Marsden State High School Student Code of Conduct

2026–2029

Brighter futures: Delivering excellence in every state school, for every student

Every Queensland state school is a school of choice, where every student or every background, ability, or culture is empowered to realise their full potential. True excellence is only possible when founded in equity.

Queensland Department of Education

Purpose

Marsden State High School is committed to delivering superior learning opportunities built on a culture of high expectations. Our vision, 'Dare to Inspire, Make a Difference' is underpinned by providing safe, respectful and disciplined learning environments for all students, staff, parents and visitors.

This Student Code of Conduct outlines the responsibilities and processes we use in our school to promote a productive, effective whole school approach to learning and behaviour. We use the Positive Behaviour for Learning (PB4L) approach to develop our students' 'character' for a successful future.

The purpose of this policy is to create clarity for all stakeholders on the high expectations we expect at Marsden State High School, and emphasise our focus on excellence in all aspects of Body, Mind and Character.

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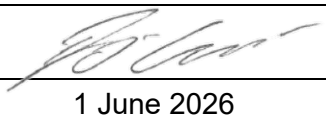
Endorsement

Principal Name:	Rick O'Connor
Principal Signature:	
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Principal's Foreword

Introduction

The Student Code of Conduct is the means by which we ensure that our supportive school environment is established and maintained. As a community, we are committed to building success for all learners through a vision of:

Dare to Inspire, Make a Difference

High expectations are at the heart of our vision. There is no substitute for hard work and the best advice we can give students and parents is:

Attendance, positive behaviour and full completion of class work, homework and assessment are the keys to achieving the best possible results for all students.

At Marsden State High School, it is an expectation that all students demonstrate our school values, **PRIDE**, **PASSION** AND **PERSISTENCE**, and follow our school expectations:

@marsden.i am a…
Respecftul
Responsible
Safe
Learner

Nobody asks more of students than their best effort, and we ask that all students are honest in giving 100%. Our conversations and daily focus throughout the year with students and parents will revolve around the @marsden.i PBL Matrix. Setting standards and helping students follow them is part of the longer-term aim of helping young people to learn self-discipline and respect for others and to take responsibility for their actions. It is also a key element in preparing our students for successful participation in life after school. We urge all parents and caregivers to support us in our focus on the core business of teaching and learning in classrooms by using the @marsden.i in your conversations with your child at home.

Marsden State High School aims to assist each student to develop as a whole person. We seek to produce creative individuals who focus on developing in Body, Mind and Character. The principles and beliefs are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our principles and beliefs in all actions. These principles and beliefs are the foundation of our Student Code of Conduct.

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Data Overview

Attendance

School absenteeism and truancy can impact significantly on students' learning and wellbeing. Research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement. Additionally, attending school every day helps children to build social and emotional skills such as communication, teamwork and resilience.

Historically, Marsden State High School has recorded the following yearly attendance rates:

2020	2021	2022	2023	2024
79.1%	85%	80.8%	82%	81.9%

Marsden State High School's 2026 Attendance target is 92% (present + medical cert approved) which aligns to the state average.

School Disciplinary Absences (SDAs)

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

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

The following table shows the number of students recommended for each type of school disciplinary absence over the past three years.

Type of SDA	2020	2021	2022	2023	2024
Short Suspension (1-10 days)	567	810	806	795	741
Long Suspension (11-20 days)	16	25	41	35	45
Cancellation of Enrolment (Non-Compliance)	48	66	48	11	6
Recommended Exclusions	54	69	98	133	89
Exclusions	40	42	46	68	55
Total enrolment	2829	3163	3521	3702	3823

OneSchool

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports teachers, administrators and students in:

- Student management
- Curriculum and assessment management
- Finance and asset management
- Resource management
- Performance, reporting and analysis

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Marsden State High School has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Information security

The Queensland Government manages personal information in line with the Information Privacy Act 2009.

The student data in OneSchool can only be accessed by the school principal, teachers and other authorised departmental staff. To access OneSchool, authorised users must first login and be authenticated by the department's network. As part of the access, a two-factor authentication processes and various security measures and encryption protocols are employed.

Recording Incidents

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- Curriculum and assessment management
- Finance and asset management
- Resource management
- Performance, reporting and analysis

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Parents can request access to their child's OneSchool record held by the school by submitting a written request to the principal. Parents can also request to have records amended. Some documents like school reports and timetables may already be available. Please check our website before submitting a written request:
Forms and Documents - https://marsdenshs.eq.edu.au/support-and-resources/forms-and-documents
Parent Resources - https://marsdenshs.eq.edu.au/support-and-resources/parent-resources

Principals will respond to your request within 10 school days of receiving it. Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request).

For more information about accessing your child's OneSchool records, please visit: https://www.qld.gov.au/education/schools/information/contact/accessing

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Learning and Behaviour Statement

At Marsden State High School, we aim to maintain, enhance and continue to develop a safe and supportive school environment for all members of the school community. Our Student Code of Conduct reflects the shared beliefs of the Queensland Department of Education and our school community.

We believe social, vocational, cultural, sporting and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. All members of the school community are expected to maintain the highest standards of personal behaviour and show respect for others, for all property and for the environment. The following elements outline our continuing aspiration to best teaching practice and the beliefs essential to the operation of the school.

