



Mount Gravatt State High School

Student Code of Conduct 2020-2024

Every student succeeding

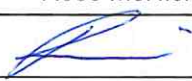
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024


Contact Information

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Endorsement

Principal Name:	Ross McNichol
Principal Signature:	
Date:	16/01/2024

P/C President and-or School Council Chair Name:	Marni Spicer
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P/C President and-or School Council Chair Signature:	
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Date:	23.01.24
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Contents

Purpose	4
Principal's Foreword	4
P&C Statement of Support	7
School Captains' Statement	7
Consultation	8
Data Overview	9
School Opinion Survey	9
School Disciplinary Absences (SDA)	12
Learning and Behaviour Statement	13
Student Engagement and Management Plan - Multi-Tiered Systems of Support	13
Consideration of Individual Circumstances	17
Student Wellbeing	17
Student Learning and Wellbeing Team	19
Whole School Approach to Discipline	20
Legislative Delegations	23
Legislation	23
Delegations	23
Disciplinary Consequences	24
School Policies	27
Temporary removal of student property	27
Use of mobile phones and other devices by students	29
Preventing and responding to bullying	30
Appropriate use of social media	35
Restrictive Practices	37
Critical Incidents	38
Related Procedures and Guidelines	39
Resources	39
Conclusion	40

Purpose

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

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

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

Principal's Foreword

Our Mission

At Mount Gravatt High School, we believe that every student's success, is best achieved in an environment that supports student and teacher wellbeing and builds resilience. This provides an opportunity for Mt Gravatt High students to develop a growth mindset, be active citizens in their learning environments and develop mutual respect and connectedness to each other, the staff, the school and the wider community.

We acknowledge the diverse nature of our students and in doing so are committed to providing a safe, respectful, disciplined learning environment for all students and staff, where students feel socially and emotionally secure and have opportunities to engage and connect to quality learning experiences.

We continually reflect on how our school performs and seek to take learning and achievement of every child from "good" to "better" to assist every student to reach their learning goals and post school success regardless of their chosen pathway.

Our Student Values

Value	Characteristics	Belief Statements
Growth Mindset	<ul style="list-style-type: none">ResilienceRisk-takerSelf-reflective	<ul style="list-style-type: none">I believe that my social and emotional well-being is critical to positive academic and behavioural outcomes, and helps me to willingly approach new situations, people or experiences with confidenceWhen I am challenged and engaged, I believe that I will learn from my mistakes and growI believe that I need to set goals and reflect on my progress to learn and grow, and therefore be able to celebrate my successes.
Inclusive	<ul style="list-style-type: none">EmpathyRespect and ConnectednessSafetyPeer Champions -	<ul style="list-style-type: none">I believe it is important to treat others with care and compassion, and to try to understand other people's views, and that this helps me to become a responsible and helpful member of the schoolI believe it is important to conduct myself in a respectful manner at all times, treating others in a considerate, fair and courteous manner while being honest, reliable and trustworthy. I should respect myself, others and the school

	encourage others	<ul style="list-style-type: none"> I believe that it is important to always conduct myself in a safe manner and that this enhances my social, academic, physical and emotional development
Active citizenship	<ul style="list-style-type: none"> Proactive learning Critical and creative thinkers Global perspective and sustainability 	<ul style="list-style-type: none"> I believe that being proactive in my learning by being motivated to learn, taking responsibility, showing initiative and managing my time appropriately, will allow myself to take control of my learning and develop life-long learning habits I believe critical and creative thinking will help me to become an active citizen who can inspire and innovate I believe that if I have the skills to inspire and innovate, I can shape and define the future and value my role in a diverse society

Our Staff Values

Value	Characteristics	Belief Statements
Safe and supportive environments	<ul style="list-style-type: none"> diversity environments that encourage progress constructive feedback clear and explicit expectations community student voice 	<ul style="list-style-type: none"> We believe that actively valuing diversity and striving for an environment that encourages progress creates a community in which we all thrive. We believe that upholding high expectations is supported by giving and receiving respectful feedback.
Intentional collaboration and positive relationships	<ul style="list-style-type: none"> connectivity inclusion engagement 	<ul style="list-style-type: none"> We believe individual life experience creates opportunities for collaborative engagement. We believe that prioritising positive connections impacts an inclusive and productive environment.
Personal and professional growth	<ul style="list-style-type: none"> self-reflection growth mindset life-long learning innovation accountability 	<ul style="list-style-type: none"> We believe that self-reflection and life-long learning leads to personal and professional growth. We believe that having a growth mindset leads to being accountable, innovative educators.

