

Murgon State High School

Student Code of Conduct

2025 - 2027



OUR
VISION

At Murgon State High School:
We **believe** that every child can succeed;
We **challenge** each other to be our best every day;
We **strive** for individualised pathways for every child.

Equity & Excellence: Realising the potential of every student

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

Queensland Department of Education

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Endorsement

Principal Name:	Craig Homer
Principal Signature:	
Date:	
LCEB Chair Name:	Leighton Costello & Patti Bond
LCEB Chair Signature:	
Date:	
School Supervisor Name:	Greg Brand
School Supervisor Signature:	
Date:	

Please note, Murgon State High School does not have a current/active P&C at the time this document was endorsed.

Contents

Purpose	4
Principals Forward	5
Whole School Approach to Discipline	6
PBL Expectations	7
MSHS Universal Expectations	7
Murgon Must Haves	8
Parents and Staff	9
Consideration of Individual Circumstances	10
Differentiated and Explicit Teaching	11
Focused Teaching	12
Intensive Teaching	13
Disciplinary Consequences	14
Differentiated	15
Intensive	17
School Disciplinary Absences	17-18
MSHS Re-entry Communication	19
MSHS Behavioural Supports	20
MSHS Behaviour Incident Categories & Definitions	21-23
Charge related suspensions	24-25
Ready to Learn Plan	26-27
MSHS BCS Form/Process	28-30
Consequences Guide Flowchart	31-36
School Policies	37
Temporary Removal of Student Property	37-39
MSHS Prohibited Items	39
Use of Mobile Phones and Other Devices by Students	40-42
MSHS Personal Electronic Device Policy	42
Preventing and Responding to Bullying	43-44
Bullying	45
MSHS Bullying Response Flowchart for Staff	45
Cyberbullying	46-48
MSHS Cyberbullying Response Flowchart for Staff	48
Cyberbullying and Reputation Management (CRM)	48
Student Intervention and Support Services	48
MSHS Anti-Bullying Agreement and Example	49
Appropriate use of social media	50
Restrictive Practices	52
Critical Incidents	53
Related Procedures and Guidelines	54
Resources	54
Conclusion	55-56

Purpose

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

The Murgon 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 behavior from everyone in the school community, ensuring learning and teaching in our school is prioritized, where all students are able to experience success and staff enjoy a safe workplace.

Our vision for our school and its community is:

- Our school is the safest place in our community – to teach and to learn.
- Our students deserve to receive quality teaching and learning in every class, every day from a committed and well-equipped teaching team.
- Our school believes, challenges and strives to be the best school we can be.

Principal's Forward

Murgon State High School has a long and proud tradition of providing high quality education to students from across the Murgon, Cherbourg and surrounding area. We believe strong, positive relationships between all members of our school are the foundation to supporting the success and accomplishment of all students.

Murgon State High School has three core values that make up our vision: Believe, Challenge, and Strive.

OUR
VISION

At Murgon State High School:
We **believe** that every child can succeed;
We **challenge** each other to be our best every day;
We **strive** for individualised pathways for every child.

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

Murgon State High School staff take an educative approach to discipline; that behaviour can be taught and that mistakes are opportunities for everyone to learn. It details the steps school staff take to educate students about our school policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion. This document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

We strive to ensure that every student has the opportunity to learn and every teacher the right to be able to teach in a safe and supportive teaching and learning environment. Murgon State High School staff take an educative approach to discipline; that behaviour can be taught and that mistakes are opportunities for everyone to learn.

Our Student Code of Conduct provides an overview of the school's local policies on such things as the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying.

It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected 5 the best we can be behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Thank you to the students, teachers, parents and other members of the community for their work in bringing this Student Code of Conduct together. Your interest and views shared throughout the process of developing this document has been invaluable. It provides a clear explanation of expectations for those that are part of our learning community.

Mr Craig Homer - Principal

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

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

Students

Below are examples of what these PBL expectations look like for students. In addition, each classroom has a set of expectations known as the Murgon Must Haves, used in all classrooms across our school. These documents help students and visitors understand the expectations and meet the standards we hold for everyone at Murgon State High School.



MURGON SHS UNIVERSAL EXPECTATIONS

	We BELIEVE that every child can succeed	We CHALLENGE each other to be our best every day	We STRIVE for individualised pathways for every child
PARTICIPATION	We can... ☒ Follow the Murgon Must-haves ☒ Stay In class for the whole lesson ☒ Stay on task	We can... ☒ Make healthy choices ☒ Help make our school a positive place ☒ Give everything a go	We can... ☒ Make the most of every lesson ☒ Seek help when needed ☒ Give our best effort
RESPECT AND RESPONSIBLE	We can... ☒ Let others learn ☒ Own our behaviour ☒ Be an active listener	We can... ☒ Use respectful language ☒ Be responsible for our own actions ☒ Lead by example and encourage others	We can... ☒ Respect and accept differences ☒ Take pride in our school ☒ Celebrate our diversity
SAFE	We can... ☒ Follow hands off expectations ☒ Use equipment and class property for intended purposes. ☒ Make safe choices	We can... ☒ Look for peaceful resolutions to conflict ☒ Keep phones away for the day ☒ Be in the right place at the right time	We can... ☒ Stand up and report bullying ☒ Treat others how we want to be treated ☒ Value each other's right to feel safe and supported

OUR CLASSROOM EXPECTATIONS

School Culture

In this class, I am:

- ✓ Participating in *all* class activities
- ✓ Responsible for my actions
- ✓ Respectful to my teacher and peers
- ✓ Safe in every learning environment

Systems & Routines



Entering the classroom:



Two straight lines by the second bell.



Bags left in bag zone, and collection of lesson resources.



Sit quietly at my allocated desk, as per the class seating plan.



Complete the **Do Now** quietly.



Address the Learning Intention / Success Criteria.

Exiting the classroom:



Drink or Toilet – **after** the first 15 minutes / **before** the last 15 minutes; must have a yellow passout.



Complete your exit ticket.



Return resources and ensure classroom is tidy.



Collect bag and stand behind desk before your teacher dismisses you.

Murgon Must-haves

We...

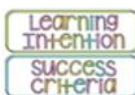
Teach Like A Champion (TLAC)

1. Threshold (#47)



2. Strong Start (#47)

3. Do Now (#20)



4. Post It (#18)

5. Exit Ticket (#26)



We use...

Positive Behaviour for Learning (PBL)

- Use the reinforcement system; ensuring 4 positives: 1 correction and immediate positive feedback
- Explicitly teach, reinforce & promote schoolwide, data-driven Fortnightly Focus
- Use Universal Expectations Matrix to guide expected behaviours
- Be guided by PBL Documentation and Flowcharts
- Behavioural errors are an opportunity to explicitly re-teach expected behaviours



Our Professional Expectations

At Murgon State High School:

- I am here for our students and will strive to improve their learning outcomes
- I teach like a champion
- I use positive behaviour for learning
- I act in a professional manner
- I believe in high expectations for all
- I am accountable for my actions and responsibilities
- I challenge negativity about our students, parents, community, staff and school
- I actively engage in our departmental and agreed school policies and procedures

Our Procedures

- Be punctual and be present
- Stay firm with my agreed year level seating plan
- Mark roll accurately within first 15 minutes
- All students in class for the first and last 20 minutes of the lesson
- Students learning within the classroom.
- Laptop Collection - actively supervise collection and return
- Passouts - students leaving the classroom must be issued a passout
- Follow the Behaviour Flowchart
- Adhere to the Personal Electronic Device Policy



Parents and Staff

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

Participate:

What we expect to see from you	What you can expect to see from us
You ensure your student/s attend every school 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 make an appointment to speak with the class teacher, a HOD, a member of Administration or the Principal to discuss any matters relating to your student.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You stay informed about school news and activities by reading the school newsletter, Murgon SHS Facebook page and other materials.	We will use all electronic formats to notify parents and the community about school news, events and excursions.

Respect & Responsible:

What we expect to see from you	What you can expect to see from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your student and family.
You share relevant information about your student's learning, social and behavioural needs with school staff.	We will share relevant information with you about your student's learning, social and behavioural progress at school.
You recognise people are different and will be non-judgmental, 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 student to meet the learning and behavioural expectations of the school	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your student's progress.

Safe:

What we expect to see from you	What you can expect to see from us
You approach a member of the Executive Leadership Team 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 take a positive, solution- focused approach to resolving complaints.	We will nominate a person for you to work with to resolve a school related complaint.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You 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.

