



Mundingburra State School

Student Code of Conduct 2025

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Endorsement

Principal Name: Suzanne Currin

Principal Signature:

Date:

22 May 2025

P/C President and-or School
Council Chair Name:

Monique Searle

P/C President and-or School
Council Chair Signature:

Date: 22 MAY 2025

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Purpose

Mundingburra State School is committed to providing a quality learning environment where all members of our school community feel safe, respected and understands their responsibilities in ensuring this.

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

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

Whole School Approach to Discipline

Our school motto: *Act Well your part*

Many of our Mundingburra State school families have strong, generational ties to our school. We believe fostering positive relationships between all members of our school community is the foundation for success of our learners across all aspects of their schooling.

Our vision: *Belong, Grow, Achieve*

Our core values: *Curiosity, Compassion and Resilience*

Our three, school wide expectations:

Make Responsible Choices

Stay Safe

Show Respect

These expectations are enacted through: ***We learn together, We care together, We persevere together***

At Mundingburra State School, we believe discipline is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach of our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and we strive to use behavioural incidents as teachable moments.

The development of Mundingburra State School's Student Code of Conduct has evolved through a rigorous co-design process involving our staff and students, in consultation with our parent group and wider community members. It has been an opportunity to contextualise our systems and processes and gain student and parental support to implement a consistent approach to teaching behaviour.

The fundamentals of Positive Behaviour for Learning (PBL) have been used to frame our co-designed, whole school behaviour expectations matrix which was designed with our students at the forefront. To support their understanding and to promote consistency and a common language, across our school.

PBL Expectations

Our staff are committed to delivering the highest 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 that are in place for students. These being - **Make responsible choices, Stay safe, and Show respect** (MSS). We uphold these expectations when *We learn together, care together and persevere together*.

Students

Below are examples of what these PBL expectations look like for students at our school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Mundingburra State School.

Make responsible choices

- Ask for help when required
- Show pride in my school work
- Be an upstander, not a bystander
- Be in the right place, at the right time, with the right people.
- Be honest
- Be a problem solver
- Reflect on your choices and accept responsibility for your actions

Stay safe

- Keep hands and feet to yourself and use objects for their intended purposes.
- Choose safe and healthy options to support wellbeing

Show respect

- Follow adults' instruction first time, every time
- Display good manners and respect others and their belongings at all time
- Use school appropriate language towards all school community members
- Appreciate the differences of others
- Respect other's privacy and the toilet's facilities

Parents and Staff

Parents and staff

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

WE LEARN TOGETHER

<i>What we expect from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a quality learning environment for every student.
You support your child by reinforcing good learning habits at home.	We provide a positive supportive learning environment.

You encourage your child to have a passion for reading.	We explicitly teach the skills to 'learn to read' and 'read to learn'
You stay informed about school news and activities by engaging with QParents, reading the school newsletter, Facebook and other materials sent home by school staff and keep your mobile numbers up to date so a SMS can be sent in case of emergencies	We will use QParent, the electronic school newsletter and Facebook as a primary means to notify parents about school news, excursions or events and in case of an emergency a SMS text will be sent to the mobile number recorded on OneSchool

WE CARE TOGETHER

<i>What we expect from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the Class Teacher, Deputy Principal and Principal to discuss any matters relating to your child.	We respond as soon as practical to your request for an appointment and negotiate a mutually agreeable date and time with you.
You respect the obligations of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You are respectful in your conversations about school staff.	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You leave and collect your child on time, from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

WE PERSEVERE TOGETHER

<i>What we expect from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide feedback about your child's progress
You approach the Class Teacher, Deputy Principal or Principal if you are concerned about behaviour of a staff member, student or parent. You will not approach any student other than your own in the school grounds about behaviour.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Positive Behaviour for Learning Rewards: [Mundy Merit Junctures](#)

At MSS, the use of our 'Mundy Merit' system supports our recognition of students upholding our expectations. Students receive these merits in recognition of their positive behaviour choices. Mundy Merits are cumulative and go towards individual

rewards at various juncture points such as, special seating position on parade, certificates of recognition, badges of Honour.