Inclusion Statement

Marsden State High School is committed to inclusive schooling and teaching practices. This involves best practice to maximise the outcomes for all students through the effective identification and reduction of barriers to learning. We are committed to support all students with suitable adjustments and provisions within the curriculum that will ensure meaningful engagement within the school community, whilst enabling each student to work and achieve at the appropriate level for their learning needs. We believe in setting high, yet achievable expectations, as well as valuing and celebrating diversity in others and ourselves. Teaching practices are evidence-based and focus on success in all areas for every student.

Marsden State High School staff supports an engaging, supportive and safe learning environment. Special Education teachers, EAL/D teachers and teacher aides work together with classroom teachers, assisting each individual student to improve himself or herself academically, socially and emotionally. We identify and acknowledge students' individual strengths, encouraging and enabling them to develop social skills to improve communication. We aim to prepare each individual for active citizenship in school and the wider community.

The Queensland Government is committed to providing safe, supportive, inclusive and disciplined learning environments that provide educational opportunities for all Queensland students. The department endorses a whole-school approach to improving student learning, and places emphasis on every student succeeding.

All Queensland State schools are required to adhere to the *Disability Discrimination Act* 1992 (DDA), the *Disability Standards for Education* 2005 (DSE) and the EQ Inclusion Policy. Schools and teachers are therefore legally obligated to make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability.

As a result, Marsden State High School must ensure that all facets of the educational environment and experience are inclusive and accessible to all learners, and that no facet

results in additional hardship or exclusion for any student. Inclusion staff work with students, parents and community agencies to provide reasonable access to all areas of academic and extra curricula activities for every student regardless of their differences.

Purpose

This policy sets out the Department of Education's (the department's) commitment to continue to work towards a more inclusive state education system and the principles, which will guide that work.

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Policy Statement

The department commits to continuing our journey towards a more inclusive education system at policy and regional levels, and as part of our everyday practice in schools, educational settings and classrooms. Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

What we mean by inclusive education:

All students benefit, academically and socially, when provided with a high-quality education. Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

Inclusive education differs from other approaches and practices in significant ways:

Integration – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.

Segregation – students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.

Exclusion – students are unable to access any form of education.

The department's commitment to inclusive education

We have high expectations of all students, recognizing that, with the right support, all students can succeed.

Our commitment means that children and young people across Queensland, from all social, cultural, community and family backgronds, and of all idneitities and all abiltiies can:

- Attend their local state school and education centre and be welcomed
- Access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers
- Learn in a safe and supportive environment, free from bullying, discrimination or harassment
- Achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs

The department will continue to offer parents the choice of enrolling their child, who meets set criteria in highly individualised programs, including through special schools and academies.

Principles

The department's work towards a more inclusive state education system will be guided by nine principles adapted from the United Nations' nine core features for inclusive education (United Nations 2016, pp.4 to 6).

	A system-wide approach Inclusive education is implemented systemically, based on evidence, across the department including in schools and other educational settings. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across the department and within local school communities.		**Committed leaders** Leaders at all levels within the department, across regions and local school communities, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.
	Whole of school Every member of the school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.		**Collaboration with students, families and the community** We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.
	Respecting and valuing diversity All students and families feel, and are, welcome, respected, included and safe at our state schools. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.		**Confident, skilled and capable workforce** Our school leaders, teachers, departmental staff, support staff and volunteers build on their expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.

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	Accessible learning environments Our schools, educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.		**Effective transitions** The transition from early childhood and care settings to school and from school to work, training and higher education are significant milestones in students' lives. Schools continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner's education.
	Monitoring and evaluation Monitoring progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels — at the school, regional and system levels to ensure the department is continuing on its journey and to build on good practice.		

Requirements

This policy requires the department and all state schools to comply with the Education (General Provisions) Act 2006 (Qld) and state and commonwealth discrimination laws.

As different student groups experience different barriers to inclusion, the department will continue to implement strategies and policies, and support practices that address the unique needs of:

- Aboriginal and Torres Strait Islander students
- Students from culturally and linguistically diverse backgrounds
- Students who identify as LGBTQI+
- Students living in out-of-home care
- Students from rural and remote communities
- Students with disability
- Gifted and talented students

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Multi-Tiered Systems of Support

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

Tier 1

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and our school expectations. This involves:

- Teaching behaviours in the setting they will be used
- Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Targeted instruction and supports for some students (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- There is a clear connection between the skills taught in the interventions and the school-wide expectations.
- Interventions require little time of classroom teachers and are easy to sustain
- Variations within each intervention are limited
- Interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction. Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be

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successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

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

Consideration of Individual Circumstances

Staff at Marsden State High School considers 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 an individualised approach is key to the success of each individual student. This means that there cannot be a 'one size fits all' approach to discipline. Some students need additional support to interpret or understand our school expectations. 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.

By law, it is Marsden State High School's responsibility to respect and protect the privacy of our students. This means that we will not disclose or discuss information about other students, including details of consequences issues, with individuals other than the students listed parents or carers. 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 relevant Deputy Principal, Head of School or Executive Principal.

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Marsden State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and considering information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and recognising the rights of all students to:

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- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio- economic situation
- receive adjustments appropriate to their learning and/or impairment needs
- provide written or verbal statements that will be taken into consideration in the decision-making processes
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student.