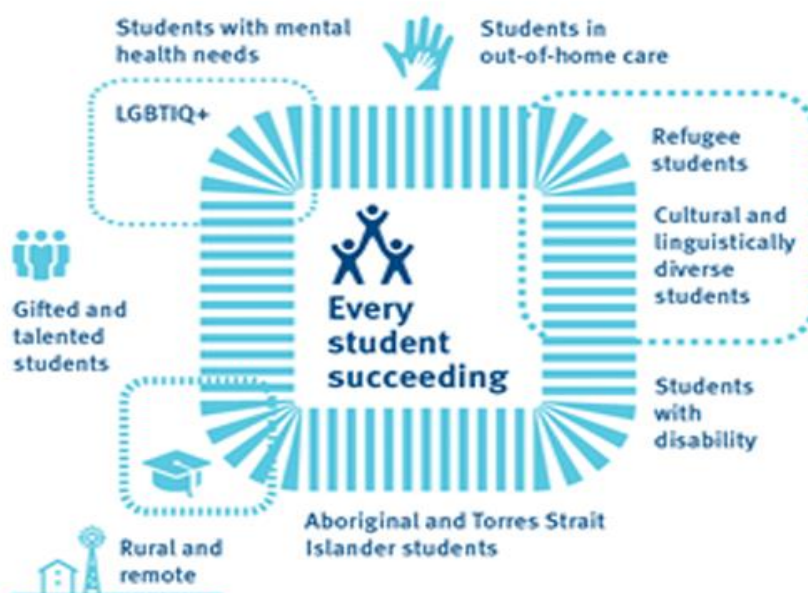
Consideration of Individual Circumstances

Staff at Murgon 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 equity, 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 consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that 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. Our inclusive model is adopted from the Department of Education's.

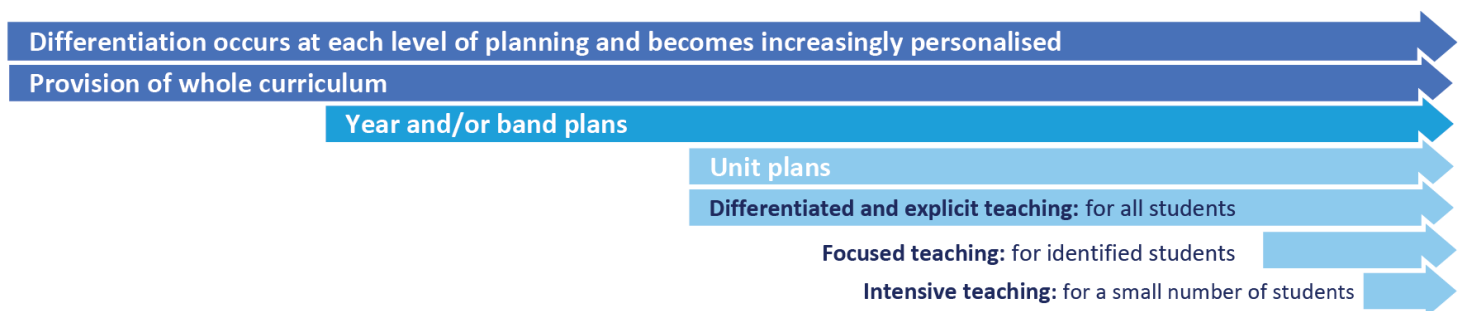


Differentiated and Explicit Teaching

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

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

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



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

Every classroom in our school uses the PBL Expectations Matrix and Murgon Must Haves, as illustrated on page 8-9, as a basis for developing their behaviour standards and expectations. Using these documents, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The documents are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Murgon State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focused teaching
- Require intensive teaching

Murgon State High School has a range of Student Engagement and Wellbeing staff including a designated Deputy Principal, Guidance Officer, Youth Support Workers, Community Engagement officer, Community Education Counsellor, Indigenous Community Counsellor and a school nurse, doctor and chaplain. Our staff are readily available to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Gamba (Wellbeing) Hub
- Social and emotional supports
- Resilience program
- Shine program
- Respectful Relationships
- Functional Based Assessments
- Intensive Engagement Support Programs

For more information about these programs, please speak with either our Deputy Principal Student Services & Wellbeing or Deputy Principal Junior Secondary Engagement

Please note the above list is not exhaustive and programs are implemented and delivered on a needs basis.

Intensive Teaching

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

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

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

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

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practiced. In-class corrective feedback, sanctions and expectation 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 practice expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and expectation reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning process, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated

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

This may include:

- Pre-correction (e.g., “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g., “Hand up when you want to ask a question”)
- Expectation 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
- Reminders of incentives or class goals (ePraise / Galang Day (reward days)
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g., “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g., “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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

This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group
- Office Disciplinary Referrals – Behaviour, Technology violation or Murgon Must Haves refusal
- Detention
- Counselling and guidance support
- Self-monitoring plan – MSHS Ready to Learn Plans
- Check in/ Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Wellbeing Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

Murgon State High School - OFFICE DISCIPLINE REFERRAL

Student Name: _____ **Teacher Name:** _____

Date: _____ **Time:** _____ **Subject:** _____ **Room:** _____

Behaviours exhibited by student	Strategies employed by teacher	Support requested from Admin
☐ Abusive language towards students or staff ☐ Bullying or harassment ☐ Fighting or physical aggression ☐ Property damage or misuse ☐ Possession of dangerous prohibited item ☐ Disruption of the lesson to the point that it cannot continue	☐ Established clear expectations in classroom ☐ Positive reinforcement ☐ Non-verbal redirection ☐ Verbal re-direction ☐ Support to re-engage with curriculum provided ☐ Reset opportunity – two minutes outside with chat	☐ Student reset/time-out for 10 minutes ☐ Restorative conversation with student requested before re-entry into lesson ☐ Student removal from lesson ☐ Teacher support required after lesson

Notes: _____

*A OneSchool incident/report must be entered promptly following this referral.
Please refer to OS incident referral process/guidelines.*

Intensive

School leadership team work in consultation with Student Wellbeing Team to address persistent or ongoing serious problem behaviour.

This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g., mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (a student 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 Murgon 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 and/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 Murgon 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.

At Murgon State High School, 'Ready to Learn Plans' are discussed and completed at re-entry meetings or with support staff soon after. On student/parent approval, this information is then shared with school staff.

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/SMS and in writing. Re-entry meetings are short, take 10-15 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s and a member of the First Nations team if applicable.

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 focused 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
- Discuss PBI Universal Expectations: Participation, Respect and Responsible, Safe
- Discuss Murgon Must-Haves and school routines (line up, bug zone, seating plans)
- Mobile device policy
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

Murgon State High School Re-entry Communication



**BELIEVE
CHALLENGE
STRIVE**

**OUR
VISION**

At Murgon State High School:
We believe that every child can succeed;
We challenge each other to be our best every day;
We strive for individualised pathways for every child.

Re-entry Communication

As per Student Code of Conduct:

Students who are suspended from Murgon State High School are 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.

Student:			
Year Level:			
Date Suspended:		Date Due Back:	
		Date Returned:	
Suspension Behaviour:	Non-compliance/ defiance Running away from staff Disruptive learning of others		
Preventative Strategies/ Supports Discussed:	- Reference to Ready to Learn Plan... Check ins with... - Day 1 Back on track slip to be signed and taken home? - Playground plans		
Re-entry Discussion Points:	E.g. - Murgon Must-haves & School Routines (Line up, Bag Zone, Seating Plans) - Mobile device policy (MSHS and EQ) - PBL Universal Expectations – Participation, Respect & Responsible, Safe - Discuss any recent changes in routines at school and/or in students life/ communication with family will be...		
Student's Signature:	Completed electronically, no signature, parties agreed		
Parent's Signature:	Completed electronically, no signature, parties agreed		
Principal/ Deputy Principal's Signature:	Completed electronically, no signature, parties agreed		

Day 1 - Back on Track		
Class	Comment/s	Signature
	☐ Participate ☐ Respect & Responsible ☐ Safe	
	☐ Participate ☐ Respect & Responsible ☐ Safe	
	☐ Participate ☐ Respect & Responsible ☐ Safe	
	☐ Participate ☐ Respect & Responsible ☐ Safe	
	☐ Participate ☐ Respect & Responsible ☐ Safe	

To be signed by parent at the end of the day

Return to DB at school tomorrow.