Whole school rewards are also incorporated into our system for recognition of positive behaviour choices. These rewards are contributive and student's combined efforts are recognised across all year levels. These culminating events usually occur at the end of a term. These rewards take the form of various whole school activities such as whole school lunch under the trees, crazy sock days, crazy hair days, lunch time disco parties and are determined in consultation with our Student Council.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. 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 factors that our teachers and principal consider, in both the instruction of behaviour expectations and the response to inappropriate behaviour.

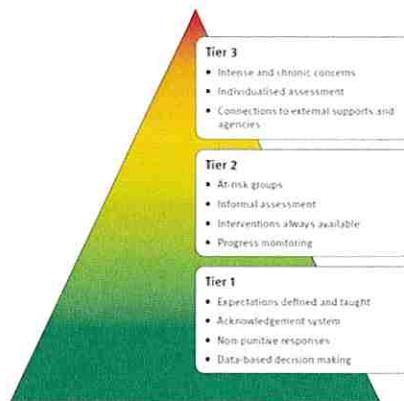
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the 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 following our MSS processes. 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 through the school administration 47 596444.

Differentiated and Explicit Teaching

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

Teachers at Mundingburra State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and 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.



As outlined in the PBL triangle above, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses MSS Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

MUNDINGBURRA STATE SCHOOL EXPECTATIONS MATRIX				
	All Areas	Discretion/Teaching options (provided)	Flexibility (provided)	ICT
M Make responsible choices	Ask for help when required Show pride in my school Be an upstander, not a bystander Be in the right place at the right time with things I own Be honest Be a problem solver Respect on your choices and accept responsibility for your actions	Set goals and do your best Play positive – making mistakes is ok – it's a 'how we learn' Be organised, engaged and ready for learning Try my best, always Follow the classroom expectations to go to the toilet during learning time – always use the pass	Focus on the agreed rules of the game Accept the rules of the game Care for the equipment on playing at school or in the community Care for the equipment by looking after it and taking care	Use technology to support learning in a safe and responsible manner School approved technology only on school grounds (i.e. for the day) Report any unexpected behaviour online to an adult
S Stay safe	Keep hands and feet to yourself and use objects for their intended purpose Choose safe and healthy options to support wellbeing	Remain in the defined learning space at all times Active during and be ready for learning Move safely around the learning space	Interact positively and safely with others Be safe when using sun safety and sunscreen	Be cyber safe Access approved websites Keep cyber name, password and personal information private
S Show respect	Follow adult instructions, <i>and some, every time</i> Display good manners and respect others and their belongings at all times Use correct language and language for social and school community members Respect the differences of others Respect other's privacy in the school	Respect other learners and my teachers Care for and show respect when using all equipment Take turns and be considerate of others	Include, cooperate, encourage and share with others	Use appropriate language when communicating online Be respectful of other's personal equipment – it is not to be borrowed, shared or misused
How we uphold our expectations	We Learn Together	We Care Together	We Persevere Together	

Focused Teaching - Behaviour

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

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

Support and Engagement staff, including teachers with specialist expertise in learning or development, work collaboratively with class teachers at Mundingburra State School to provide focused teaching. Focused teaching is aligned to the [MSS Expectations Matrix](#), and student progress is monitored by the classroom teacher/s to identify those who:

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

Mundingburra State School has a Student Engagement and Support team in place to help arrange and deliver focused teaching to students who need additional support to engage positively inside and outside of the classroom, and consistently demonstrate agreed expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Personal and social capabilities within the Australian Curriculum
- Respect Program
- Life Education
- Talk about it
- ThinkUKnow – Cyber Safety Presentation

Intensive Teaching - Behaviour

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration

may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, supports, communicate with stakeholders and directly consult with the student.

Multi-Tiered Systems of Support - MTSS

Mundingburra State School uses a multi-tiered systems of support (MTSS) as a framework to meet the needs of all students. It provides a continuum of support conceptualised across three levels of increasing intensity.



The 3 tiers represent the level of support a student may need at any stage in their schooling. All tiers are designed using the principles of Universal Design for Learning (UDL). This ensures equitable access for all students to provide a high-quality education which supports students' academic, behavioural and social/emotional needs.