Our Four Pillars

We strive to foster core values and beliefs through our Four Pillars of Learning; Academic Performance, Cultural, Sport and Community to create a sense of belonging and enable every student to develop and strive and be recognised for their individual strengths.

Academic:

Working collaboratively to ensure every student achieves academically, socially, and emotionally to become lifelong learners, responsible citizens, and champions of their own success.

Cultural:

Providing a vast subdivision of cultural and creative arts encompassing Visual Arts, Drama, Music and Dance, where students can express their creativity and imagination.

Sport:

Modelling dedication and motivation to assist and inspire students in the pursuit of sporting excellence.

Community:

Fostering a community-learning environment dedicated to building respectful and responsible citizens.

Instrument of Authorisation

Department of Education

Mount Gravatt State High School

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Ross McNichol, Principal of Mount Gravatt SHS, authorise the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;

when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Ross McNichol

January 16, 2024



Mount Gravatt State High School

QUEENSLAND DEPARTMENT OF EDUCATION

P&C Statement

As president of the Mount Gravatt State High School P&C Committee, I am proud to support the new Student Code of Conduct.

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

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

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

P&C President:



Date:

24.01.24

School Captains' Statement

On behalf of the student body at Mount Gravatt State High School, we endorse the Student Code of Conduct for 2022. Throughout the year, we will continue to work with the school administration team and the Mount Gravatt State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are invited to approach any of us directly or to any of the Senior, Middle or Junior leaders.

School Captain: 松井成乃

Date: 24/01/2024.

School Captain:



Date: 31/01/2024

Consultation

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

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

In the second phase, we created a working party to review the previous school behaviour plan and discuss the strengths and areas to improve. We also examined best practice in other schools and discussed ideas with staff.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to the working party. The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in December 2020 for endorsement. The P&C Association unanimously endorsed the Mount Gravatt State High School Student Code of Conduct for implementation in 2021.

In 2021 the community consultation supported the following amendments:

Incorporation of the MGH Mission Statement and new Student and Staff Values and Beliefs

Addition of Student Responsibilities on page 23

Updated School Opinion Survey for 2021

Review Statement

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

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

School Opinion Survey

Parent Opinion Survey

Performance measure				
Percentage of parents who agree# that:	2017 (%)	2018 (%)	2019 (%)	2021 (%)
This is a good school.	97.7	94.9	94.5	96.1
My child likes being at this school.	94.3	95.5	91.9	91.7
My child feels safe at this school.	95.4	97.4	94.6	95.8
My child's learning needs are being met at this school.	94.8	90.9	86.6	86.2
My child is making good progress at this school.	96.0	92.3	93.2	92.1
Teachers at this school expect my child to do his or her best.	96.0	98.7	95.3	96.8
Teachers at this school treat students fairly.	89.7	88.7	84.5	90.2

Student behaviour is well managed at this school.	96.5	91.0	91.7	92.4
My child is getting a good education at this school.	96.0	94.8	93.8	
I understand how my child is assessed at this school.	96.0	96.1	91.8	89.3
Teachers at this school are interested in my child's wellbeing.	92.9	93.5	89.5	94.5
This school keeps me well informed.	93.1	91.6	87.7	91.8
This school provides me with useful feedback about my child's progress.	92.5	90.2	84.8	90.3
This school is well organised.	97.0	93.2	89.3	91.8
This school has a strong sense of community.	93.4	93.2	89.3	92.5

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. 2020 – COVID SOS

Student Opinion Survey

Performance measure				
Percentage of parents who agree# that:	2017 (%)	2018 (%)	2019 (%)	2021 (%)
I like being at my school.	85.6	85.7	87.3	65.7
I feel safe at my school.	93.3	96.2	95.7	83.4
My teachers motivate me to learn.	83.2	88.5	83.8	74.1
My teachers expect me to do my best.	98.3	98.1	99.1	91.6
My teachers provide me with useful feedback about my school work.	86.6	86.7	84.5	77.6
My school takes students' opinions seriously.	75.7	67.6	75.2	42.1
Student behaviour is well managed at my school.	82.9	76.2	79.3	69.2
My school looks for ways to improve.	93.2	93.3	88.7	70.9
My school gives me opportunities to do interesting things.	95.8	88.5	90.6	81.1
I am getting a good education at my school.	90.8	93.3	92.3	71.4
I understand how I am assessed at my school.	89.9	91.4	87.8	71.4
I use computers and other technologies at my school for learning.	95.8	94.2	97.4	88.0
I enjoy using computers and other technologies at my school for learning.	94.1	89.4	91.4	
I feel accepted by other students at my school.	78.4	82.9	78.4	70.6
My schoolwork challenges me to think.	95.7	89.5	87.9	84.5