Murgon State High School Behavioural Supports



Murgon State High School Behavioural Supports

CLASSROOM TEACHER MANAGED

Positive, Preventative, Proactive Supports and Strategies.

- [Effective Classroom Management](#) through:
 - Classroom Organisation
 - Differentiated Teaching and Learning
 - Behavioural Expectations
 - Explicit Teaching of Social Skills
 - Positive Reinforcement – verbal and EPraise
 - Active Engagement
 - Active Supervision
 - Consistent and Fair Consequences
- Non-verbal acknowledgement and redirection through:
 - Selective attending
 - Proximity
 - Constant moving
- Verbal acknowledgement and redirection through:
 - Redirecting to learning
 - Cueing with parallel acknowledgement
 - Public praise private correction
 - 4 positives to 1 correction
 - Provision of reset opportunities
- Embedding classroom routines through [Murgon must-haves](#)
- Consistent language e.g. use of collective pronouns
- Innovative lesson organisation through:
 - Attention signalling
 - Countdowns for transition
 - Brain breaks
 - Use of visuals – universal expectations matrix
- Positive teacher attitude through:
 - "Get curious not furious"
 - Hunt the good stuff
 - Deliberate botheredness
 - Connection before correction
 - PACE – playfulness, acceptance, curiosity, empathy
 - Identifying "my 50%"
 - Red frame/green frame
 - Circle of influence
- Use of [trauma informed practices](#)
- [Self-determination theory](#)
- Reference to [other pedagogical approaches](#)

Teach Like a Champion Strategies

- Technique 8 – Culture of Error
- Technique 46 – Strong start
- Technique 47 – STAR/SLANT
- Technique 51 – Radar/Be Seen Looking
- Technique 52 – Make compliance visible
- Technique 53 – Least Invasive Intervention
- Technique 54 – Firm Calm Finesse
- Technique 55 – Art of the Consequence
- Technique 56 – Strong Voice
- Technique 57 – What to do
- Technique 58 – Positive Framing
- Technique 59 – Precise Praise
- Technique 60 – Warm/Strict
- Technique 61 – Emotional Constancy
- Technique 62 – Joy Factor

Minor Classroom Behaviours

Student demonstrates low-level/[minor](#) behaviours that are a barrier to their own or other's learning. Students are supported by their classroom teacher's use of the [Murgon Must-haves](#), [TLaC](#), positive reinforcement and pro-active strategies.

Example Behaviours

- Failure to meet Murgon Must-haves
- Disrupting own and other's learning
- Minor damage of facilities and equipment
- Verbal and physical harassment
- Failure to follow teacher instructions
- Defiance and disrespect
- Possession of [minor prohibited items](#)
- Misuse of ICT

Possible strategies/ consequences

- Parent contact
- Explicit teaching of school expectations/Murgon Must-haves
- Teacher determines [logical consequence](#)
- Refer to office to hand in prohibited item
- [Restorative conversations](#) (YLC supported)
- TLaC Strategies (see above)
- [BCS Form](#)

When students demonstrate repeated instances of low-level/minor behaviour, and do not successfully complete the [BCS form](#), refer to [Pirima Team](#) and ensure contact home is made.

Truancy

Student demonstrates singular incidences of truancy equating to no more than fifteen minutes in a singular lesson (minor).

Possible strategies/ consequences

- Record on OneSchool
- Contact home (SMS)
- FYI referral to YLC and HoD
- [Restorative conversation](#) (YLC supported)
- Teacher determines [logical consequence](#)
- Ineligible for Galang Day/extracurricular school activities

TIER 1 SUPPORTS

HOD MANAGED

Persistent or escalated minor behaviours

Student behaviour is unresponsive to Tier 1 supports and requires targeted support and intervention

Example Behaviours

- Persistent Tier 1 behaviours after Pirima intervention
- More significant:
 - ICT misconduct
 - Property damage
 - Prohibited items
 - Verbal and physical harassment
 - Defiance and disrespect
- Cheating and plagiarism

Possible strategies/ consequences

- Guardian contact
- Guardian Intervention and Support Meeting
- [Restorative Conversations](#) (HoD facilitated)
- Stakeholder Meeting
- Daily Check-ins
- Referral to:
 - [Biana Team](#)
 - Support Services (BYSH)
- GO and/or YSC

Truancy

Student demonstrates repeated incidences of minor truancy (three) OR a singular incident of significant truancy (more than 15 mins).

Possible strategies/ consequences

- Contact home and/or guardian meeting
- Referral to [Biana Team](#)
- [Restorative conversation](#) (HoD facilitated)

TIER 2 SUPPORTS

ELT MANAGED

Major Behaviours

Student behaviour is unresponsive to Tier 1 and Tier 2 supports and requires highly individualised interventions and supports OR student demonstrates emergent major behaviour.

Example Behaviours

- Referral of student to admin through [Orange Slip](#)
- Persistent Tier 1 and Tier 2 behaviours
- Substance misconduct
- Possession of [major prohibited items](#)
- Significant school refusal and truancy
- Physical and verbal misconduct (fighting)
- Significant bullying and harassment
- Unacceptable sexual behaviour and harassment
- Verbal misconduct directed at staff
- Threats to adults
- Major facilities and equipment damage/vandalism
- Illegal activity

Possible strategies/ consequences

- Guardian contact and meeting
- Short or long suspension
- [Restorative Conversations](#) (ELT facilitated)
- Referral to wellbeing support
- [FBA/IBSP/DIP/Risk Assessment](#)
- Removal from class activities
- Engagement programs
- Immediate principal directed action (inc. police, lockdown)
- Individual Case Management
- Partial Enrolment
- Exclusion

Truancy

Student demonstrates extensive incidences of significant truancy OR class/school refusal

Possible strategies/ consequences

- Guardian contact and meeting
- Referral to:
 - External support staff (BYSH)
 - GO
 - Regional Office Support (Youth Engagement Service)
- Engagement programs
- Cancellation of enrolment
- [Risk Assessment](#) completed by GO
- Individual Case Management
- Tracked and managed by Attendance Officer and Community Engagement Officer
- Partial Enrolment

TIER 3 SUPPORTS

MSHS Behaviour Incident Categories & Definitions

MINOR	MAJOR
Abusive language <i>Low intensity use of verbal messages that include swearing, name calling, or use of words in an inappropriate way.</i>	Abusive language <i>High intensity use of verbal messages that include swearing, name calling, or use of words in an inappropriate way. Use of inappropriate language directed at a staff member or student.</i>
Academic misconduct/Falsifying documents <i>Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work.</i>	Academic misconduct/Falsifying documents <i>Student inappropriately and falsely demonstrates their learning. It includes disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</i>
Bullying <i>Deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</i>	Bomb threat/false alarm <i>Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.</i>
	Bullying <i>Repeated or more severe deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</i>
Defiance <i>Student refuses to follow directions given by school staff.</i>	Defiance <i>Student persistently refuses to follow directions given by school staff and/or their refusal involves explicit or implicit threats.</i>
Disrespect <i>Student intentionally delivers socially rude or dismissive messages to adults or students.</i>	Disrespect <i>Student persists in intentionally delivering socially rude or dismissive messages to adults or students and/or their disrespect involves explicit or implicit threats.</i>
Disruption <i>Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.</i>	Disruption <i>Repeated or sustained disruptive behaviour severely interfering with the learning process despite teacher correction and use of positive, preventative, proactive supports and strategies.</i>
Dress code <i>Wearing clothes or accessories that are near to, but not within the school's dress code.</i>	Fighting <i>Student is involved in mutual participation in an incident involving physical violence.</i>
Harassment <i>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; sexuality; physical features or other identity characteristics.</i>	Harassment <i>Ongoing or major engagement in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; sexuality; physical features or other identity characteristics. Deliberately and knowingly spreading rumours/lies about others that are hurtful or harmful.</i>