Student Wellbeing

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Across the years of primary schooling we provide age appropriate education on a range of Health topics including:

- Respectful relationships: establishing and maintaining respectful relationships, including others, resolving conflict, communication skills, challenging issues in friendship, developing respect and empathy, emotions, cultural understanding,
- Personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.
- Personal safety and wellbeing and resources to support safety
- Physical growth and development
- Dealing with transitions e.g. transitioning from primary school to high school
- Health messages and advertising
- Physical activity to promote health
- Nutrition
- Bullying behaviours (including cyberbullying), strategies to reduce bullying and seeking help
- Cybersafetly and on-line protocols

Policy and expectations

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

Specialised health needs

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

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

Health plans must be provided to the school and are kept on the student's file. The parent/carer is responsible for ensuring that the information remains updated.

Medications

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

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

Marsden State High School maintains a minimum of one adrenaline auto-injector (Junior and Regular) and asthma reliever/puffer with disposable spacers, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

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

Student Support Services

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

Students can approach any trusted school staff member at Marsden State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative from the Student Support Team.

The student support team includes:

- Executive Principal
- Head of Junior School
- Head of Senior School
- Deputy Principal Year 7
- Deputy Principal Year 8
- Deputy Principal Year 9
- Deputy Principal Year 10
- Deputy Principal Year 11
- Deputy Principal Year 12
- Deputy Principal Transitions and Inclusion
- Guidance Officers

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- Head of Department – Student Services
- Year 7 Head of Department
- Year 8 Head of Department
- Year 9 Head of Department
- Year 10 Head of Department
- Year 11 Head of Department
- Year 12 Head of Department
- Year 7 Coordinator
- Year 8 Coordinator
- Year 9 Coordinator
- Year 10 Coordinator
- Year 11 Coordinator
- Year 12 Coordinator
- GP
- School Nurse
- Youth Support Coordinator – Intensive Support
- Year 7 & 8 Youth Support Coordinator
- Year 9 & 10 Youth Support Coordinator
- Year 11 & 12 Youth Support Coordinator
- Attendance Officers
- Student Support Officers
- Social Workers
- UQ External Services – Counsellor, Social Workers, Psychologist, Sports Psychologist
- Physiotherapist
- Deadly Unit
- Careers Team

External support is also available to students and families through the following, but not limited to government and community agencies such as:

- Family and Child Connect FACC
- Intensive Family Support IFS
- The Benevolent Society
- YMCA
- Child and Youth Mental Health CYMHS
- Evolve
- Department of Communities – (Child Safety Services and Intensive Family Support).
- Queensland Police Service
- Local Council
- Disability Services Qld
- Aboriginal Torres Strait Islander Health Children Health Services ATSICHS
- Government Health services
- Education Queensland Regional Support Staff.

The Student Support Services at Marsden State High School, led by the HOD of Student Services, offers a diverse range of support to all students and families including:

SUPPORT OFFERED	
SUPPORT	**DESCRIPTION**
YOUTH SUPPORT COORDINATORS	Each year level is allocated a YSC who provide a safe space for all students who require support and are the initial point of reference for all students.

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STAR	A movement to support families who are significantly financially disadvantaged and require urgent assistance.
SCHOOL BASED GP	MSHS have a school-based General Practitioner on site once a week on a Monday. Bookings taken through the Support Services Admin officer.
SUPPORT SERVICES HUB	Services to assist with support in all area of wellbeing, including YSC, GO, Counsellors, SBYHN, Doctor, Psychologist, Athlete wellbeing officer and Support services admin officer.

Partnerships with external agencies ensure our students and families are able to access a range of support and intervention to foster optimal outcomes for all:

COMMUNITY PARTNERSHIPS		
YMCA	Young Men's Christian Association	
PCYC	Police Citizens Youth Club	(07) 3805 4100
LADDERS	Logan Adolescent Drug Dependencies Early Response Service	
THE SMITH FAMILY	Logan	0466 749 058
YFS	Youth and Family Services	(07) 3826 1500
HEADSPACE	Meadowbrook	(07) 3804 4200
ACCORAS	Beenleigh	(07) 3727 5022
ATSICHS - Logan	Aboriginal and Torres Strait Islander Community Health	(07) 3240 8900
RICHMOND FELLOWSHIP QLD	NDIS Package	(07) 3363 2575
CYMHS – Logan Central	Child and Youth Mental Health Service	Lymhs_admin@health.qld.gov.au

Parents who would like more information about Student Support Services are invited to contact your student's Year Level Head of Department.

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Whole School Approach to Discipline

Marsden State High School have used our longstanding values, mission and vision to guide the whole school approaches implemented in all learning environments and other contexts, as well as additional programs and opportunities beyond the curriculum.

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 demonstrate our school-wide expectations. These expectations are:

@marsden.i am a…
Respecftul
Responsible
Safe
Learner

It is also an important element of the Australian Professional Standards for Teachers (APSTs) for educators to support students and manage challenging behaviour. Particularly focusing on standard four; Create and maintain supportive and safe learning environments which details the following elements:

- Support student participation
- Manage classroom activities
- Manage challenging behaviour
- Maintain student safety
- Use ICT safely, responsibly and ethically

Essential to effective learning at Marsden SHS is a safe, supportive and disciplined learning environment that respects the following rights:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe

At Marsden State High School, the shaping of our Makos involves more than discipline and punishment. We are dedicated to developing the mind, body and character of our young people, to ensure they are aware of and can maximise future options for a life of choice, not chance.