My teachers challenge me to think.	94.9	93.2	89.7	
My teachers encourage me to do my best.	94.9	91.3	92.3	91.6
My teachers clearly explain what is required in my school work.	77.8	89.5	81.2	
My teachers help me with my school work when I need it.	91.4	88.5	93.0	89.3
My teachers use a variety of resources to help me learn.	84.5	87.6	88.8	
My teachers care about me.	80.5	83.7	88.6	
My school encourages me to participate in school activities.	93.2	94.3	93.1	
My school encourages me to be a good community member.	94.0	91.4	92.2	
This is a good school.	92.9	85.6	91.3	74.3

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. 2020 – COVID SOS

Staff Opinion Survey

Performance measure				
Percentage of parents who agree# that:	2017 (%)	2018 (%)	2019 (%)	2021 (%)
I enjoy working at this school.	97.6	98.3	91.4	78.6
I feel this school is a safe place in which to work.	100.0	96.5	95.1	73.1
Students are encouraged to do their best at this school.	98.8	98.2	98.8	
Students are treated fairly at this school.	98.7	96.5	96.3	85.0
Student behaviour is well managed at this school.	97.5	96.5	85.4	67.3
This school looks for ways to improve.	92.7	93.1	87.8	80.6
This school is well maintained.	95.1	84.5	85.2	91.3
This school gives me opportunities to do interesting things.	93.8	86.2	80.2	70.3
Students with a disability are well supported at my school.	97.3	92.6	78.6	85.3
My school has an inclusive culture where diversity is valued and respected.	97.5	96.5	90.0	74.7
People are treated fairly and consistently at my school.	88.9	82.1	73.2	42.2
My school is well managed.	93.8	87.7	84.1	91.3
My school encourages me to take responsibility for my work.	97.5	91.2	92.7	

My school encourages me to undertake leadership roles.	87.0	83.3	72.5	
My school encourages coaching and mentoring activities.	96.2	91.1	80.0	
Staff at my school are actively involved in Developing Performance discussions.	91.1	96.2	81.5	
I can access necessary information and communication technologies to do my job at my school.	96.3	94.7	92.5	
Information and communication equipment are well maintained at my school.	95.0	96.5	90.2	92.2
My school provides useful information online.	96.2	89.1	92.0	
My school keeps me well informed about things that are important to my work.	91.3	86.0	86.4	

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. 2020 – COVID SOS

School Disciplinary Absences (SDA)

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

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

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

MOUNT GRAVATT STATE HIGH SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	36	89	94
Long Suspensions – 11 to 20 days	0	8	4
Charge related Suspensions	0	0	0
Exclusions	5	5	3

Learning and Behaviour Statement

All areas of Mount Gravatt State High School are positive and supportive learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our Student Code of Conduct, shared expectations for student behaviour are clearly articulated, assisting Mount Gravatt State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Role Descriptions (Department of Education)

Teacher

- Support students through interaction with them in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices

<https://qed.qld.gov.au/workingwithus/Documents/teacher-generic.docx>

Head of Department

- Embed socially just practices in daily school life
- Set high standards for student and staff performance
- Form partnerships with students, parents, other government agencies, and community groups

<https://qed.qld.gov.au/workingwithus/Documents/hod-secondary.docx>

Deputy Principal/Principal

- Lead the school community to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students
- Embed socially just practices in daily school life
- Set high standards for student and staff performance
- Form partnerships with parents, other government agencies, community groups, industry and business

<https://qed.qld.gov.au/workingwithus/Documents/deputy-principal.docx>

- *Ensuring the good order and management of the school*

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

Student Engagement and Management Plan - Multi-Tiered Systems of Support (MTSS)

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

Positive Behaviour Goals	Teachable examples (not limited to)
Our school community has identified the following expectations to teach, re-teach and	<ul style="list-style-type: none">• Respect for yourself• Respect for other people