Tier 1 – Universal Support

Tier 2 – Targeted Support – Monitoring and/or Case Management

Tier 3 – Intensive Support – Complex Case Management

Students have a range of different needs. MTSS allows all students to access rigorous and engaging learning opportunities in Tier 1 (Universal Support), as well as evidenced-based supports in Tier 2 (Monitoring + Case Management) and Tier 3 (Complex Case Management).

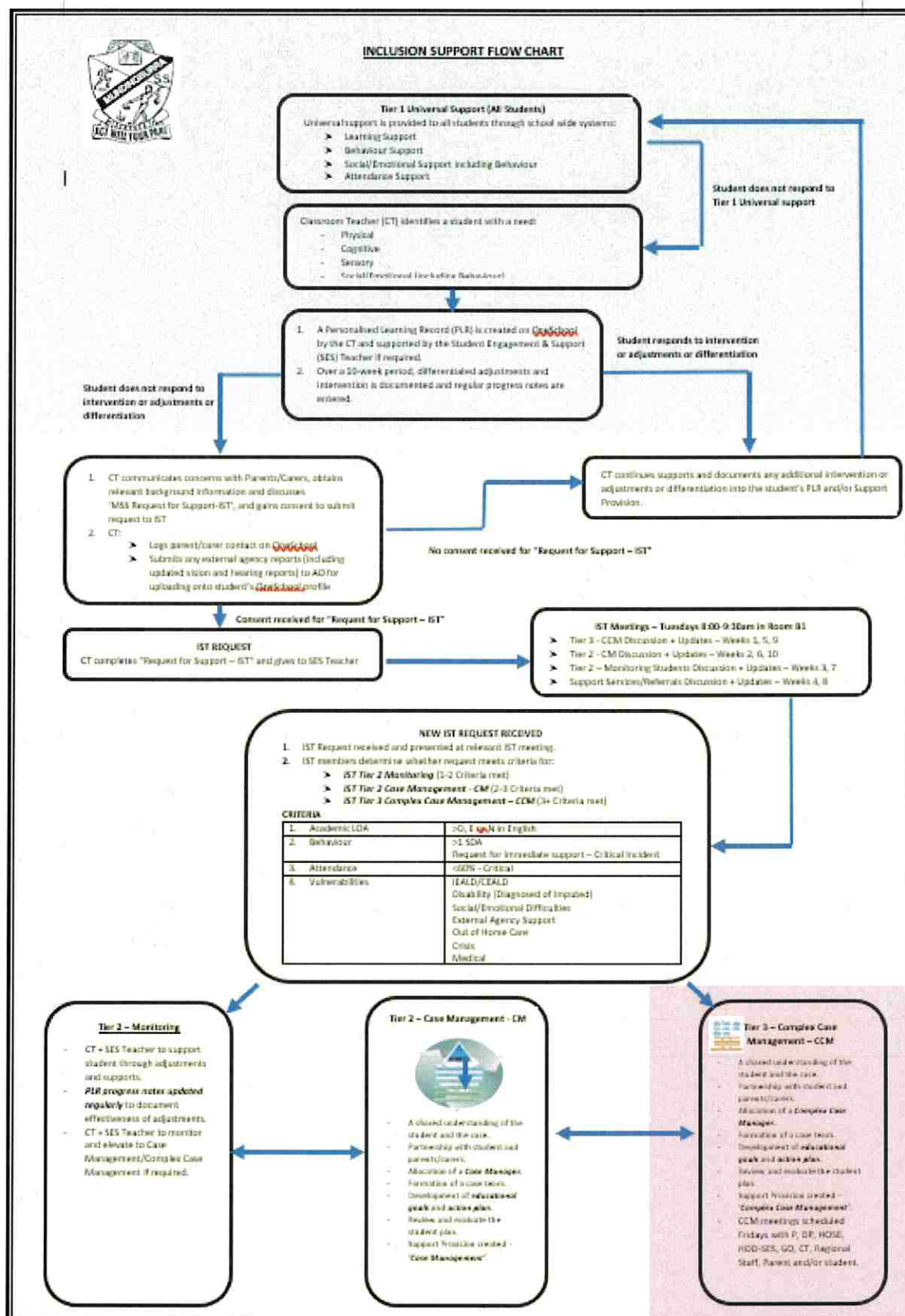
Tier 1 – Universal Support



Mundingburra State School's Multi-Tiered Systems of Support (MTSS)

