substances Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.						• Bringing / possessing / using / pharmaceuticals / tobacco products / vaping products / implements	• Selling / distributing / purchasing / pharmaceuticals / tobacco products / vaping products / alcohol / implements
Technology violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Mobile phones and wearable devices include mobile phones, smartwatches, headphones (including air pods, ear buds etc.) handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.	• Inappropriate use of an electronic device and/or accessories for curriculum			• Persistent inappropriate use of an electronic device • Refusal to hand in electronic device or accessory	• Use of electronic device for harassment / filming without permission / infringement privacy • Refusal to hand in device following intervention • Continued use of a mobile device/accessory following intervention	• Use of electronic device for harassment / filming without permission / infringe privacy / breach school systems that impacts the good order and management of the College. • Possession/distribution of pornographic material. • Distribution of serious or harmful violent media/content.
	School-owned devices, and approved Bring Your Own Devices (BYOD).	• Inappropriate use of an electronic device and/or accessories			• Persistent inappropriate use of an electronic device • Refusal to hand in electronic device or accessory	• Use of electronic device for harassment / filming without permission / infringement privacy • Refusal to hand in device following intervention • Continued use of a BYOD device/accessory following intervention	
Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property		• Hiding others belongings • Taking property without asking			• Repeated hiding or taking of others belongings without asking	• Stealing or theft of school or someone else's property.	
Truancy (Out of school) Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).					• Persistent lateness to school • Full Day truancy	• Persistent and/or repeated full-day truancy • Leaving school grounds without permission	
Truancy (Out of class) Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).		• Lateness to class • Leaving class without permission • Class truancy			• Repeated lateness to class • Repeated leaving class without permission • Repeated class truancy	• Persistent lateness to class • Persistent leaving class without permission • Persistent class truancy	
Use/possession of combustibles Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).		• Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage - aerosols.			• Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage – matches or lighters or repeated possessing of aerosols		• Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage - firecrackers, petrol, lighter fluid.
Use/possession of weapons Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.							• Student is in possession of knives, guns (real or look alike), or other objects readily capable of causing bodily harm. This includes bringing of/possession of/ distribution of/selling of.
Other – charge-related suspension Principal is reasonably satisfied that the student has been charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.							• Student charged with a serious offence or an offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

Detention

Detentions can be applied during school hours or out of school hours (e.g. before and after school). Detentions may be issued by teachers, Heads of Department, HOY and Administration Staff. Detentions are recorded by College staff on OneSchool as part of the record keeping process associated with managing behaviour.

Detentions set at morning tea and lunch break are issued in response to inappropriate behaviour and/or non-compliance with College policy, including the College Dress Code. Break time detentions may be issued without parental/carer contact.

The setting of after school detention requires parental/carer consent. Parental/carer contact will be engaged at least 24 hours before the detention is to be completed. The College staff member will:

- Notify parents/carers of the request for after school detention
- Negotiate the day, time and duration of the detention
- Confirm the responsibility of the student, parent/carer and College in relation to detention supervision arrangements.

After school detentions will be issued for no more than one hour after school.

Buddy Class Referral

Buddy Class is utilised by classroom teachers in response to ongoing and/or minor inappropriate behaviour that requires removal of a student from the classroom setting. The use of buddy class ensures appropriate supervision of students during class time.

The buddy class referral process is as follows:

- Students are referred to a pre-arranged buddy classroom for the remainder of a given lesson, and are under the supervision of the buddy class teacher during this time
- Students are required to engage with the allocated class work while in the buddy classroom.
- Assistance from the HOY, HOD or member of the Administration Team may be requested by the teacher to support the exit of the student from buddy classroom as a result of continued inappropriate behaviour or refusal to leave.
- At the end of the session, the student returns to their timetabled classroom to meet with the class teacher for a return to class discussion. Where this cannot occur, an alternate time is arranged to occur prior to the next timetabled lesson
- During the return to class discussion, the behaviour resulting in the buddy class referral is debriefed between the teacher and the student.
- Parental/carer contact is made to notify of the buddy class referral.
- A second incident of buddy class referral for a given subject, or continued minor behaviour while engaged in the teacher monitoring process, will result in referral to the HOY.
- Students who refuse to attend buddy class will be referred to the HOY.