<p>promote our high standards of responsible behaviour.</p> <p>When staff identify these behaviours in students, there is an opportunity to recognise, communicate and promote these occurrences to the whole school through our Notables, Seekers and Worthies.</p>		<ul style="list-style-type: none"> • Respect for the school • Classroom Entry/Exit Routines • Dress Code Expectations • Playground Expectations • Use of mobile phones and other portable devices 	
	Behaviour	Examples of behaviours (not limited to)	Strategies/Consequences
<p>Teacher & Support Staff</p> <p>Tier 1 Differentiated</p> <p><i>MGH teachers set students up for success and repeatedly model and articulate expectations</i></p>	<p>-Low-level behaviours</p> <p>-Minor breaches of MGH Student Code of Conduct</p> <p>-Low-level non-compliance with routine (faculty specific compliance), refusal to follow instruction and disruption to teaching and learning</p>	<p>-Late to class</p> <p>-Disrupting learning</p> <p>-Failing to follow teacher instruction</p> <p>-IT/Device misconduct</p> <p>-Failure to submit/complete assessment</p> <p>-Truancy</p>	<p>Classroom</p> <p>Step 1</p> <p>-FYI: OneSchool entries with referral to Curriculum HoD/Case Manager</p> <p>-Class expectations</p> <p>-Parallel acknowledgment</p> <p>-Waiting and scanning</p> <p>-Selective attending</p> <p>-Redirecting to learning</p> <p>-Descriptive encouraging</p> <p>-Seating plan/isolation</p> <p>-Detention (morning tea, lunch)</p> <p>-Issue C6 Detention (uniform breach)</p> <p>Step 2</p> <p>-Action: OneSchool entries with referral to Curriculum HoD</p> <p>-Parent/Carer contact</p> <p>-Parent/Carer interview</p> <p>-Temporary removal of student property</p> <p>Step 3</p> <p>-Action: OneSchool entries with referral to Curriculum HoD/Case Manager</p> <p>-Restorative practice</p> <p>-Verbal/written apology</p> <p>-Alternate learning activity</p> <p>Playground</p> <p>Step 1</p> <p>-Visible Expectations</p> <p>-Redirect to appropriate behaviour</p> <p>-Take up time</p> <p>-Waiting and scanning</p> <p>-Modelling expected behaviour</p>

			-Detention during PGD (morning tea, lunch) Step 2 -OneSchool entries with referral to Sub School HoD
	Behaviour	Examples of behaviours (not limited to)	Strategies/Consequences
Curriculum HoD Tier 2 Focussed <i>MGH HoDs support students for success and support teachers to set students up for success</i>	-Persistent low-level behaviours -Persistent minor breaches of MGH Student Code of Conduct -Persistent Low-level non-compliance (faculty specific compliance), refusal to follow instruction and disruption to teaching and learning	Persistently (after step 3): -Late to class -Disrupting learning -Failing to follow teacher instruction and learning -IT/Device misconduct -Failure to submit/complete assessment -Truancy	Step 1 -HoD interview Step 2 -Parent/Carer contact -Parent/Carer interview -Faculty expectations -HoD Monitoring process -Re-entry to class -Detention (morning tea, lunch, after school) -Withdrawal from class under HoD supervision -Temporary removal of student property -Issue C6 Detention (uniform breach) -Temporary removal from IT network/privileges -Restorative practice -Verbal/written apology -Mediation -OneSchool Manage Incidents action -Referral to SSS Team Step 3 -OneSchool entries referral to Sub School HoD/Deputy Principal
	Behaviour	Examples of behaviours (not limited to)	Strategies/Consequences
Sub School HoD Tier 2 Focussed <i>MGH HoDs support students for success and</i>	-Persistent low-level behaviours across multiple curriculum areas -Persistent minor breaches of MGH Student Code of Conduct across	Across multiple curriculum areas (after step 3): -Persistently late to class -Persistently disrupting learning	Step 1 -HoD interview (with student/teacher/Curriculum HoD) Step 2 -Parent/Carer contact -Parent/Carer interview -Sub School expectations -HoD Monitoring process