Tier 1 - Universal Support (All Students) Classroom Teacher							
Universal support provided through school wide systems:							
LEARNING SUPPORT	BEHAVIOUR SUPPORT	SOCIAL/EMOTIONAL SUPPORT	ATTENDANCE SUPPORT	CURRICULUM & ASSESSMENT	BEHAVIOUR	ENVIRONMENT	WELLBEING
- Australian Curriculum (ACARA) - P-12 Framework - Curriculum into the Classroom (CIC) - Quality differentiated teaching and learning - Assessment, Reporting, Moderation and Data - SQA Model 3 Levels of Planning - Inclusive Teaching Practices - Collaborative Inquiry Cohort Meetings - Marker Students/Moderation (The Learner First - Least served learner) - Support Provisions documented on QneSchool	- Essential Skills of Classroom Management - Classroom Management Plan - Individual Student Plans - Positive Behaviour for Learning (PBL) - MSS Student Code of Conduct - Zones of Regulation - Quality differentiated teaching and learning - QneSchool behaviour records - School Disciplinary Incidents (SDIs) - School's 3rd Space	- Respectful Relationships Curriculum - Student Learning and Wellbeing Framework (SLWWF) - The Learner First - Social Worker - Youth Support Coordinator (YSC) - Student Protection Matters	- MSS Attendance Procedure - QneSchool roll-marking Procedure	- Teacher wide support - Auditory prompts - Providing opportunities to practice skills - Teaching vocabulary - Small group work - Peer tutoring - Targeted teaching - Goal setting - Visual cueing/visual aids - Differentiated/scaffolded resources - Graphic organisers - Concrete materials - Reduce the amount of complexity - Pre-teaching of concepts - Providing a copy of board work - Scaffolded tasks - Extra time provisions - Assistive technology - Scribing - Chunking tasks	- Restorative Practices - Re-direction - Class reward system - Time-out - Reflection Room - Explicit teaching of appropriate behaviours - Buddy class - Positive praise - Giving choices - Natural consequences - Calm down space - Wellbeing room - Litter duty	- Use of Essential Skills of Classroom Management - Simplified instructions - Preferential seating - Assistive technology - Teach routines and organisation	- Brain breaks - Movement breaks - Fear support - Sensory tools
If a student is not responding to Tier 1 Universal Supports consider the following: - Contact with Parent/Carer to communicate concerns and obtain relevant background information (Current Hearing/Vision Reports; External Agency Reports). - Create a PUA with updated strategies/adjustments and regular progress notes. - Support Provisions documented on QneSchool. - Input sought from cohort Teachers and Support Staff including through the Collaborative Inquiry process. - Meet with SES Teacher to discuss next steps and possible request to Inclusion Support Team (Inclusion Support Team Request Form).							

Tier 2 Support – Monitoring and/or Case Management
Tier 3 Support – Case Management