Physical aggression <i>Student intentionally engages in actions involving physical contact with others (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.) but serious injury doesn't occur. Physical aggression may be directed towards peers, flora or fauna.</i>	Other – charge-related suspension <i>Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</i>
Property damage <i>Student participates in an activity that results in destruction, damage or disfigurement of minor property (i.e., calculators, rulers, pencils)</i>	Physical aggression <i>Student intentionally engages in actions involving physical contact with others (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.), and serious injury does occur. This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.</i>
Property misuse causing risk to others <i>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner but does not cause injury.</i>	Property damage <i>Student participates in an activity that results in destruction, damage or disfigurement of major property (i.e., workshop tools, kitchen equipment, lab equipment)</i> Property misuse causing risk to others <i>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</i>
Refusal to participate in the educational program of the school <i>Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.</i>	Refusal to participate in the educational program of the school <i>Actively or continually refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.</i> Substance misconduct involving illegal substances <i>Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements. This includes vape devices.</i>
Technology violation <i>Off task internet use, turning off or pulling out computer cables, printing offensive words and/or images. Inappropriate use of mobile phone, drone, smartwatch, camera, computer or other communication device.</i>	Substance misconduct involving tobacco and other legal substances <i>Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.</i> Technology violation <i>Persistent inappropriate use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</i>
Theft <i>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property, but returns property after an explicit direction.</i>	Theft <i>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property, and does not return property after an explicit direction.</i>

Truancy (out of class) <i>Leaves or misses class for a period less than or equal to 15 minutes without permission but remains on school grounds or within expected boundaries.</i>	Truancy (out of class) <i>Repeated minor truancy. Failure to attend school, without permission or a reasonable excuse, for scheduled classes or other school activity.</i>
	Truancy (out of school) <i>Leaves the school grounds or expected boundaries of a school activity without permission or a reasonable excuse for a period greater than 10 minutes.</i>
	Use/possession of combustibles <i>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).</i>
	Use/possession of weapons <i>Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</i>

Charge-related suspension

A charge-related suspension may be imposed if the principal is reasonably satisfied that the student has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

Grounds for suspension

As per the *Education (General Provisions) Act 2006*, each of the following is a ground for charge-related suspension:

- the student is charged with a serious offence (as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

Duration of charge-related suspension

A charge-related suspension does not have a pre-determined end date; it continues until the charge is dealt with or until the principal decides that the student can attend school (they do not need to be completed in the current school year).

Dealt with, in relation to a charge against a student for an offence, means any of the following:

- student is acquitted or convicted of the charge
- student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge
- the charge is withdrawn or dismissed or the trial is discontinued.

Key information

- There is no requirement that a student *must* be placed on a charge-related suspension. The decision to place a student on a charge-related suspension must incorporate a comprehensive assessment of the risk and an exploration of strategies that may be implemented at school to mitigate identified risks.
- Principals are the only staff members with the *power* to make a decision about the use of suspension for an enrolled student.
- Principals may *authorise* a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- *Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decisions* may be used to inform a principal's decision-making in relation to charge-related suspensions. Follow up requests should be made in order to obtain information about the current status of the charges. Once dealt with, a final decision must be made.
- As soon as the charge is dealt with, principals must move forward with a decision about ending the charge-related suspension or *progressing to exclusion*.
- Students cannot be excluded on the grounds of their charges — they can only be excluded if they are convicted of an offence *and* the principal is reasonably satisfied that it is not in the best interests of other students or staff for the student to attend the school.

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/pp/student-discipline-procedure> to ensure you have the most current version of this document.

Page 1 of 2 Version: 1.6

- Principals may however, propose to exclude the student regardless of the outcome of the student's charges if, through re-evaluation of circumstances, they are able to demonstrate that the student's attendance at the school would pose an unacceptable risk to the safety and wellbeing of other students or staff.

Principals

- May use the *Risk assessment — behaviour, safety and wellbeing* prior to identifying an appropriate disciplinary response or intervention (for offences other than serious offences) and retain a copy in the student's OneSchool record.
- Must be able to justify the ground for charge-related suspension where a student has been charged with an offence, other than a serious offence, with comprehensive explanation and evidence, explaining how the student's behaviour specifically meets the identified ground/s. For example why the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.
- Do not need to demonstrate satisfaction that it would not be in the best interest of others for the student to attend the school while the charge is pending **where a student is charged with a serious offence** (as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*).
- Ensure the student and parent are offered the opportunity to discuss the allegations and respond if they choose prior to the principal making a disciplinary decision.
- Ensure a **regional case manager** is appointed as the contact for the student and parent while the charge-related suspension is in effect and communicate this information to the student and parent.
- Take reasonable steps to arrange for the student's access to an educational program that allows the student to continue the student's education during the suspension.
- Use only the letters and approved forms available in OneSchool.
- Provide details about making a submission against the suspension decision to the Director-General or delegate with the written notice.
- Ensure signed copies of the decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool (no hard copies of the information received from the Queensland Police Commissioner are kept by the school or saved in OneSchool outside the 'Confidential Attachment').
- If the parent advises that they are ending the enrolment of their child at the school, must advise that the charge-related suspension (and therefore the enrolment) will remain in effect until a final decision has been made.

Students

- ✓ Can make an **appeal submission to the Director-General or delegate** against charge-related suspension decisions.
- ✗ May not attend any state school or any school activity while suspended. Parents are responsible for their children during the period of suspension.
- ✗ While on a charge-related suspension, must maintain their enrolment at the school and may not be enrolled at any other state school (other than distance education) in Queensland until a final decision is made.

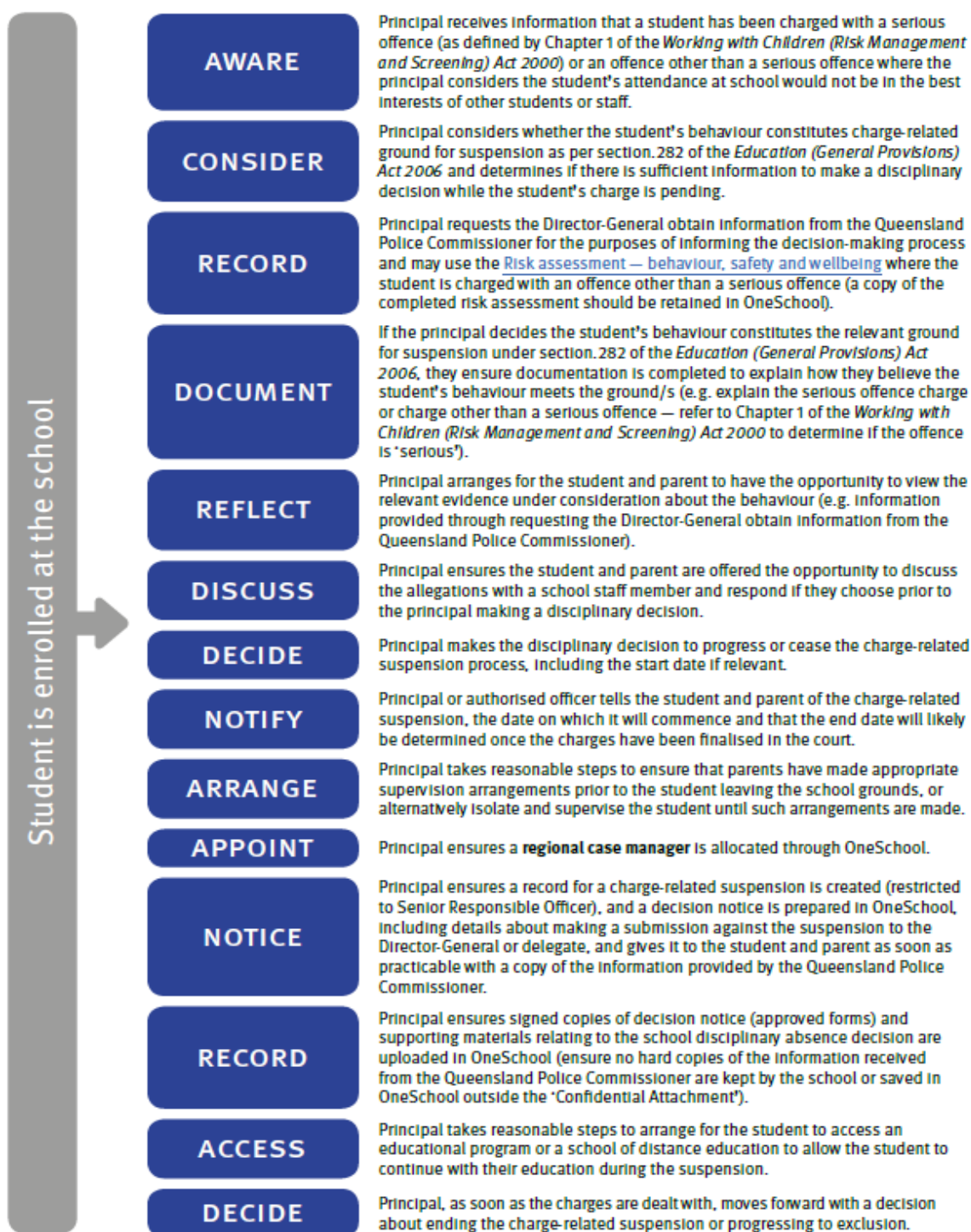


Queensland
Government



Queensland
Government

Flowchart: Charge-related suspensions



* At any time throughout the charge-related suspension, the principal may seek an update on the status of the student's charges through an additional request to the Director-General to obtain information from the Queensland Police Commissioner.