<i>support teachers to set students up for success</i>	multiple curriculum areas -Persistent Low-level non-compliance, refusal to follow instruction and disruption to teaching and learning across multiple curriculum areas	-Persistently failing to follow teacher instruction and -Persistent IT/Device misconduct -Persistent failure to submit/complete assessment -Truancy	-Withdrawal from the playground -Detention (morning tea, lunch, after school) -Temporary removal of student property -Issue C6 Detention (uniform breach) -Restorative practice -Verbal/written apology -Mediation -OneSchool Manage Incidents action Referral of actions -Referral to SSS Team -Temporary removal from IT network/privileges -Discipline Improvement Plan -OneSchool entries referral to Deputy Principal
	Behaviour	Examples of behaviours (not limited to)	Strategies/Consequences
Deputy Principal/Principal Tier 3 Intensive <i>MGH ELT support students for success and support teachers and HoDs to set students up for success</i>	-Continued pattern of persistent low-level behaviours -Continued pattern of persistent or major breaches of MGH Student Code of Conduct -Significantly violates the rights of others -Puts others/self at risk of harm	-Physical contact/aggression -Direct profanity at staff -Possession of illegal/illicit products -Repeated truancy -Conduct theft/vandalism -Wilfully damage property -Violence/fighting -Use offensive language/bully/harass	-Parent/Carer contact -Parent/Carer interview -Detention (morning tea, lunch, after school) -Temporary removal of student property -Temporary removal from IT network/privileges -Verbal/written apology -Restorative practice -Mediation -Behaviour Monitoring process -Discipline Improvement Plan -Individual Behaviour Support Plan -In-school suspension -Suspension -Referral to external support agencies -Recommend alternate education program -Warning Cancellation of Enrolment -Recommendation to Exclude -Cancellation of Enrolment -Exclusion

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

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

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

Curriculum and pedagogy

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

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

Policy and expectations

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

Drug education and intervention

Mount Gravatt State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

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

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

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

Mental health

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

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Learning and Wellbeing Team

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

Students can approach any trusted school staff member at Mount Gravatt State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Learning and Wellbeing team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the guidance officers on the school phone number.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> provides support services to Aboriginal and/or Torres Strait Islander students and communities.
Dean of Students	<ul style="list-style-type: none"> year level Dean of Students promote an inclusive, positive school culture monitors attendance and academic data to identify areas of additional need.
Guidance Officers	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Junior Secondary	<ul style="list-style-type: none"> coordinates transition to secondary for students moving from Year 6 to Year 7 promotes an inclusive, positive school culture monitors student attendance data, arranges intervention for students in Years 7 and 8.
Head of Middle School: Transition	<ul style="list-style-type: none"> coordinates transition from the Junior school to the Senior school with the 9s going into Year 10. promotes an inclusive, positive school culture monitors student attendance data, arranges intervention for students in Years 9 and 10.
Head of Senior School	<ul style="list-style-type: none"> coordinates transition for students moving from Year 12 to further education or employment. promotes an inclusive, positive school culture monitors student attendance data, arranges intervention for students in Years 11 and 12.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems

	<ul style="list-style-type: none"> ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
Unique Learning Needs Coordinator	<ul style="list-style-type: none"> • assists in identifying students with unique learning needs that need additional differentiation to succeed or to be extended.
Youth Support Coordinator	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.

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

Whole School Approach to Discipline

All members of the school community should behave in ways which enhance the good name of the school.

What we value at our school	What that means for student behaviour
1. In class, on task, on time	This is your top priority when you come to school each day.
2. Be prepared	Always have a charged laptop, an open mind ready to learn and all necessary resources.
3. Respect others	Be sure that your actions don't take your teacher's time away from their top priority which is helping everyone in the class to learn.
4. Think before you speak	Ask yourself..... <i>Is it true?</i> <i>Is it kind?</i> <i>Is it necessary?</i>
5. Hands off	This refers to other people and their property.
6. I'm different, you're different, we are all valued the same.	Students here bring with them a range of backgrounds, religions and ability levels. We are proud of our Social Justice policies.
7. Be your own person	It isn't always easy to say NO to your friends. Try to show the courage to do what you know is right.
8. Be a good sport	Play by the rules in all areas of life.

9. Be proud of your school	Take care of the school environment. Be aware that, while you're in our uniform, your actions reflect on everyone.
10. Be proud of yourself	Remember, everyone is good at something. No-one is good at everything. You can make a difference.

Parents/guardians play a crucial role in their child's education. A positive and productive relationship between parents/guardians and the school assist students to have clear expectations and assist with clear communication.

What we expect to see from you	What you can expect from us
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Responsibilities

The responsibilities for students to implement Mount Gravatt State High Schools Student Values and Beliefs relies with each student.