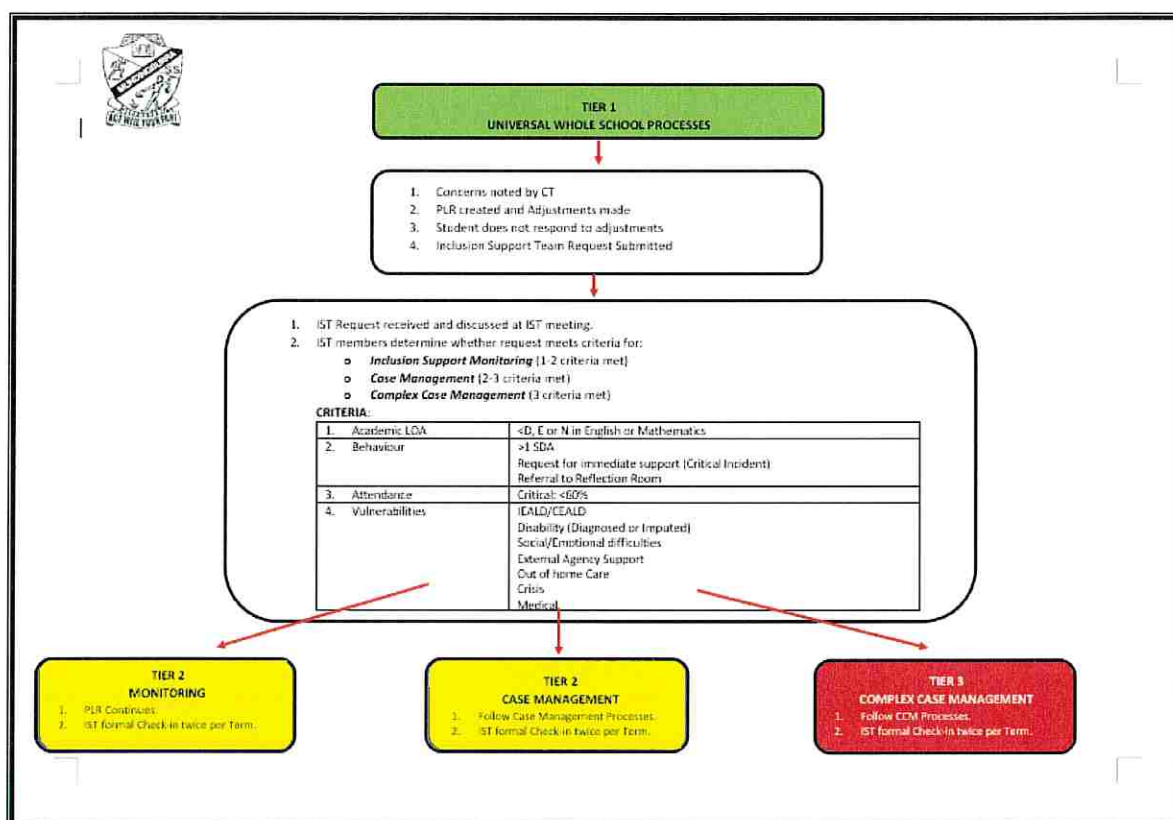
At Mundingburra State School, when a student does not respond to Tier 1 Universal supports, a 'Request for Support-Inclusion Support Team' is initiated. The IST meets once per week and 'Requests for Support-Inclusion Support Team' are tabled at these meetings.

The Inclusion Support Team consists of:

- Principal
- Deputy Principal
- Guidance Officer
- Head of Special Education Services
- Head of Department – Student Engagement and Support
- Student Engagement and Support Teachers
- Social Worker
- Youth Support Coordinator
- Classroom Teacher

New requests for support are discussed and triaged into 3 categories:

- Tier 2 Support – Monitoring
- Tier 2 Support – Case Management
- Tier 3 Support – Complex Case Management



Students requiring *Tier 2 Case Management* are allocated a Case Manager, Case Team and follow the Department of Education's North Queensland Region's Effective Case Management Guidelines.

Students requiring *Tier 3 Complex Case Management* are allocated a Case Manager, Case Team and follow the Department of Education's Complex Case Management Guidelines.

Case Management and Complex Case Management are proactive, flexible and collaborative processes. These enable school stakeholders to work in partnership with students, their parents/caregivers, DoE regional professionals, as well as external agencies to coordinate, share information and support the delivery of educational and other support services within the school setting.

Case management and Complex Case Management is only closed once goals are achieved and the student can be supported through Tier 1 Universal supports.

Disciplinary Consequences

Gaining student voice is an important part of our disciplinary processes here at Mundingburra State School. All students are given the opportunity to tell their side of the story using a school based [Student Behaviour Report](#) or [MSS Student Bullying Report](#). These documents are used in the investigation phase of any behaviour incident that is reported.

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, re-directions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the student engagement and support 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 or may be for a period of time. The determination of the need will be made by the principal in consultation with other relevant stakeholders. On occasions, 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 alternative internal supportive supervision, 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 and good order.