All incidents of buddy class referral are recorded on OneSchool as part of the record keeping process associated with managing behaviour.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address inappropriate student 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, or no other alternative discipline strategy is considered sufficient to deal with the problem 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).

Parents/carers 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 College and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the College 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 Mango Hill State Secondary College attend a re-entry meeting on the day of their scheduled return. The main purpose of this meeting is to welcome the student, with their parent/s/carer/s, back to the College. This includes strategies to set the student up for future success and strengthen home-school communication.

It is highly recommended that parents/carers attend a re-entry meeting to support students in their return following a suspension. Re-entry meetings support the student to successfully re-engage in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via phone and in writing. Re-entry meetings are kept small with only the Principal, Deputy Principal, HOY or their delegate attending with the student and their parent/s/carer/s. A record of the meeting is saved in OneSchool, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting may include points of discussions outlined below. Where additional items are raised for discussion that are not suitable to the re-entry process, a separate arrangement will be made to meet with the parent/s/carer/s at a later date and time. The re-entry meeting is narrowly focussed on making the student and their family feel welcomed back into the College community. Points of discussion include:

- Welcome back to the College
- Check in on student wellbeing
- Discuss supports for the student that assist in re-engagement with schooling following suspension
- Offer information about supports available (e.g. Guidance Officer)

- Set a date for follow-up if required

Reasonable adjustments

In planning the re-entry meeting, College 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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Mango Hill State Secondary College 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 College, to maintain and foster mutual respect between all state school staff and students. The **temporary removal of student property by College 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 College 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 college.

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

At Mango Hill State Secondary College, the following items are considered controlled items, and may be temporarily removed so as to support the good management, administration and control of the College. These include items and/or use of items in breach of College policies such as the College Dress Code, appropriate use of mobile devices, and BYOx Charter:

- Non-approved hats, jackets/jumpers, excess jewellery beyond what is approved in the College Dress Code
- Mobile phones and/or wearable technology such as smart watches, and associated equipment including headphones and speakers
- BYOx devices (e.g. iPads and laptops)
- Items such as permanent markers, paint, aerosol deodorant cans etc. which have potential to damage school property / are deemed inappropriate for the school setting

- Items of significant value (toys, game consoles etc) that should not be brought to the College

Controlled items temporarily removed are stored in the Administration Building and available for collection at the end of the school day. Where there are repeated incidents of the temporarily removal of student property (e.g. mobile phones), or instances where property is deemed inappropriate to return to the student, parent/carer collection will be requested.

The following items are **explicitly prohibited** at Mango Hill State Secondary College 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 and vapes)
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- Chewing gum
- Energy drinks and high caffeine drinks (e.g. red bull, mother, coke)
- Fast Food items (e.g. McDonalds, slushies etc. brought onto College grounds)

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

** The administration of medications to students by College 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 Mango Hill State Secondary College:

- Do not require the student's consent to search College property such as lockers, desks or laptops that are supplied to the student through the College;
- 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/carer or calling the police;
- Consent from the student or parent/carer 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/carers (e.g. to access an EpiPen for an anaphylactic emergency);

- Consent from the student or parent/carer 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/carers should be called to make such a determination.

Parents and Carers of students at Mango Hill State Secondary College:

- Ensure your child does not bring property onto College grounds or other settings used by the College (e.g. camp, sporting venues) that:
  - Is prohibited according to the Mango Hill State Secondary College 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 (e.g. printed materials with offensive language);
- Collect temporarily removed student property as soon as possible after they have been notified by the Principal or College staff that the property is available for collection.

Students of Mango Hill State Secondary College:

- Do not bring property onto College grounds or other settings used by the College (e.g. camp, sporting venues) that:
  - Is prohibited according to the Mango Hill State Secondary College 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 (e.g. printed materials with offensive language);
- Collect their property as soon as possible when advised by the Principal or College staff if it is available for collection.

Retention of temporarily removed student property:

The Principal and state school staff may retain temporarily removed student property if:

- The property is illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- Police state that they will come to the College to investigate matters relating to the temporarily removed student property, and the property is retained until police attend
  - If the police seize the property, the College will advise the student and parent/carer of this action and that the temporarily removed property is no longer in the possession of College staff
  - If police decide not to seize the property, the College will return the temporarily removed property to the student or parent/carer as soon as practicable
- The student or parent/carer has not collected the temporarily removed student property despite reasonable efforts by College staff to advise the student or parent/carer that it is available for collection
- Where staff reasonably suspect that the student is not the lawful owner of the property.