It is **unacceptable** for students at Mount Gravatt State High School to:

The following table outline examples of minor and major behaviour incidents*

RESPECT FOR YOURSELF, OTHERS AND THE SCHOOL		
RESPECT FOR YOURSELF, OTHERS AND THE SCHOOL	Student Values	Incidents
	Growth mindset	<ul style="list-style-type: none"> Involved in or initiate minor physical contact (e.g. pushing and shoving). Possess, consume or sell cigarettes, e-cigarettes or vapes. Throw objects Possess of weapons Serious physical aggression Fight Repeated truant Possess, consume or sell drugs, drug paraphernalia and alcohol Bring weapons including knives and any other items which could be considered a weapon to school Low intensity failure to respond to adult request Demonstrate non-compliance Be repeatedly unco-operative Dishonest
	Active Citizenship	<ul style="list-style-type: none"> Leave class without permission (out of sight) Leave school without permission Use inappropriate language (written/verbal) Be disrespectful in their tone Conduct theft Disrupt class Be defiant Bully Use offensive language Use aggressive language
	Inclusive	<ul style="list-style-type: none"> Verbally abuse/directed profanity at staff, students or members of the community Wilfully damage property Conduct vandalism
RESPECT FOR YOURSELF, OTHERS AND THE SCHOOL		

- Please note that this is not an exhaustive list. All behaviours that contravene MGH Student and Staff, Values and Beliefs will be viewed as unacceptable.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The 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. A small portion of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")

- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Counselling and guidance support
- Dean support
- Teacher coaching and debriefing
- Support from the Curriculum Head of Department for assistance with student support
- Stakeholder phone call with parents

Intensive

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

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

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Mount Gravatt State High School:

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

Parents of students at Mount Gravatt State High School

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

Students of Mount Gravatt State High School

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Mount Gravatt State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Department of Education Away for the Day

The Department of Education 'Away for the day' policy will support our school to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased physical activity at break times
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use

Guidelines for acceptable use

- Teacher's will provide passes to students for curriculum activities, that will include permission, date, contact, activity etc.
- Tuckshop line
- Before walking through the gate in the morning, prior to 8:30am, phones and smart watches must be on airplane mode or turned off, and phone away in bags (not pockets) until 2:40pm

Exemption request

Exemption request form can be found on MGH website.

Details of non-compliance

Breach	Offence	Consequence
First breach	Mobile phone seen or smart watch notifications observed between entering the school grounds at the beginning of the school day or 8.30am and 2.40pm	Student directed to hand phone or smart watch into student services and return with the slip. Student services will email home with first breach notification and record on IDAttend. Student can collect device at 2.40pm. Teacher will complete OneSchool behaviour incident under the Technology Violation category. If student does not return with slip refer Sub-school Deputy Principal.
Second breach	Mobile phone seen or smart watch notifications observed between entering the school grounds at the beginning of the school day or 8.30am and 2.40pm	Student directed to hand phone or smart watch into student services and return with the slip. Student services will email home with second breach notification and record on IDAttend. Parents/carer can collect device at 2.40pm. Teacher will complete OneSchool behaviour incident under the Technology Violation category. If student does not return with slip refer Sub-school Deputy Principal.

Third breach	Mobile phone seen or smart watch notifications observed between entering the school grounds at the beginning of the school day or 8.30am and 2.40pm	Student directed to hand phone or smart watch into student services and return with the slip. Student services will email home with third breach notification, record on IDAttend and notify Deputy Principal. Parents/carer can collect device at 2.40pm. Student will complete after school detention supervised by Deputy Principal. Teacher will complete OneSchool behaviour incident under the Technology Violation category. If student does not return with slip refer Sub-school Deputy Principal.
Fourth breach	Mobile phone seen or smart watch notifications observed between entering the school grounds at the beginning of the school day or 8.30am and 2.40pm	Student directed to hand phone or smart watch into student services and return with the slip. Student services will email home with fourth breach notification, record on IDAttend and notify Deputy Principal. Parents/carer can collect device at 2.40pm. Student will complete after school detention supervised by Deputy Principal. Student will be banned from bringing device to school for 5 school days or hand device into student services upon arrival at school. Teacher will complete OneSchool behaviour incident under the Technology Violation category. If student does not return with slip refer Sub-school Deputy Principal.
Fifth and subsequent breaches	Mobile phone seen or smart watch notifications observed between entering the school grounds at the beginning of the school day or 8.30am and 2.40pm	Student directed to hand phone or smart watch into student services and return with the slip. Student services will email home with fifth breach notification, record on IDAttend and notify Deputy Principal. Parents/carer can collect device at 2.40pm. Deputy Principal will recommend suspension to the Principal, grounds being persistent disobedience. Teacher will complete OneSchool behaviour incident under the Technology Violation category. If student does not return with slip refer Sub-school Deputy Principal.