Differentiated

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

- Establish Expectations (e.g. "Remember, hand goes up")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines regularly
- Positive feedback- Curriculum/Behaviour
- Rule reminders (e.g. "We follow adult instructions, first time, every time")
- Explicit behavioural instructions (e.g. "Move safely through the learning area")
- Proximity
- Selective Attending
- Cueing with parallel acknowledgement
- Revised seating plan and relocation of student/s
- Descriptive Encouraging
- Classwide incentives
- Reminders of incentives or class goals
- Redirection to learning
- Questioning to re-direct ("Is that the way we move through the CPA?")
- Pause and Talk
- Firm, friendly, measured tone for individual instructions
- Waiting and scanning
- Reduction in verbal demands in requests or instruction (short and sharp)
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one would you like to start with? This or that?")
- Prompt student to take a short break or time away in class
- Description of Reality ("I'm not sure what the next step is in the problem, can someone help me?")
- Provide demonstration of expected behaviour
- Individual, close talk
- Give choice, follow through
- Follow through

Focussed

Class teacher is supported by student engagement and support team to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment (Training for SES Teachers 2025)
- Individual student behaviour support strategies (e.g. Individual Behaviour Management Plan)
- Targeted skills teaching in small group
- Reflection
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan

- Play Plans
- Eating area seating plans
- Rest and pause – (eg soccer, games)
- Check in- Check Out strategy
- Teacher coaching and debriefing
- Referral to Inclusion Support Team for team based problem solving
- Stakeholder meeting with parents and external agencies
- Case management

Intensive

School leadership team work in consultation with Student Engagement and Support Teachers, Guidance officer, Social Worker, External Agencies and Regional Personale to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment
- ABC Behaviour Tracker Tool
- Individual support plan
- Complex case management and reviews/ weekly meeting with Teacher, Parent, Executive leadership
- Stakeholder meeting with parents and external agencies including regional personale
- Temporary removal of student property (e.g. BYOD laptop)
- Internal Supported School Supervision
- Short Term Flexible Attendance Plan
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At Mundingburra State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options

have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-engagement following suspension

Students who are suspended from Mundingburra State School may be invited to attend a re-engagement 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

Structure

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

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 HoD Student

Engagment and Support, HoSES, Guidance Officers or Social Worker or Youth Support Co-ordinator also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff and the appropriate risk assessment applied. 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**) All medications require a medical practitioner label.

Responsibilities

State school staff at Mundingburra State School:

- do not require the student's consent to search school property such as 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, a vape) 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 Mundingburra State School

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

Students of Mundingburra State School

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

Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Mundingburra State School's mobile phone policy follows the guidelines set by the Department of Education and we have implemented the "Away for the Day" policy that restricts the use of mobile phones for students during school hours.

From the beginning of Term 1 2024, all Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

The decision to implement a consistent, state-wide approach to putting mobile phones away during the school day is based on the advice of Ms Cheryl Vardon AO, former Queensland Family and Children's Commissioner, who completed an independent review of Queensland's approach to mobile phones. Ms Vardon's review included consultation with key education stakeholders, such as principals, school staff, students and families from each education region, as well as a review of recent research on student use of mobile phones and personal devices in schools.

'Away for the day' will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students

- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

At Mundingburra State School students are required to:

- keep mobile phones switched off and 'away for the day' signed in at the front office and securely stored.
- disable notifications on wearable devices during school hours
- exemptions for students who require access to their mobile phones or wearable devices during school hours for medical, disability and/or wellbeing reason will be approved by our Principal



Responsibilities

The responsibilities for students using devices such as BYOD at school or during school activities, are outlined below.

It is **acceptable** for students at Mundingburra State School:

- use approved devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and sign in mobile phones through the front office before school, and collect and sign mobile phones out through the front office.

- seek Principal's approval where the use of a mobile device is required for medical, disability and or wellbeing reasons.

It is **unacceptable** for students at Mundingburra State 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 online email
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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

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

The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning.



A priority for **Mundingburra State School**

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 responsible, safe and respectful.

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.