Ready to Learn Plan

Ready to Learn Plan

.....
Date of plan

.....
Student Name

.....
Mentor

What things help me learn in the classroom?



I feel 'stressy' when...

My 'return to learn' strategies are....



My 're-entering the classroom' considerations are...



I give consent to share this information with my teachers....

Other Mentor Notes

(including supports e.g. daily morning check-ins, time-out cards)



OUR
VISION

**BELIEVE
CHALLENGE
STRIVE**

At Murgon State High School:
We believe that every child can succeed.
We challenge each other to be our best every day.
We strive for individualised pathways for every child.

Ready to Learn Plan

.....
Date of plan

.....
Student Name

.....
Mentor

What things help me learn in the classroom?

- Who is your favourite teacher of all time? Tell me how that classroom made you feel?
- What does that teacher do or say to make you feel apart of their class?
- How do you learn best?
- Does it help if you have some pictures/visuals to support your learning (as well as the teacher explaining things)?
- Does it help if the teacher breaks it down into smaller chunks?
- Do you think it would help if the teacher knew that you were having problems with the work?



I feel 'stressy' when...

- I am confronted.... (abrupt, 'in my face')
- I don't understand....
- Someone annoys me after I have asked them to stop....
- The teacher raises their voice (yells)...
- I think others are judging me....
- I feel shame....
- I am tired....



My 'return to learn' strategies are....

What helps me calm?

- OUT-OF-CLASS SUPPORTS
 - Sitting outside for 2 minutes to reset...
 - 10min time-out card?
 - ???
- IN-CLASS SUPPORTS
 - Would a 'calm corner' or alternate seating arrangement in the classroom help?
 - In-class check-in....
 - ???



My 're-entering the classroom' considerations are...

- I like to come inside the classroom seamlessly, not making a big scene.
- Check-in with teacher / admin before re-entering?
- Quiet and calm environment
- I need alternate seating to transition to 'return to learn'....



I give consent to share this information with my teachers....

Other Mentor Supports

(including supports e.g. daily morning check-ins, time-out cards)



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How to use the MSHS BCS Form

The intent of the BCS Form is to more closely monitor students who are struggling to meet our Universal Expectations in their classrooms. If a student is consistently demonstrating minor classroom behaviours, the BCS Form is one of the Tier 1 Supports that can be put into place.

The BCS form should be undertaken for a period of two weeks. If by the end of the two weeks the student has shown an improvement in behaviour, then no further action should be taken at that point. If there is little to no improvement, then the student should be referred to the Pirima Team.

There are two parts to the BCS Form:

- The student form
- The teacher form

THE STUDENT FORM

MSHS BCS Form	
I BELIEVE I can succeed	
I CHALLENGE myself to be my best every day	
I STRIVE to follow my own pathway	
Did I...?	
Follow the Murgon Must-haves?	
Stay in class for the whole lesson?	
Stay on task?	
Give everything a go?	
Seek help when needed?	
Give my best effort?	
Use respectful language?	
Practice active listening?	
Make safe choices?	
Keep my phone away for the day?	
# expectations met	
DATE: _____	
Teacher signed: _____	
Student signed: _____	
Parent signed: _____	

The student form should be filled out *every lesson*. It outlines the 10 Universal Expectations that are essential to be a successful member of the classroom. It should be completed with the student at the end of the lesson, and then signed by both the teacher and the student. The student should then take the form home to be signed by their parent/guardian.

THE STAFF FORM

The staff form should only be filled out *if the student has met less than 5 universal expectations in the lesson*. This is important, because the staff actions outlined are progressive, and the process will be thrown out of sync if it is filled out despite positive behaviour.

MSHS BCS Form				
Name: _____		Year: _____		
Teacher: _____		Subject: _____		
Formnight: ____/____/2024 to ____/____/2024				
FORM ONLY TO BE FILLED IN IF STUDENT MEETS LESS THAN 5 EXPECTATIONS IN A LESSON				
STUDENT ACTION	STUDENT ACTION	STUDENT ACTION	STUDENT ACTION	STUDENT ACTION
Did I...?	Did I...?	Did I...?	Did I...?	Did I...?
(1) Follow the Murgon Must-haves?	(1) Follow the Murgon Must-haves?	(1) Follow the Murgon Must-haves?	(1) Follow the Murgon Must-haves?	(1) Follow the Murgon Must-haves?
(2) Stay in class for the whole lesson?	(2) Stay in class for the whole lesson?	(2) Stay in class for the whole lesson?	(2) Stay in class for the whole lesson?	(2) Stay in class for the whole lesson?
(3) Stay on task?	(3) Stay on task?	(3) Stay on task?	(3) Stay on task?	(3) Stay on task?
(4) Give everything a go?	(4) Give everything a go?	(4) Give everything a go?	(4) Give everything a go?	(4) Give everything a go?
(5) Seek help when needed?	(5) Seek help when needed?	(5) Seek help when needed?	(5) Seek help when needed?	(5) Seek help when needed?
(6) Give my best effort?	(6) Give my best effort?	(6) Give my best effort?	(6) Give my best effort?	(6) Give my best effort?
(7) Use respectful language?	(7) Use respectful language?	(7) Use respectful language?	(7) Use respectful language?	(7) Use respectful language?
(8) Practice active listening?	(8) Practice active listening?	(8) Practice active listening?	(8) Practice active listening?	(8) Practice active listening?
(9) Make safe choices?	(9) Make safe choices?	(9) Make safe choices?	(9) Make safe choices?	(9) Make safe choices?
(10) Keep my phone away for the day?	(10) Keep my phone away for the day?	(10) Keep my phone away for the day?	(10) Keep my phone away for the day?	(10) Keep my phone away for the day?
STAFF ACTION	STAFF ACTION	STAFF ACTION	STAFF ACTION	STAFF ACTION
(1) Check in chat with student	(1) Check in chat with student	(1) Check in chat with student	(1) Check in chat with student	(1) Check in chat with student
(2) Phone contact made with parent	(2) Phone contact made with parent	(2) Phone contact made with parent	(2) Phone contact made with parent	(2) Phone contact made with parent
(3) Staff actions documented in OneSchool	(3) Staff actions documented in OneSchool	(3) Staff actions documented in OneSchool	(3) Staff actions documented in OneSchool	(3) Staff actions documented in OneSchool
GOAL FOR NEXT LESSON	GOAL FOR NEXT LESSON	GOAL FOR NEXT LESSON	GOAL FOR NEXT LESSON	GOAL FOR NEXT LESSON
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Student Signature: _____	Student Signature: _____	Student Signature: _____	Student Signature: _____	Student Signature: _____

The staff form should mirror the student form, with the inclusion of the goal setting at the bottom. Staff members need to keep the staff form for their own records.

MSHS BCS Form

I **BELIEVE** I can succeed
 I **CHALLENGE** myself to be my best every day
 I **STRIVE** to follow my own pathway