Preventing and responding to bullying

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

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

Mount Gravatt State High School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

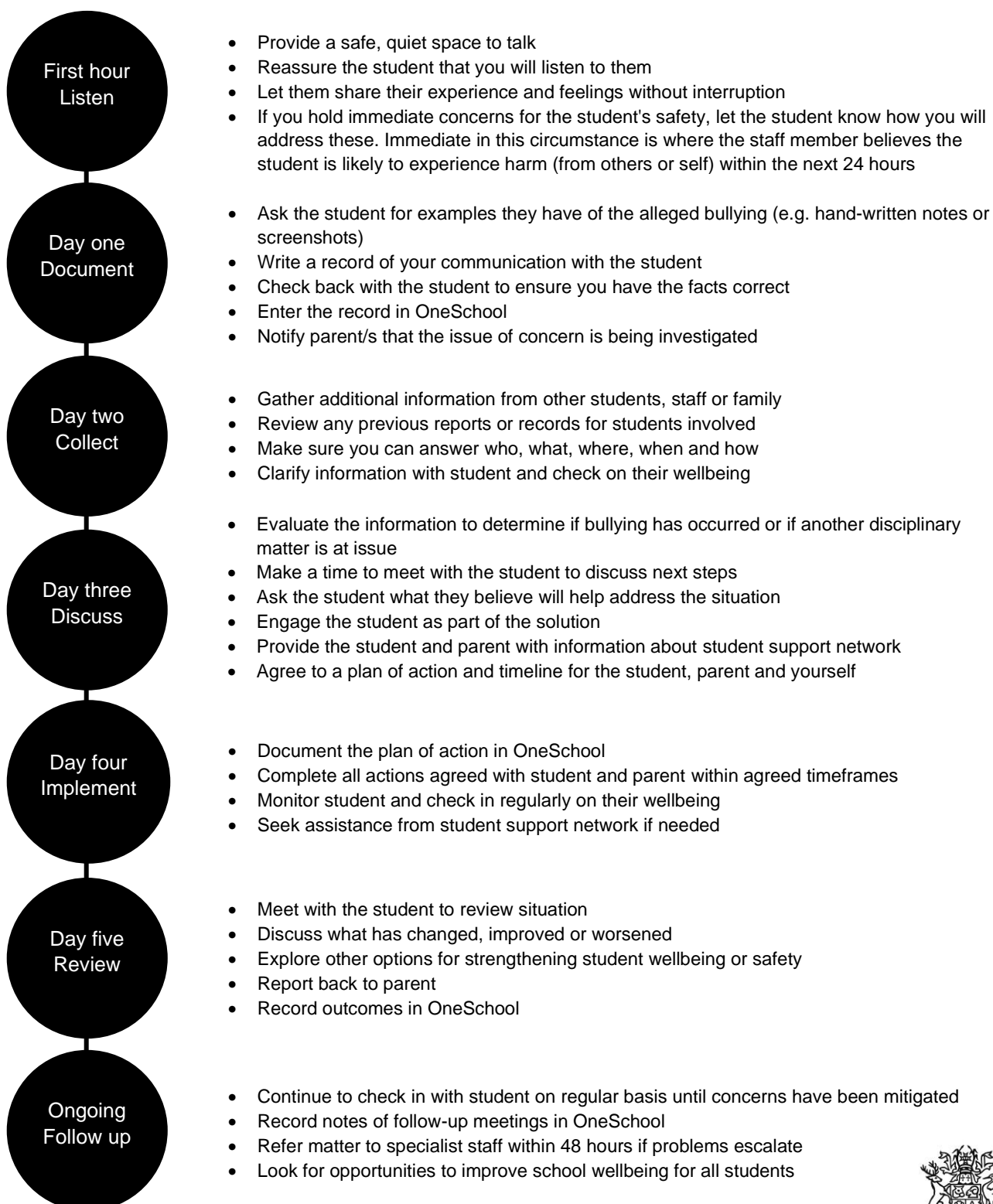
The following flowchart explains the actions Mount Gravatt State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the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