Tier 1 – Differentiated Explicit Teaching

Marsden State High School is a positive and disciplined learning environment that provides differentiated teaching and learning opportunities to respond to the learning needs of all students. This approach includes teaching expected behaviours and providing opportunities for students to practise these behaviours. Through the whole school teaching and learning framework, all staff reinforce expected behaviours, provide feedback and correction, as well as multiple opportunities for practice.

Staff at Marsden State High School provide various adjustments opportunities to learn in and outside of the classroom. Decisions about differentiation in the classroom environment are informed by various data sets including academic data, behaviour and effort data and whole school behaviour data. This approach enables staff to purposefully plan a variety of ways to engage and teach students, thus, fostering optimal success and positive learning outcomes for all.

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

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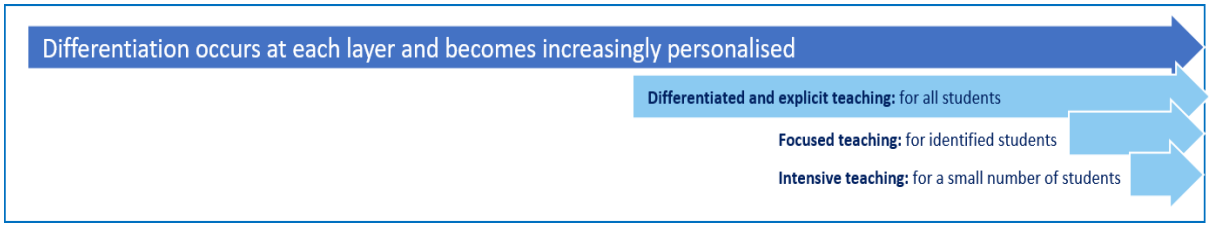
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students.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



At Marsden State High School, we believe every individual has the right to work and learn in a safe and supportive environment. We have developed positive, preventative, proactive systems to explicitly teach and support appropriate behaviour and create positive environments for all school members.

Every student in our school is provided with the @marsden.i poster, the Makos Matrix and the Behaviour and Effort Matrix in their student planner. These documents are a basis for developing and reinforcing students and providing students with feedback on their behaviour.

Student success is celebrated at various junctures throughout the year and we welcome our community to these events.

Effort and Behaviour Reporting Matrix

	EXCELLENT	VERY GOOD	SATISFACTORY	NEEDS ATTENTION	UNACCEPTABLE
BEHAVIOUR	Consistently arrives on time in uniform with all necessary equipment Consistently takes responsibility for their learning Consistently pays attention and follows staff instructions Consistently contributes positively to the learning environment	Often arrives on time in uniform, with all necessary equipment Often takes responsibility for their learning Often pays attention and follows staff instructions Often contributes positively to the learning environment	Regularly arrives on time in uniform with all necessary equipment Regularly takes responsibility for their learning Regularly pays attention and follows staff instructions Regularly contributes positively to the learning environment	Sometimes on time in uniform, with all necessary equipment Sometimes takes responsibility for their learning Sometimes pays attention and follows staff instructions Sometimes contributes positively to the learning environment	Rarely on time in uniform, with all necessary equipment Rarely takes responsibility for their learning Rarely pays attention and follows staff instructions Rarely contributes positively to the learning environment
EFFORT	Consistently focuses on tasks Consistently engages in group tasks and answers questions Consistently engages when learning is difficult Consistently submits completed drafts as per requirements, on time Consistently seeks and actions feedback on classwork and assessment Consistently uses Focused note taking	Often focuses on tasks Often engages in group tasks and answers questions Often engages when learning is difficult Often submits completed drafts as per requirements, on time Often seeks and actions feedback on classwork and assessment Often uses Focused note taking	Regularly focuses on tasks Regularly engages in group tasks and answers questions Regularly engages when learning is difficult Regularly submits completed drafts as per requirements, on time Regularly seeks and actions feedback on classwork and assessment Regularly uses Focused note taking	Sometimes focuses on tasks Sometimes engages in group tasks and answers questions Sometimes engages when learning is difficult Sometimes submits completed drafts as per requirements, on time Sometimes seeks and actions feedback on classwork and assessment Sometimes uses Focused note taking	Rarely focuses on tasks Rarely engages in group tasks and answers questions Rarely engages in learning Rarely submits completed drafts as per requirements, on time Rarely seeks and actions feedback on classwork and assessment No evidence of Focused note taking
HOMEWORK AND STUDY	Consistently completes homework tasks in set timelines Consistently uses school planner to organise homework Consistently seeks and actions feedback on homework tasks Evidence in Focused Note Taking of consistently using study time to summarise, practice and revise classwork	Often completes homework tasks in set timelines Often uses school planner to organise homework Often seeks and actions feedback on homework tasks Evidence in Focused Note Taking of often using study time to summarise, practice and revise classwork	Regularly completes homework tasks in set timelines Regularly uses school planner to organise homework Regularly seeks and actions feedback on homework tasks Evidence in Focused Note Taking of regularly using study time to summarise, practice and revise classwork	Sometimes completes homework tasks in set timelines Sometimes uses school planner to organise homework Sometimes seeks and actions feedback on homework tasks Evidence in Focused Note Taking of sometimes using study time to summarise, practice and revise classwork	Rarely completes homework tasks in set timelines Rarely uses school planner to organise homework Rarely seeks and actions feedback on homework tasks No evidence in Focused Note Taking of using study time to summarise, practice and revise classwork