Name: _____ Year: _____

Teacher: _____ Subject/s: _____

Fortnight: ____/____/2024 to ____/____/2024

FORM ONLY TO BE FILLED IN IF STUDENT MEETS **LESS THAN 5** EXPECTATIONS IN A LESSON

STUDENT ACTION	STUDENT ACTION	STUDENT ACTION	STUDENT ACTION	STUDENT ACTION
Did I... ☐ Follow the Murgon Must-haves? ☐ Stay in class for the whole lesson? ☐ Stay on task? ☐ Give everything a go? ☐ Seek help when needed? ☐ Give my best effort? ☐ Use respectful language? ☐ Practice active listening? ☐ Make safe choices? ☐ Keep my phone away for the day?	Did I... ☐ Follow the Murgon Must-haves? ☐ Stay in class for the whole lesson? ☐ Stay on task? ☐ Give everything a go? ☐ Seek help when needed? ☐ Give my best effort? ☐ Use respectful language? ☐ Practice active listening? ☐ Make safe choices? ☐ Keep my phone away for the day?	Did I... ☐ Follow the Murgon Must-haves? ☐ Stay in class for the whole lesson? ☐ Stay on task? ☐ Give everything a go? ☐ Seek help when needed? ☐ Give my best effort? ☐ Use respectful language? ☐ Practice active listening? ☐ Make safe choices? ☐ Keep my phone away for the day?	Did I... ☐ Follow the Murgon Must-haves? ☐ Stay in class for the whole lesson? ☐ Stay on task? ☐ Give everything a go? ☐ Seek help when needed? ☐ Give my best effort? ☐ Use respectful language? ☐ Practice active listening? ☐ Make safe choices? ☐ Keep my phone away for the day?	Did I... ☐ Follow the Murgon Must-haves? ☐ Stay in class for the whole lesson? ☐ Stay on task? ☐ Give everything a go? ☐ Seek help when needed? ☐ Give my best effort? ☐ Use respectful language? ☐ Practice active listening? ☐ Make safe choices? ☐ Keep my phone away for the day?
STAFF ACTION ☐ Check-in chat with student	STAFF ACTION ☐ Check-in chat with student	STAFF ACTION ☐ Check-in chat with student	STAFF ACTION ☐ Check-in chat with student	STAFF ACTION ☐ Phone contact made with parent ☐ Refer to Pirima Team with all relevant information ☐ Staff actions documented in OneSchool
GOAL FOR NEXT LESSON	GOAL FOR NEXT LESSON	GOAL FOR NEXT LESSON	GOAL FOR NEXT LESSON	GOAL FOR NEXT LESSON
Date: _____ Student Signature: _____	Date: _____ Student Signature: _____	Date: _____ Student Signature: _____	Date: _____ Student Signature: _____	Date: _____ Student Signature: _____

MSHS BCS Form

I **BELIEVE** I can succeed

I **CHALLENGE** myself to be my best every day

I **STRIVE** to follow my own pathway

Did I...?	
Follow the Murgon Must-haves?	
Stay in class for the whole lesson?	
Stay on task?	
Give everything a go?	
Seek help when needed?	
Give my best effort?	
Use respectful language?	
Practice active listening?	
Make safe choices?	
Keep my phone away for the day?	
# expectations met	

SUBJECT: _____ DATE: _____

Teacher signed: _____

Student signed: _____

Parent signed: _____

Consequences Guide Flowchart

The follow behaviours are considered inappropriate or unacceptable at Murgon State High School. Every case will have the particular circumstances considered before consequences are applied. Staff will then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Where there is a choice of consequences and/or extenuating circumstances, the Principal reserves the right to make the final determination.

MINOR MISDEMEANOURS/INAPPROPRIATE BEHAVIOURS AND POSSIBLE RESPONSES Teachers manage the expectations of behaviours in the first instance. Where the inappropriate behaviour persists or students fail to follow consequences outlined by their teacher, the matter becomes a serious misdemeanour and will be dealt with by the YLC/HOD/DP as a case of persistent and wilful disobedience.	
BEHAVIOUR	POSSIBLE STRATEGIES / CONSEQUENCES
Inappropriate classroom behaviours: ▪ Uncooperative behaviour ▪ Disobeying a reasonable request ▪ Class disruption ▪ Failure to bring necessary materials ▪ Behaviour that may cause an accident ▪ Lack of courtesy and respect to fellow students	Teacher will employ a range of strategies to re-engage the student in learning as per Minor Behaviour Flowchart. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include: ▪ Learning Support ▪ Detention ▪ Making up time ▪ Daily monitoring ▪ Contacting parent / guardian ▪ Referral to YLC/HOD if persistent ▪ Suspension 1-10 days, 11-20 days
Arriving late to class	Lunch time detentions with classroom teacher to make up missed time and complete missed work Lunch time detentions with administration to discuss school expectations and behaviour intervention Attendance monitoring through support measures such as time-cards Students need to be referred to YLC/HOD if persistent
Not completing classwork or homework, not bringing requirements for learning	Teachers will set new timelines for work completion, supervise the completion of work and contact parent/guardian as appropriate. If persistent referral to YLC/HOD
Missing Detention	Where this was an oversight and the student attempted to communicate with the staff member concerned, the student may complete the original detention An additional detention is usually added to the original

	Repeated or blatant refusal to attend will be referred to YLC or HOD
Late to school (arrival after form class)	YLC to follow up with students for being late without reason Parent/ Guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face: ▪ Detentions ▪ Withdrawal of privileges ▪ Daily monitoring
Truancy	As per absenteeism policy
Inappropriate use of mobile device or electronic devices in the classroom	Where a student repeatedly misuses a mobile phone in or outside the classroom the matter will be treated as wilful disobedience or harassment. 1. Verbal warning 2. Report phone to the office 3. 1-3 day suspension (no phone allowed at school)
Inappropriate email e.g. offensive language	Removal from internet access for a time to be determined by YLC/HOD
Litter Whether dropped by an individual or surrounding a group of students	Students will be requested to pick up litter Staff will attempt to 'work it out' with students. If this fails, the student will be placed on detention or given lunch time environment related duty Refusal to comply with request will be regarded as disobedience
Bullying/Threats: Verbal, physical, sexual, racist or bullying including cyber-bullying	Students will be made aware of school policy Students will be stepped through a process to change this behaviour Mediation, reparations can be expected Parent/Carer to be informed Restorative conversations Persistent: Suspension 1-10 days
Inappropriate language	Attention to be drawn to the language use and the student asked to recognise the inappropriateness The student will apologise to the offended party Student may be asked to move away, complete community service or detention
Unsafe behaviour	Students will be required to make the situation safe Detention may be issued

	Persistent unsafe behaviour to be referred to YLC/HOD
Water or Food throwing / fights	Students to clean up the mess made including any to their clothing. The space must be left safe. Detention will be issued. Referral to YLC/HOD if required
SERIOUS MISDEMEANOURS/ INAPPROPRIATE BEHAVIOURS AND POSSIBLE RESPONSES A HOD/DP or Principal manage serious misdemeanours/inappropriate behaviours. Parent contact will be made in all but exceptional circumstances. Individual circumstances are considered in each case.	
BEHAVIOUR	POSSIBLE STRATEGIES/ CONSEQUENCES
Inappropriate classroom behaviour: ▪ Uncooperative behaviour ▪ Disobeying reasonable request ▪ Class disruption ▪ Failure to comply with instructions ▪ Behaviour that may cause an accident ▪ Lack of courtesy and respect to fellow students or staff	Monitoring card Detention during or outside school hours Suspension 1-10 days, 11-20 days, Exclusion Flexible arrangements may be considered.
Not completing course requirements	Teachers will supervise the completion of work Heads of Department will supervise the completion of work Credit for the subject may be withdrawn Invitations to school events may be withdrawn Invitations to formal/graduation may be withdrawn Enrolment may be cancelled
Wilful disobedience	Continued failure to comply with a reasonable request or instruction will result in: ▪ Detention during or outside of school hours ▪ 1-10 day suspension ▪ 11-20 day suspension or exclusion
Truancy	Detention during or outside of school hours Suspension 1-10 days Suspension 11-20 days Student may be placed on flexible arrangement
Inappropriate use of mobile device or electronic device in the classroom/playground	Where the student misuses a mobile phone or device outside of the classroom the matter will be treated as wilful disobedience or harassment Detention during or outside of school hours Suspension 1-10 days Suspension 11-20 days
Uploading, sending or filming fights at school or whilst in school uniform or pictures to the internet or social media/other persons	Suspension 1-10 days Suspension 11-20 days