Mount Gravatt High School – Bullying response flowchart

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

Key contacts for students and parents to report bullying:

Classroom teacher, Year Level Dean, Deputy Principal



Cyberbully

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher, the Year Level Dean or the Deputy Principal.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Mount Gravatt High School – Cyberbullying flowchart for staff

How to manage online incidents that impact your school

Student protection

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

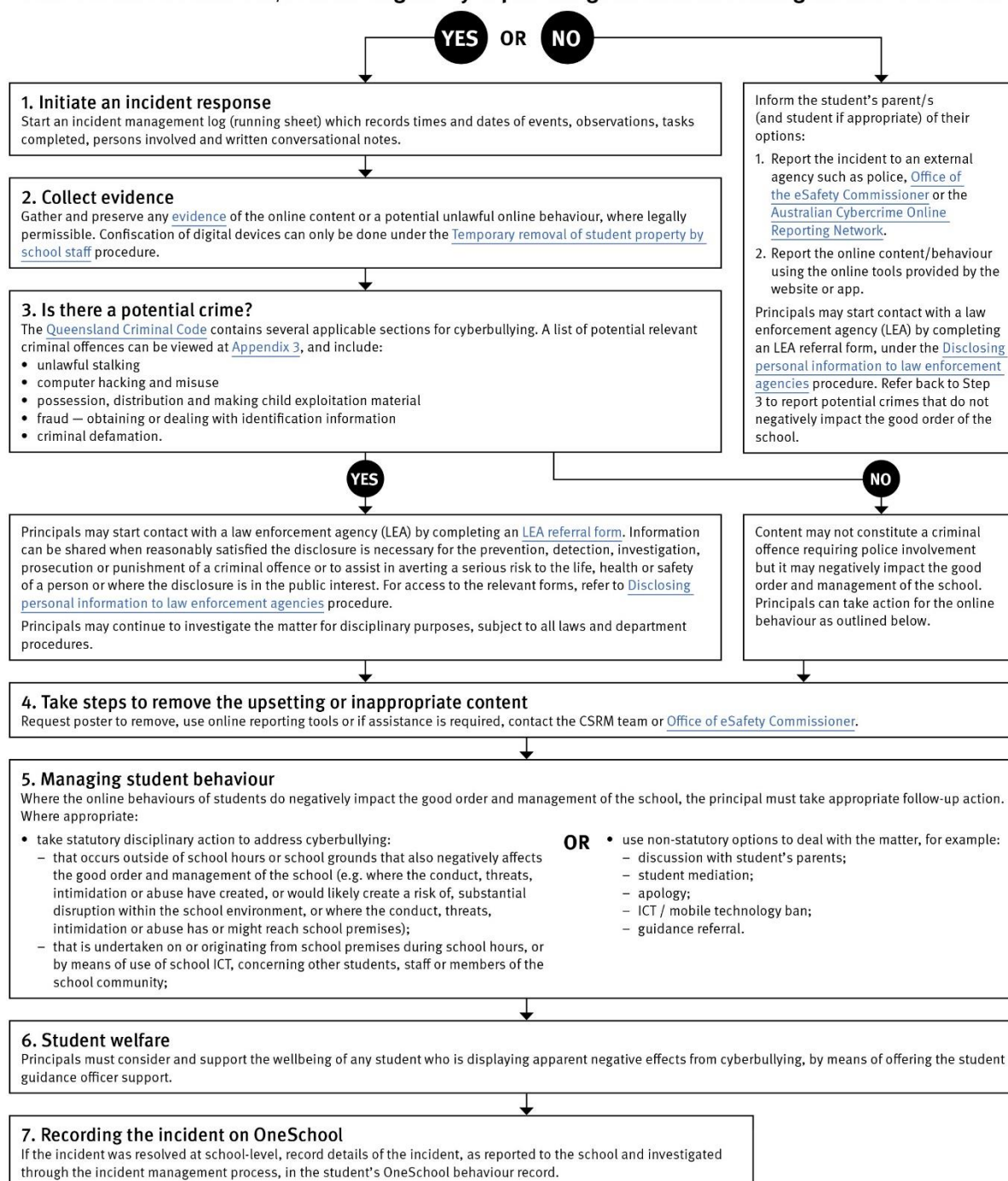
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.

- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Mount Gravatt State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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