Use of mobile phones and wearable devices by students

Important to note

- For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, headphones (including air pods, ear buds etc.), handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.
- This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the College's Bring Your Own Device (BYOD) policy.

Purpose

This policy:

- Outlines the requirement for all students to keep mobile phones **switched off** and **'away for the day'** during school hours, and while attending College activities, such as representative school sport, excursions and camps
- Outlines the requirement for all students to **switch off** notifications on wearable devices, including smartwatches, during school hours, and while attending College activities, such as representative school sport, excursions and camps
- Outlines our College approach to managing student mobile phones and wearable devices that are brought to school, and
- Outlines our College approach to the application of exemptions for students who require access to their mobile phone or wearable device during school hours.

Overview

Mango Hill State Secondary College is committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Student use of mobile phones and wearable devices at school

From Term 1 2024, all students must keep their mobile phones **switched off** and **'away for the day'** from the time they enter the College grounds until the conclusion of the school day, including during break times:

- Notifications on wearable devices, such as smartwatches, must be **switched off** so that phone calls, messages and other notifications cannot be sent or received during school hours.
- Headphones (including air pods, ear buds etc.) **must not be used at any time** unless under the direct instruction of a teacher or member of staff.
- Students **will not** be allowed the use of mobile phones and wearable devices to make payments, including for canteen and office payments.
- This policy also applies to student attendance at College activities, such as representative school sport, excursions and camps, unless otherwise determined by the College principal.

- Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led activity, or have an approved exemption for medical, disability and/or wellbeing reasons.
- Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Bringing mobile phones and wearable devices at the College

Students are permitted to bring mobile phones and wearable devices to school to:

- Support safe travel **to and from school**
- Make contact with parents/carers, friends and part-time employers **outside of the school day**, and
- Be contacted about **their own child or person under their care**.

Storage and loss or damage to mobile phones or devices

- If students choose to bring their phone to school, they must **switch it off** and keep it in their school bag or on their person (ie. in their pocket or pencil case) during school hours.
- Smartwatches and other devices can be worn, however notifications must be **switched off**, this includes during lessons and break times, as well as other College activities.
- The College makes no provision for the storage of student mobile phones or other personal devices, except for the safe keeping of devices confiscated for a breach of this policy under the College's Student Code of Conduct and in compliance with the Temporary removal of student property by school staff procedure.
- Students' personal devices brought to school are at the risk of the student. The College will not accept liability in the event of loss/theft/damage of any device.
- In any circumstance, the College is not responsible for the replacement of, or compensation to, the student or parent/carer for any loss or damage to a device the student brings to school.

Exemptions

The Department of Education consulted with key stakeholder groups to develop a list of exemptions for instances where students may require access to, and use of a mobile phone or wearable device during the school day.

- Parents/carers may apply on behalf of their child for an exemption to the 'Away for the day' policy. Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose.
- Principals will consider requests for exemption received from parents/carers on a case-by-case basis. When considering an exemption request, principals may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.
- Exemptions granted under this policy may be temporary for a fixed period, or ongoing in consideration of a student's individual circumstances, including where:
  the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure).
- The mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties.
  - The mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications.
  - The mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect.
  - The student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who

contribute financially to their household, independent students, and students who are primary carers for a child or family member, or
    - Students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.
- Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, will be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff.
- In making a decision not to approve an exemption, the Principal will undertake an assessment of the human rights that may be impacted by the decision and consider whether the limit placed on those human rights is reasonable and justified. The assessment will be documented appropriately.
- Where an exemption is not approved and the student or their parent/carer expresses dissatisfaction with the decision, information about how to make a customer complaint and how a complaint will be managed will be made available in accordance with the Customer complaints management procedure.