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 Mundingburra State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Mundingburra State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on

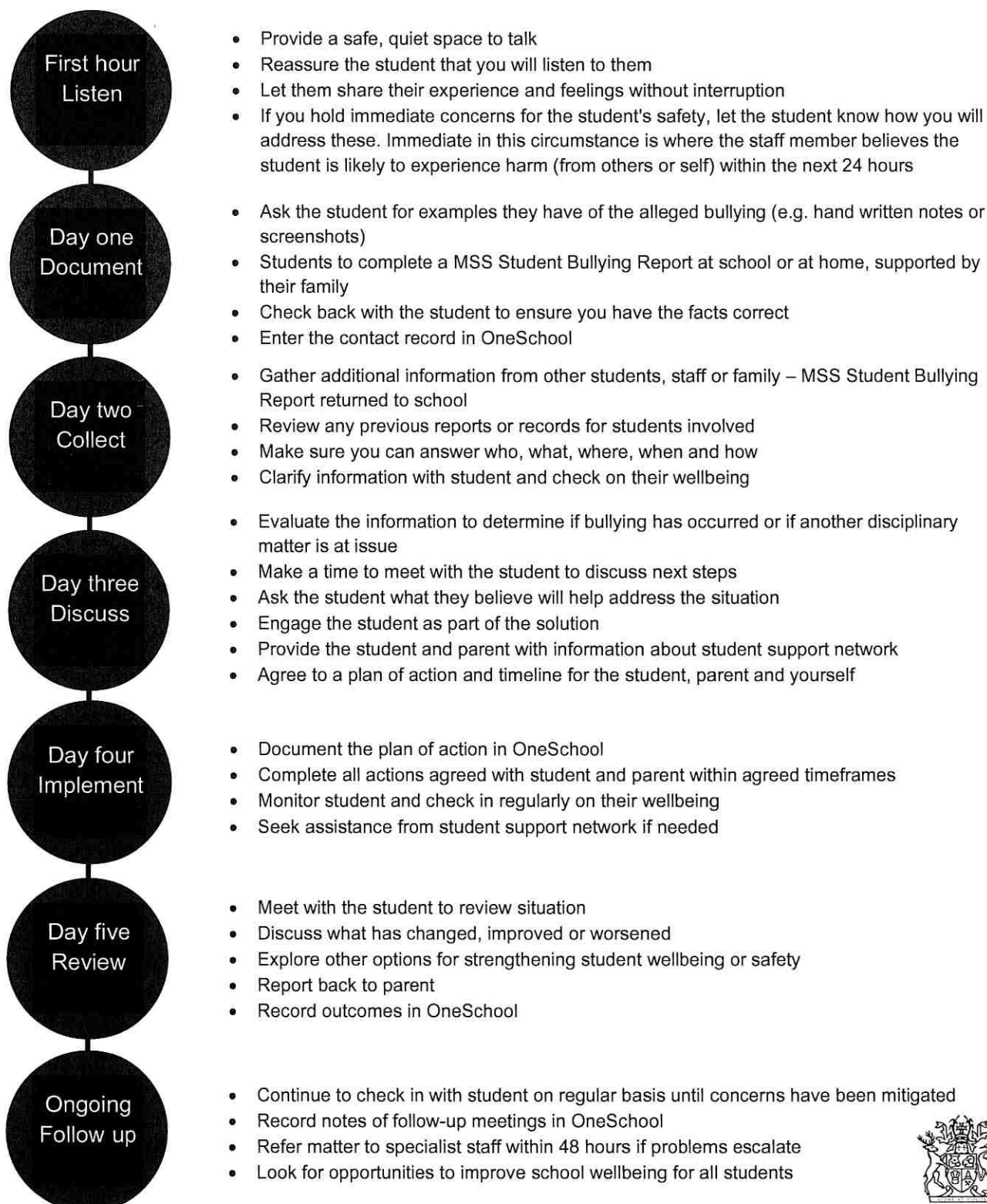
the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Mundingburra State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying and obtain relevant school based documentation:

Prep to Year 6 – Class teacher



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels), who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Mundingburra State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