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Tier 2 – Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support or adjustments in regards to academic, behaviour and social and emotional support, 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. Focuses teaching provides students with more opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, development and behaviour, work collaboratively with class teachers at Marsden State High School or provide focused teaching. Student progress is monitored by the Year Level Head of Department in consultation with the classroom teachers to identify those who:

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

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

- Observations through a functional lens to inform an individual behaviour support/monitoring plan
- Biopsychosocial assessment to determine level of support required
- Tier 2 programs as outlined below:

PROGRAMS OFFERED AT MARSDEN STATE HIGH SCHOOL		
PROGRAM	**DESCRIPTION**	**SUPPORT**
Goodstart	Good Start is a program designed for Maori and Pacific Islander students. The program aims to support students to learn about health, nutrition and physical activity through culturally tailored workshops.	Health, nutrition and physical activity
Love Bites	A respectful relationships education program for young people to learn and discuss friendship, power in relationships, gender roles, warning signs of abuse, jealousy, seeking help, stereotypes, homophobia, love and control – and break ups.	Healthy and Respectful relationships
Friend's Resilience	The FRIENDS programs are a suite of Australian-developed, cognitive behaviour therapy (CBT) based programs designed to build life-long resilience in individuals, families, schools and communities.	Anxiety, depression and mental health
ALL ABOARD	All Aboard runs inclusive and accessible skateboarding workshops that provide children and young people the opportunity to learn and build skills in skateboarding. Our workshops are led by experienced instructors to create a fun environment that involves games with a social focus.	Inclusivity, physical activity and resilience

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RAGE	RAGE is designed for young people who have difficulty controlling their emotions. This program helps students to identify feelings of anger, along with triggers, and explore alternate strategies to coping with frustration.	Anger management and violent behaviours
Top Blokes	The program is for male students in Year 7/8 who display challenging behaviours and/or who require socialisation development. The program benefits boys who have personal potential but need positive mentoring.	Male mentoring program
Senior Top Blokes	The program is designed for senior students to gain net improvement in academic performance, improved life skills and outlook, improved personal wellbeing, improved physical wellbeing, decreased anti-social behaviour and increased social connectedness.	Male mentoring program
Blue Edge	Blue EDGE (Educate, Develop, Grow, Empower) is a program of physical training designed to extend a young person's mind and physical capability. The program also includes career education, motivational speakers and mentoring with a view to having youth actualise their potential.	Physical activity, community relationships, empowerment

For more information about these programs, please speak with the Head of Department – Student Services on 07 3299 0555.

Tier 3 – Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from 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.

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Legislative Delegations

Legislation

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

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

Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

Education (General Provisions) Act 2006 Director-General's delegations
Education (General Provisions) Act 2006 Minister's delegations
Education (General Provisions) Act 2006 Director-General's authorisations
Education (General Provisions) Regulation 2006 Minister's delegations
Education (General Provisions) Regulation 2017 Director-General's delegations

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Disciplinary Consequences

Determining the type of behaviour

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are when a student is able to continue in the environment after being provided with appropriate support and intervention. These incidents are handled by staff members at the time it happens.
- **Major** behaviour incidents are when a student is unable to continue in the environment as they do not respond to support and intervention, or when it is inappropriate for them to do so. These incidents are referred through to the appropriate member of the Leadership Team.

Minor problem behaviours are those that:

- are minor breaches of the school expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require intervention from a member/s of the Leadership Team.

Major behaviours are those that are:

- physically or verbally abusive
- unsafe
- significantly violate the rights of others

Responding to unacceptable behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, related to the school expectations – I am proud, I am passionate and I am persistent. Following this, a student will be redirected to change their behaviour so that it aligns with our school's expectations.

At Marsden State High School, staff will always use a least intrusive, preventative approach when responding to behaviour. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Strategies used to address low-level problem behaviours are aimed at decreasing time out of learning, demonstrating care and concern by the adult whilst building the relationship with students and maintaining a positive learning climate. All responses to inappropriate behaviour should be affected immediately in a calm, quiet, specific (yet brief) respectful manner. The range of strategies should move from a least to most intrusive responses.

Differentiated Response – Tier 1

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

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- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused Response – Tier 2

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
- Token economy
- Detention
- Reset Day
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Response – Tier 3

The school Leadership Team work in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review

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

Possible Consequences

When responding to behaviour at Marsden State High School, it should always be immediate, calm, consistent, respectful and individualised. At Marsden State High School, it is an expectation that all students demonstrate our school values, PRIDE, PASSION AND PERSISTENCE, and follow our school expectations:

@marsden.i am a…
Respecftul
Responsible
Safe
Learner

Students who behave inappropriately and do not meet the school expectations – will be given an appropriate consequence. The following consequences may be given to a student at Marsden State High School:

- Support & Intervention
- Alternative Workspace
- Planning Room
- Detentions
- Suspension 1-10 days
- Suspension 11-20 days
- Exclusion
- Cancellation of Enrolment

School Disciplinary Absence

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).

The decision to suspend or exclude will be in accordance to the guidelines and procedures in Education Queensland's policy for suspension and exclusion under Section 285 of the Education (General Provisions) Act 2006. Prior to taking this action, the Principal will confer with the Deputy

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Principal, Head of Department – Student Services, members of the Students Services team, the classroom teacher and relevant Regional Office staff to ensure that consideration has been to the student's individual circumstances.