General exemptions

It is acknowledged that the use of mobile phones and wearable devices can support the College's teaching and learning programs by providing valuable learning experiences for students, as well as supporting day-to-day school operations. At Mango Hill State Secondary College:

- There is **no general exemption** for the use of mobile phones or wearable technology in the playground. Students who have a Principal exemption to use and/or wear such devices consistent with their specific need will have this recorded as part of their support provisions. The Principal may designate a place or places in the school where responsible use is permitted for activities such as quiet reading or quiet listening.
- The Principal may determine to allow students access and use of mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the School excursions procedure).

Students are NOT permitted to, and there will be NO exemption granted to allow students to:

- Connect their mobile phone to the school's network at any time, that avoids safe and filtered access to the internet (in accordance with the Use of ICT systems procedure), and
- Use their device to "hot spot" their school provided or BYO device, ensuring students only use their mobile phone or wearable device for the intended, and agreed purpose.

Supporting responsible use of mobile phones and other devices

The Mango Hill State Secondary College *Student Code of Conduct* details staff responsibilities to support students to understand and meet behavioural expectations of the College, and guidance on the application, where required, of disciplinary consequences.

Students seen using their phone or wearable device during the school day will be issued with the following consequences:

First offence:

- Students will be provided with a verbal reminder about expected behaviour.
- Students will be asked to hand in their mobile phone or wearable device at the office. The phone or wearable device will be held securely in the office to be collected at the end of the school day.
- A formal warning will be issued to the student for a first non-compliance with policy, and parents/carers will be contacted.

Second and ongoing offence/s:

- If the phone or wearable device is used following a formal warning, the student will be asked to hand in their mobile phone or wearable device at the office. The phone or wearable device will be held securely in the office to be collected at the end of the school day.

- Ongoing, persistent and/or deliberate non-compliant behaviour may result in a Student Disciplinary Absence (SDA) in line with the college *Student Code of Conduct*.
- Mobile phones and wearable devices that have been temporarily removed from the student will be stored and retained in accordance with the department's *Temporary removal of student property by school staff procedure*.
- The College has taken a whole-school approach that promotes the safe, respectful and positive use of mobile phones and other technology through delivery of the Australian Curriculum and specific programs focused on digital literacy.
- When managing inappropriate online behaviours or reputation management incidents, the primary concern is the safety and wellbeing of the students and/or staff members involved.

Parent/carer communication with your student whilst at school

- Parents/carers will be able to contact their child during school hours using the College's existing communication channels.
- Likewise, College staff will contact you directly wherever needed.
- Students are to report to a College staff member if they become unwell or experience an issue at school. Staff can then provide appropriate support, including contact with parents/carers and follow formal processes for early collection from school where necessary.

Preventing and responding to bullying

Mango Hill State Secondary College uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the College.

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 College community. Parents/carers 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.

The core elements of the Australian Student Wellbeing Framework are:

- **Leadership -** Principals and College leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
- **Inclusion -** All members of the College community actively participate in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- **Student voice -** Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- **Partnerships -** Families and communities collaborate as partners with the college to support student learning, safety and wellbeing.
- **Support -** College staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Student wellbeing is a focus of our CARE and LYF (Live Your Future) program. Learning activities related to the promotion and developing of positive student wellbeing are delivered in age appropriate contexts, with year levels, class groups, small focus groups and individuals as required.

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.

Note: conflicts are still considered serious and need to be addressed and resolved.

At Mango Hill State Secondary College our staff work to quickly respond to any matters raised of this nature in collaboration with students and parents/carers. The following flowchart explains the actions Mango Hill State Secondary College staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the College setting.

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/carers to report bullying:

- HOY for the year level
- HOD for schooling phase
- Deputy Principal for year level

MHSSC – Bullying response flowchart

From Initial Report to Review should be no more than five school days

Listen

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

Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool (as a contact), attach any notes, and refer as appropriate
- Notify parent/s/carers/s that the issue of concern is being investigated

Collect

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

Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent/carer with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself
- Refer as appropriate

Implement

- Document the plan of action in OneSchool (as a contact) and attach any notes
- Complete all actions agreed with student and parent/carer within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed and refer as appropriate

Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent/carer
- Record outcomes in OneSchool (as contact) and attached any notes

Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool (as a contact)
- Refer matter to support staff/HOY within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students who wish to make a report about cyberbullying should approach a staff member or make a report via the Administration Building. Parents/carers wishing to make a report should contact the relevant year level HOY for their child.