Incorrect or inappropriate email use e.g. offensive language Visits to inappropriate internet sites or downloading of inappropriate material	Removal of internet access, limitations placed on network access and take-home privileges revoked Detention during or outside school hours Suspension 1-10 days Suspension 11-20 days
Attempts to gain unauthorised access to any part of the network systems Via hacking, spyware or other backdoor methods or the use of teacher or network manager logins or copying and/or misuse of school data or damaging the network	Removal of network rights for a minimum of one term and possible withdrawal from the subject Suspension 1-10 days Suspension 11-20 days Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Murgon State High School.
Stealing or interfering with the property of others or the school	Parent/Carer to be notified The student will be required to restore the property or make restitution to the owner Suspension 1-10 days Suspension 11-20 days QPS will be contacted if necessary
Graffiti / Damaging/ Destroying property	Parents and carers notified Students will repair/rectify damage in own time and at own/or carer expense Suspension 1-10 days Suspension 11-20 days Major damage may result in 11-20 days suspension, exclusion Referral to QPS
Bullying/Threats Verbal, Sexual, Physical, racist and bullying including cyber-bullying	Students to undertake an anti-bullying education program Students may be withdrawn from classes or breaks for a specified number of days Detention during or outside school hours Suspension 1-10 days Suspension 11-20 days Major bullying threats may: ▪ Suspension 11-20 days or exclusion ▪ Possible referral to QPS ▪
Violence / Fighting Similar consequences will occur if students are fighting at a school activity, in school uniform or	Suspension 1-10 days Suspension 11-20 days Exclusion

easily identified as a student from Murgon State High School	
Unsafe behaviour including Water/ Food fights/ throwing	Ongoing or major incidents of unsafe behaviour may result in: ▪ Detention in or outside school hours ▪ Suspension 1-10 days ▪ Suspension 11-20 days or exclusion
Possessing or using weapons	Items that are considered unsafe may be confiscated Students may be suspended for 1-10 days or 11-20 days or recommended for exclusion for possession of weapons or if acting in a way that endangers themselves or others, or has the potential to do so
Publishing inappropriate or abusive material about staff, students, or school in any public or school domain including the internet	Students will be instructed to remove the material from public view or the internet Suspension 1-10 days Major breaches 11-20 days suspension or exclusion
Persistent inappropriate language	Detention during or outside of school hours Suspension 1-10 days Suspension 11-20 days
Smoking cigarettes / vapes (in / around the school grounds) <i>Similar consequences will occur if students are smoking at a school activity, in school uniform or easily identified as a student of Murgon SHS</i>	If a student is caught smoking, they will be suspended for 3 days If a student is caught for a second time, the suspension will be 5-10 days If a student continues to smoke, he/she will face a 11-20 day suspension
Possession of cigarettes (in/around school grounds) <i>Similar consequences will occur if students are smoking at a school activity, in school uniform or easily identified as a student of Murgon SHS</i>	If a student is caught in possession, they will be suspended for 3 days Confiscation of cigarettes and any other smoking apparatus and parent/carer notified Persistent offenders will face similar consequences as a student caught smoking for a second or third time
Supply of drugs (on/around school grounds, whilst in school uniform or while easily identifiable as a Murgon SHS student)	Suspension 11-20 days Exclusion QPS notified Students in the company of those involved in a drug related incident can expect similar consequences
Possession of drugs or drug implements in/around the school grounds or school events	Suspension 11-20 days Exclusion QPS notified

	Students in the company of those involved in a drug related incident can expect similar consequences
Use of drugs (on/around school grounds) <i>whilst in school uniform or while easily identifiable as a Murgon SHS student</i>	Suspension 11-20 days Exclusion QPS notified Students in the company of those involved in a drug related incident can expect similar consequences
Any sexually orientated act	Suspension 11-20 days Exclusion
<i>Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug</i>	
At Murgon SHS it is a privilege to represent the school at non-curriculum essential events such as Galang Days/Excursions, sporting events, sporting trials, school trips/excursions, camps, senior formal etc. Students whose behaviour does not reflect the school's Code of Conduct for Students may lose their privilege to represent Murgon SHS for a specified period of time from the completion date of their consequence.	
1-10 days suspensions: Students who receive a 1-10 day suspension will not be able to represent the school in all non-essential curriculum activities for a period of two (2) weeks from their date of return after suspension 11-20 suspensions: Students who receive a 11-20 day suspension will not be able to represent the school in all non-essential curriculum activities for a period of four (4) weeks from their date of return after suspension.	

School Policies

Murgon 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
- Personal Electronic Device Policy
- 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 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 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 Murgon 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:

Staff at Murgon 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 Murgon State High School:

Ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Murgon 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 school staff that the property is available for collection.

Students of Murgon 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 Murgon 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 school staff it is available for collection.

PROHIBITED ITEMS

MURGON STATE HIGH SCHOOL



MINOR:

- Liquid based correction fluid
- Metal rulers
- Aerosol cans
- Chewing/bubble gum
- Permanent Markers
- Energy Drinks
- Glass Bottles

MAJOR:

- Any form of illicit substance or illegal drugs
- Cigarettes, vapes and related products
- Matches and lighters
- Weapons or replica weapons
- Solvents
- Alcohol
- Offensive material (racist, homophobic or pornographic etc).
- Material that may incite or promote hatred behaviour

Minor prohibited items are staff managed. Staff may instruct students to put the item away and not bring it back to school or be instructed to take the item to the office. Staff may contact home to discuss.

Major prohibited items will be referred to the office. Parents will be contacted and further consequences in alignment with our Student Code of Conduct may apply. Staff may confiscate the item from the student immediately.

Prohibited items at Murgon State High School also include any other items not listed but which may be prejudicial to the good order and management of the school.

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 term one 2024, the Queensland Government implemented a consistent, statewide approach to putting mobile phones away for the school day – ‘Away for the day’ campaign.

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

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

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

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

Murgon State High School Personal Electronic Device Policy

Our rationale:

In line with Department of Education and legislation, the Murgon State High School community has deemed that personal electronic devices (PED's), including mobile phones are not permitted at school.

There is overwhelming evidence to suggest that excessive screen time has a significant negative correlation on an adolescent's state of mental health. Our goal at Murgon State High School is to ensure students learn how to moderate the use of their PED's in a healthy manner; so that when they leave school, they are doing so with appropriate skills to maintain success in all aspects of life. We strongly believe the implementation of this policy is one step closer to achieving this goal.

Student expectations:

The student use of PED's including, but not exclusively limited to, mobile phones, smart watches, cameras, digital video cameras, MP3 players, ear pods, head phones and iPods, is not allowed at Murgon State High School from when students arrive at school until students leave the school grounds at the end of the school day.

The recording of any conversation, function, or incident without the prior consent of all parties involved is considered to be in breach of School policy. Furthermore, the School will not tolerate images being captured by PED's on school grounds including those that are then forwarded to others, posted on the internet or published in any other way.

Using PED's or any other device to underhandedly record events builds a culture of distrust and disharmony. It is considered to be conduct prejudicial to the good order and management of the school. *For further information see **Private Conversations and the Invasion of Privacy Act 1971** on the next page.*

Additionally, PED's and other electronic devices are often valuable and there is an associated risk of damage or theft. Should the student choose to bring such a device to school, Murgon State High School accepts no responsibility for loss of or damage to the device. In the event that PED's or other electronic devices are brought to school, they are required to be handed in via the Administration Building for collection at the end of the day.

Consequences of breaches to this policy:

Students who use PED's or any other electronic device are deemed to be in breach of school policy and will be directed by staff to hand in their PED to the Administration Building for storage. If a student refuses to follow this direction the student is breaching the Murgon State High School Student Code of Conduct and additional consequences may apply as per the Student Code of Conduct.

The sharing of inappropriate images with others and/or posting them on the internet, is considered an inappropriate use of a PED with or without the person's permission. Such publicity can adversely affect the wellbeing of another and/or brings the school into disrepute, therefore consequences as per the Student's Code of Conduct may be applied and where applicable, the incident will be reported to the Queensland Police Service.

The sending of text messages at school (or on the way to, and from school, or away from the school site on a school day, but involved in a school activity) that contain obscene language and/or threats of violence is potentially a breach of the Telecommunications Act. If a student receives such a message during school hours, he/she should ensure the message is kept as evidence and bring the matter to the attention of their relevant Year Level Coordinator or Deputy Principal. In these cases, the matter may be directly referred to the Queensland Police Service and will be investigated in line with the School's Code of Conduct. *(Advice concurred by Legal Branch at Department Education, Training & Employment)*

Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, which deems, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. Furthermore, it is an offence under the Act for a person who has recorded a conversation to which he/she is not a party, to publish or communicate the conversation.

Students need to understand that some conversations in schools are deemed private and therefore to capture images/record conversations in these cases may be deemed to be in breach of this Act

Phone Storage Locker:

Students have access to phone storage lockers daily, free of charge.

The phone storage locker is located in a locked corridor in the main administration building.



Preventing and Responding to Bullying

Murgon 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.