Suspension or exclusion of any student from Marsden State High School is a consequence that is used only as a last resort or as natural/logical consequence for high level, unsafe behaviours. The following behaviours will not be tolerated by the school and the student in most circumstances will result in a suspension:

- Serious physical violence
- Serious persistent bullying
- Abusive/aggressive behaviour towards staff
- Bringing prohibited items to school.
- Any conduct that could bring a criminal charge.

Students on a long suspension will be provided work to complete and submit on a week to week basis.

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

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

Re-entry following suspension

Parent attendance at a re-entry meeting is expected so that the school team can work with home-based supports to create a supportive network for the student and ensure that parents/carers are informed about the strategies that are being used.

The invitation to attend the re-entry meeting will be communicated via the suspension letter sent home via email and post. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

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
- Offer information and supports available (e.g. guiadance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

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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 members of the Student Services Team and regional staff, is important as these stakeholders offer valuable advice to ensure a successful outcome to the re-entry meeting.

Policies

Marsden State High School has established 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
- Appropriate use of social media and electronic devices
- Preventing and responding to bullying
- Student Dress Code
- Attendance

Temporary Removal of Student Property

Where students are in possession of items that affect the safety, wellbeing and good order of our school temporary removal will be required. This policy outlines the processes, conditions and responsibilities of stakeholders pertaining to the temporary removal of student property.

What items are prohibited and will be removed		Consequences
Class A	**Class B**	
• Illegal items or weapons • Potentially dangerous items • Drugs (including tobacco), vapes and paraphernalia • Alcohol • Explosives • Flammable solids or liquids • Poisons • Inappropriate or offensive material brought to school or digitally accessed.	• Aerosol deodorants or cans • Items used to graffiti including paint pens and permanent markers. • Imitation guns or weapons • Chewing gum • Jewellery and clothing that does not meet the Student Dress Code. • Electronic Devices – see *Use of mobile phones and other devices by students*	Class A items are prohibited at Marsden State High School and will likely result in significant consequences and potential involvement from the Queensland Police Service. Class B items are not permitted at Marsden State High School. These items may pose a risk to the health and safety of all students, be a distraction to learning or be seen as an attractive item by other students. A reasonable time to temporarily remove property may be guided by: • 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 student or staff members • Good management, administration and order of the school

Medication
• Only medication prescribed a health practitioner will be administered by school staff • Schools require medical authorisation to administer any medication to students (including over the counter items such as paracetamol)

Responsibilities		
Staff	**Students**	**Parents**
• All items temporarily removed from a student will be delivered to the student foyer, labelled and stored appropriately. • Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied through to the student through the school. • Require permission from the student to conduct a bag search (in the presence of a DP or higher), where a student declines they may be detained with the property for carers or police to arrive. • Where other items are removed, for example mobile phone, permission is required to further examine these, unless in extenuating circumstances such as a medical emergency. • Consent from a student or parent is required to search the person (for example pockets and shoes). If consent is not offered, the police may be called.	• Do not bring property onto the school grounds (or other setting used by school such as camp or sporting venues) that are: o Listed above as prohibited o Illegal o Puts the safety and wellbeing of others at risk • If permitted, collect your temporarily removed property as soon as you are advised to from the student foyer and do not bring it back to school. Some confiscated items can only be collected by a parent/carer.	All parents/carers and the community have a responsibility to engage with and support their child's adherence to school policy documents. Suggestions for how parents can support the school and their child's adherence to this policy include: • Discussing the list of prohibited items with their child and identifying any personal or household items that fit these categories. • Monitoring what their child brings to school. • Talking with the school administration for further support or assistance. • Collecting any confiscated property from the school in a timely manner.

Electronic Devices Policy

Mobile phone use at Marsden State High School

To maximise safety and learning opportunities for all students' mobile phones and headphones are to be switched off and away for the day from 8.35am until 2.30pm. The 'Away for the Day' mobile phone policy at Marsden State High School is designed to foster a community feeling and belonging among students while promoting optimal learning environments, face-to-face interactions, and the health and wellbeing of students. This policy is designed to strike a balance between the benefits of technology and the need for focused, face-to-face engagement in our school community. This policy is in line with the Queensland government mandate and the recommendations of Ms Cheryl Vardon AO, former Queensland Family and Children's Commissioner.

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The intention of a Mobile phone Policy is providing a safe and supportive teaching and learning environment by:

a) **Optimal Learning Environments:** 'Away for the Day' supports our school's commitment to maintaining optimal learning and teaching environments.
b) **Face-to-Face Interactions:** By limiting mobile phone use, we encourage increased face-to-face social interactions between students.
c) **Physical Activity:** The policy aims to promote the health and wellbeing of students through increased social interaction and physical activity.
d) **Digital World Impact:** 'Away for the Day' reduces the potential negative impacts of the digital world resulting from unsafe or inappropriate technology use.

If a student decides to bring their mobile phone to school it is their responsibility to look after and keep secure.

Expectations

Switch Off and Away:
From the beginning of Term 1, 2024, all students are required to keep their mobile phones switched off and 'away for the day' placed in their bag during school hours, including break times.

Wearable Devices:
Wearable devices, such as smartwatches, can be worn to school, but notifications must be switched off during school hours to prevent sending or receiving calls, messages, or other notifications.