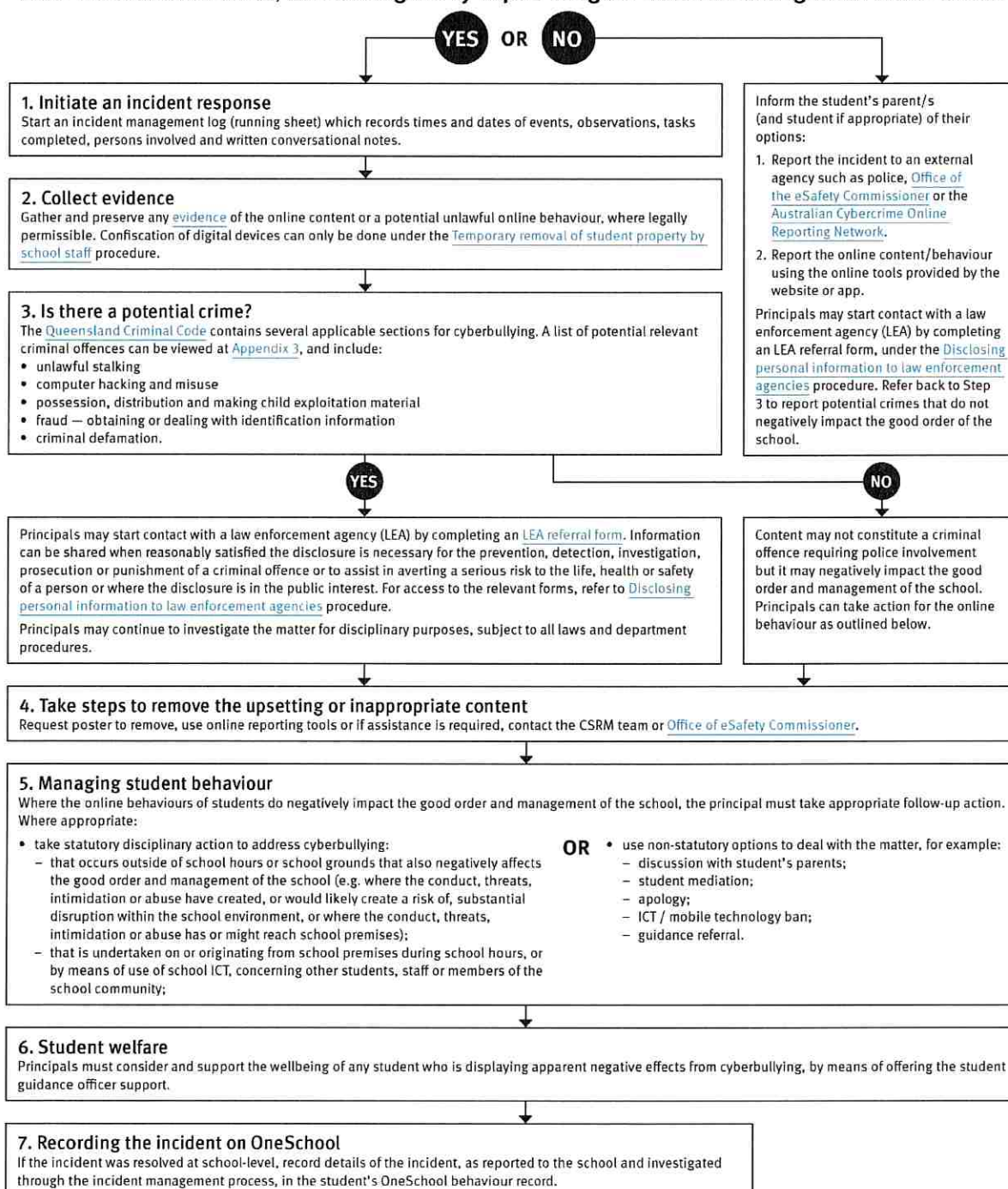
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (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 Engagement and Supports

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

Students who have been subject or witness to bullying have access to a range of internal support and engagement staff, as identified in the Multi-Tiered Systems of Supports 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 Mundingburra State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Mundingburra State School – Anti-Bullying Contract

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

Mundingburra State School – Anti bullying Contract to the enrolment document

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

The agreed national definition for Australian schools describes bullying as

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

We believe that everyone deserves to be respected, regardless of race,

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 and information, 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* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Mundingburra State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of at risk 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 state and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

At Mundingburra State School we have a clear process and procedure to follow in the event of a critical behaviour incident, requiring additional support.