Murgon State High School has an Interact Committee, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Representative Body are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Interact Committee is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti- Cyberbullying Taskforce report](#) in 2018, and at Murgon 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 Murgon State High School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

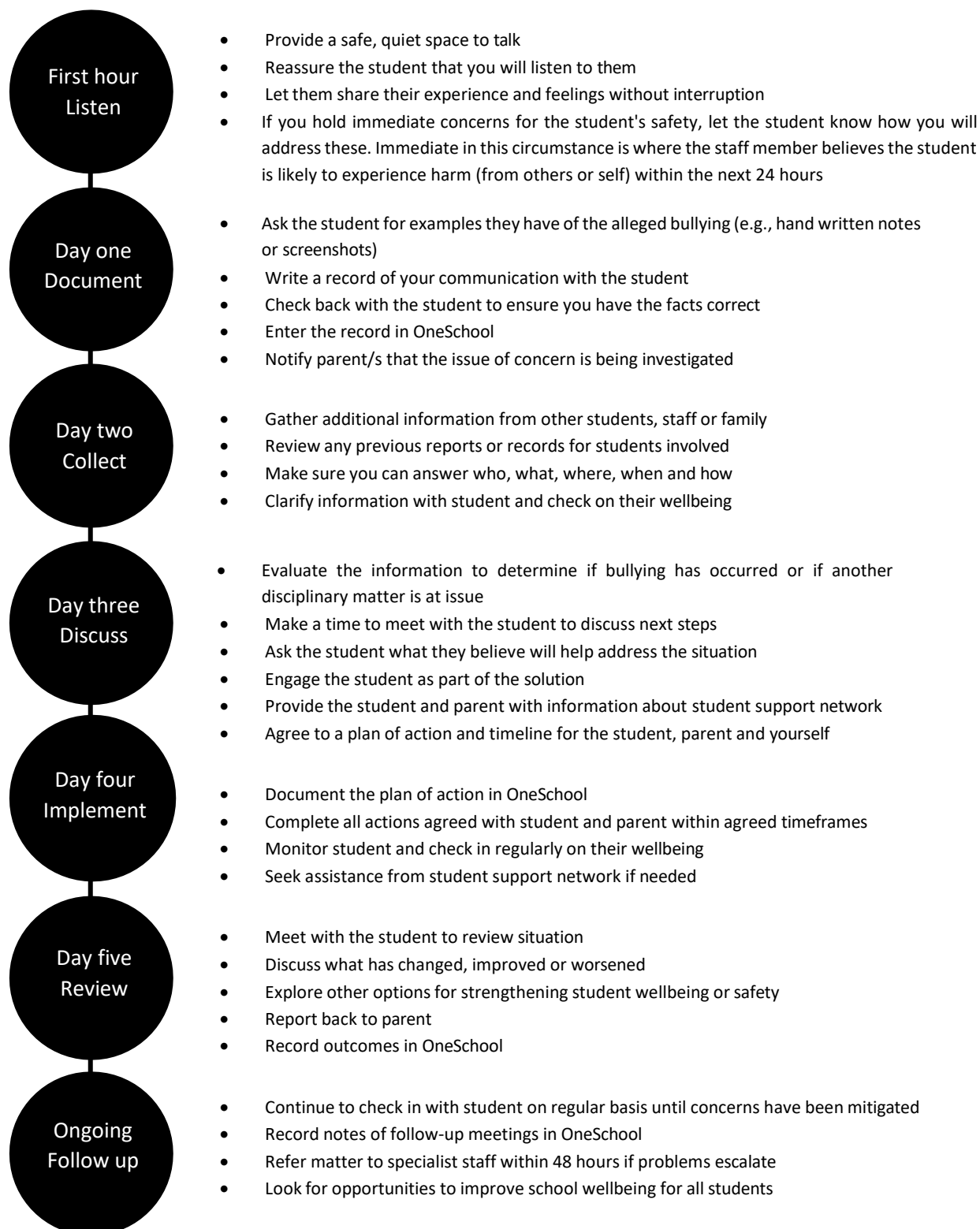
The following flowchart explains the actions Murgon State High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Murgon State High School – Bullying Response Flowchart for Staff

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.

2025 Key contacts for students and parents to report bullying

Year 7-12: Year Level Coordinators, Deputy Principals, Principals and Guidance Officer



Cyberbullying

Cyberbullying is treated at Murgon 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 Year Level Coordinator for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that 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 Murgon 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. School staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal, Craig Homer.

Murgon State High School – Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

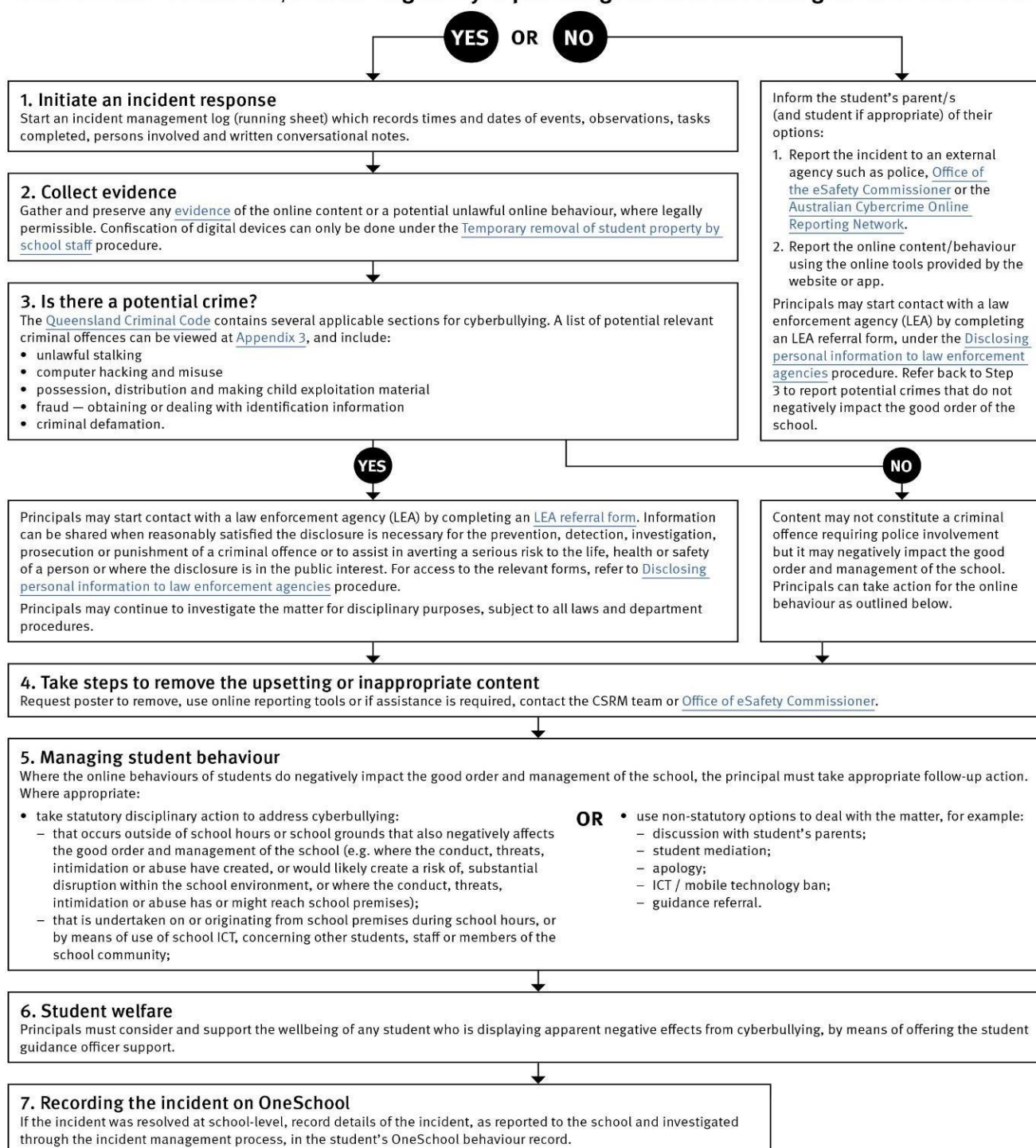
Explicit images

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

Report

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

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



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

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

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

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

Murgon State High School – Anti-Bullying Agreement

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

Murgon State High School – Anti-Bullying Agreement Example

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's Signature:

Parent's Signature:

School Representative Signature:

Date:

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all 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 will be saved and available for staff to review in OneSchool.

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

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.

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.

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.

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

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

Related Procedures and Guidelines

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

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

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

Murgon 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 they feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

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

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

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

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

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, 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](#).

OUR VISION

At Murgon State High School:
We **believe** that every child can succeed;
We **challenge** each other to be our best every day;
We **strive** for individualised pathways for every child.