It is important for students, parents/carers 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/carers 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 Mango Hill State Secondary College may face in-school disciplinary action, such as detention or removal of privileges, or more serious consequences such as suspension or exclusion from the College, for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the College. 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, students from other school sites, or staff.

Parents/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers 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 College process for managing or responding to cyberbullying should be directed to the Principal or Deputy Principal.

Student Intervention and Support Services

Mango Hill State Secondary College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

All staff at Mango Hill State Secondary College 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 withdrawal from

classes, breaks, social events or celebrations or more severe punishments such as suspension or exclusion from 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 eSafety Commissioner 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. Other resources to support parents/carers including Online Awareness: Information for parents and caregivers.

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

For more details cybersafety sessions held at the College, or for support concerning online behaviour concerns, please reach out to the Head of Year.

Appropriate use of social media – a guide for parents and carers

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 College 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/carers can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system. The Social Media and the School Community guide provides information for parents/carers about how to use social media in relation to comments or posts about the college community.

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/carers 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/carer 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/carers 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?

Parent/carer and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at the College, the best approach is to speak directly to the College about the matter, rather than discussing it in a public forum such as a social media platform.

While many schools use social media to update parents/carers of school notices, the department prefers that parents/carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

If you have raised an issue with the College 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 college, hinders a child's learning and/or affects the College community at large, contact the College 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). College 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/carers are not. If you are tagging or naming students, consider that other parents/carers 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 college Principal, or police, as needed for escalation of serious concerns
- Block the offending user
- Report the content to the social media provider.

Cyberbullying and Reputation Management Chart for College 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.

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

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

YES OR **NO**

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

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

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

YES

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

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

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

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

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

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

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

OR

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

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Restrictive Practices

College staff at Mango Hill State Secondary College 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 may need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional response 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 available to departmental staff, 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. The use of planned strategies is a highly individualised activity, and will be supported by an Individual Student Safety Plan.

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

Related Procedures and Guidelines

Related procedures and guidelines inform decisions and actions around matters associated with College operations, including student wellbeing, behaviour and learning. These policies are referenced in College operations and the Student Code of Conduct as appropriate. These include:

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

Resources

A range of resources exist to support staff, students and parents and carers regarding student behaviour and wellbeing. These include:

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

Conclusion

Mango Hill State Secondary College staff are committed to ensuring every student is supported to feel safe, welcomed and valued in our College. There may, however, be occasions where parents/carers need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a College staff member or a College operation - are dealt with in a fair and equitable manner.

When making a complaint, parents/carers have a responsibility to:

- Provide complete and factual information in a timely manner
- Deliver your complaint in a nonthreatening manner
- Not make frivolous or vexatious complaints or include deliberately false or misleading information.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. If your complaint relates to suspected official misconduct or criminal activity, then you should direct your complaint directly to the Crime and Corruption Commission or the Queensland Police Service.

The following four-step procedure assists parents/carers and college staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the staff member
    - The best place to raise any concerns is at the point where the problem or issue arises. If your complaint is with your child's teacher or an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the College administration to resolve the problem at this level.
    - The teacher will make a record of the complaint and report your meeting and any outcomes to the college Principal. Where the teacher has been approached but the issue remains unresolved, make an appointment with the Principal or Deputy Principal to discuss the issue further.
2. **Early resolution**: discuss your complaint with the Principal or Deputy Principal.
    - If your complaint is related to the College more generally, you should raise your complaint directly with the Principal. The Principal will make a record of your complaint and work with you to resolve the issue.
    - Complaints to the Principal may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.
3. **Internal review:** contact the local Regional Office
    - If you have discussed the issue with the Principal and still feel that your complaint has not been addressed, you have the right to contact the local Regional Office to conduct a review.
    - Complaints may be lodged by telephone or in writing.
    - Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. When you contact the regional office you will be advised that your name and the nature of your issue will be reported back to the Principal. Staff at the Regional Office will attempt to resolve the issue.

4. **External review**: contact a review authority. If you feel that your issue has not been resolved through these formal processes, the Queensland Ombudsman provides an avenue for an independent, external review of the department's decision.
    - The Ombudsman may be contacted at:
      Office of the Ombudsman
      GPO Box 3314
      Brisbane QLD 4001
      Phone (07) 3005 7000