Communication Methods:
Parents are encouraged to use the school's preferred communication method, such as phoning the school office, to contact their child during the day. For students who wish to contact employers during the school day or vice versa, the school is willing to generate an official letter upon request indicating that students will not be contactable except through the front office.

Support at Home:
Parents play a crucial role in supporting the 'Away for the Day' approach by establishing routines at home to help their child balance device use and screen time.

Implementation

School Procedures:

1. Mobile phones and headphones are to be switched off and away from 8.35am. 'School Grounds' extends to school excursions, incursions, sporting events and other events at the school or off site where an approved activity take place, unless otherwise advised by the school. This advice will be on the event permission form.
2. Each student will maintain possession of their mobile phone and headphones inside their bag for the duration of the school day. Students arriving late will go through the same process.
3. Parents / caregivers of students who require access to their mobile phone throughout the school day for medical reasons will be required to apply for an exemption through the Principal.
4. Students are not able to access their phones to conduct mobile payments at the canteen or office. Cash or cards must be used.
5. Headphones, earbuds or other connected devices (such as watches or speakers) cannot be used during school hours from 8.35am to 2.30pm.

Student Expectations

At the first morning bell at 8.35am, students will:

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1. Turn their mobile phone and remove all headphones.
2. Place them away for the day.

At 2.30pm each day, students are able to retrieve their mobile phone/headphones and use them in accordance with the responsible use of technology policy.

Non-Compliance

Consequences for breaches of the mobile phone policy

The following may occur if a student is not appropriately following the 'Away for the day' rule:

1st Infringement: Confiscate and Collect will occur if a mobile phone is not off and away for the day. Parents will be contacted via text message. Students can collect mobile phone at the end of the day. Mobile Phone Infringement #1 documented on OneSchool. This also includes headphones/airpods.

2nd Infringement: Confiscate and Collect will occur. A referral will be sent to the relevant Year Level Head of Department and student will be issued with a detention (lunchtime, before or after school). Parent will be contacted via text and phone call. Parents will be required to collect the mobile phone from the student foyer, when they are next available to do so after the completion of the school day. Mobile Phone Infringement #2 documented on OneSchool. Mobile phones can be collected during office hours are Monday – Thursday 8.00am – 4.00pm and Friday 8.00am – 3.30pm. This also includes headphones/airpods.

3rd Infringement: Confiscate and Collect will occur. A referral will be sent to Year Level HOD. Parent will be contacted via phone call. Student may be issued with further consequences which may include suspension. Mobile Phone Infringement #3 documented on OneSchool. This also includes headphones/airpods.

Any students that refuse to hand over their mobile phone/headphones will be issued a Planning Room referral and referred to a Head of Department.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber-bullying or other inappropriate online behavior that occurs out of school hours, and affects the good order and management of the school. The Marsden State High School community is very proud of its high expectations and we encourage parents/carers to support the school by upholding our Mobile Phone Policy directed by the Queensland Government.

Exemptions

Consideration of individual circumstances will be given to students who require temporary or ongoing exemptions for the use of mobile phones. Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose. Students wishing to apply for individual exemptions must complete the mobile phone exemption request form. Principals will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, principals may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.

Responsibiltiies and Obligations

For students

- Respect and follow school rules and procedures and the decisions made by staff, knowing that other schools may have different procedures and rules.
- Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the Student Code for Students.
- Should a student need to make a call to parents or guardians during the school day, they must attend student foyer during break times to request a staff member make the phone call.

For parents and carers

- Recognise the role they play in educating their children and modelling the behaviour that is

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safe, responsible and respectful use of digital devices and online services.

- Support implementation of this policy, including its approach to resolving issues.
- Communicate with school staff and the school community respectfully and collaboratively.
- Switch off or put their digital devices on silent when at official school functions, during meetings and when assisting in the classroom.
- Provide digital devices that meet school specifications where a school is participating in a bring your own device program and complete any related paperwork.
- During school hours, parents and carers are expected to only contact their children via the school administration office. If you need to attend the school to collect your student, we will send for them to meet you at the school administration office. Parents and carers can access this policy on the school website or in hard copy form at the school administration office.

Further Information

Further information can be found on the following websites:

https://statements.qld.gov.au/statements/98137

https://education.qld.gov.au/parents-and-carers/school-information/life-at-school/mobile-phones

Complaints

If a student, parent or career has a complaint under this procedure, they should first follow the school's complaint process. If the issue cannot be resolved, please refer to the Department's guide for students/ parents/ carers about making a complaint about our schools.

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Mobile Phone Policy Visual

MOBILE PHONES @MARSDEN

Mobile Phones and headphones must not be visible from 8:35am until 2:30pm.

- Phones must be turned off on school grounds
- Phones cannot be used as a communication or learning device
- No headphones are to be used at anytime
- Mobiles phones are to be placed away for the day in a phone pouch or in your school bag
- Any visible phones and headphones will be confiscated
- Further consequences and contact home by YLHOD will apply to all non-compliant students

**as per Mobile Phone Policy damage to pouches is a technology infringement*
Students with an exemption must go to the YL Hubs if their mobile phone is required.

@marsden.i.am RESPECTFUL @marsden.i.am RESPONSIBLE @marsden.i.am SAFE @marsden.i.am a LEARNER

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Preventing and Responding to Bullying

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success. At Marsden State High School, we foster healthy, confident and resilient young people who can successfully navigate a more complex world. We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal — without one, the other will not happen.

Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.

Our state schools must continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence. Schools can monitor their school culture and student wellbeing and engagement through:

- attendance rates
- student retention data
- learning days lost due to student disciplinary absences
- School Opinion Survey responses.

Bullying has a significant and detrimental impact on positive school culture and student wellbeing and is not tolerated at Marsden State High School. This policy outlines the school's response to reports of bullying.

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

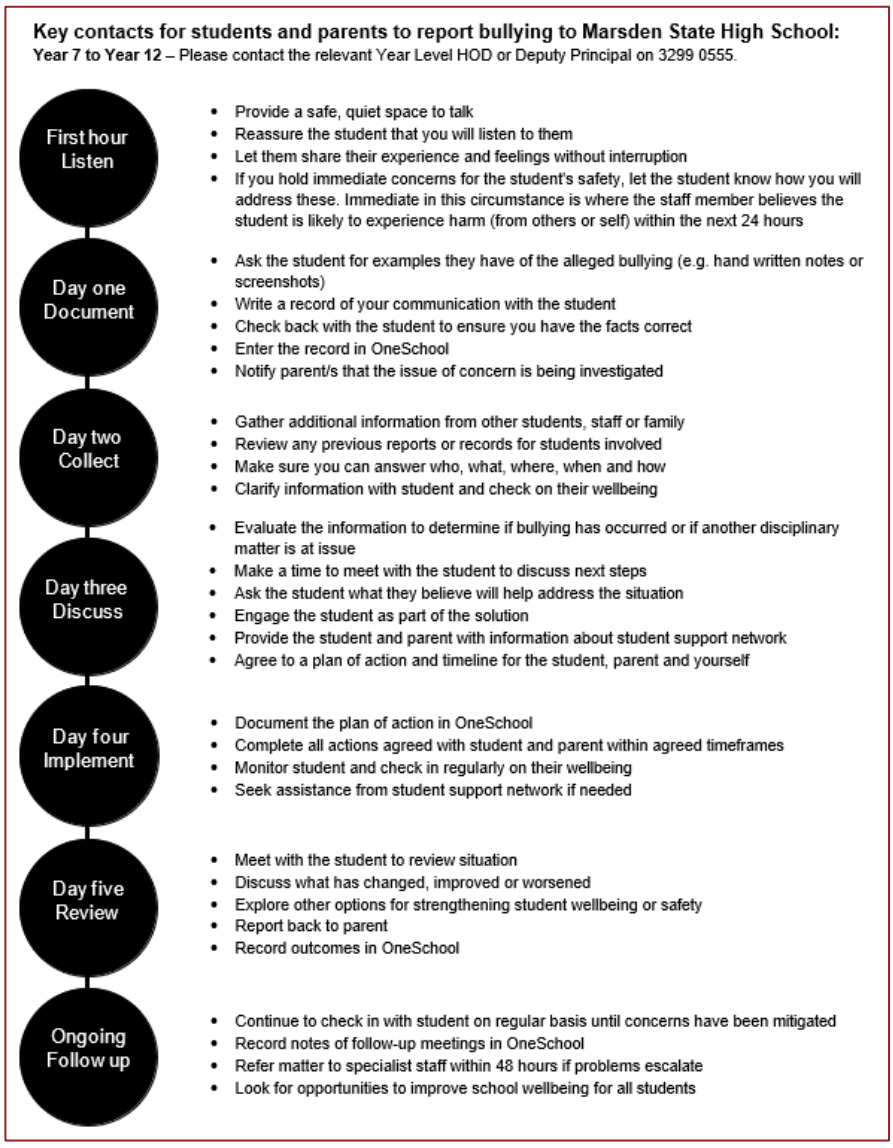
Queensland Government

Proactive Prevention

At Marsden State High School:

- Positive Behaviour for Learning supports practices implemented across the school
- All students have been, or are being taught, the specific routines expected in regards to conduct and relationships
- All stakeholders know our school values of Pride, Passion and Persistence
- Students have access to a range of support staff and programs specific to social and emotional needs
- A high level of quality active supervision is a permanent staff routine, including duty staff members during non-class times and are easily identified with high visibility vests
- We recognise 'Say No to Bullying Day' with intentional activities and lessons specific to this
- There is an explicit focus on restorative practices in resolving conflict

The following flowchart explains the actions Marsden 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 staff who receive the bullying complaint and their assessment of immediate risk to student/s.



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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Year Level Head of Department who can help 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 Marsden State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Queensland Government

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.

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

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

YES OR **NO**

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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

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

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

YES

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

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

NO

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

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

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

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

OR

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

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

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

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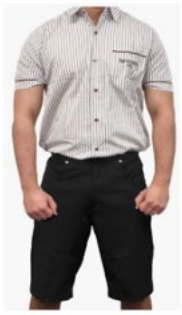
Student Dress Code

We care about our students, their safety and their image in the community and believe that their appearance is a very significant visible communicator about our school. Marsden State High is a "uniform" school. The uniform is to be worn in its complete form at school and when travelling to and from school. The intention of a Student Dress Code is in providing a safe and supportive teaching and learning environment by:

- Ready identification of students and non-students at school
- Eliminating distraction of competition in dress and fashion at school
- Fostering a sense of belonging; and
- Developing mutual respect among students through minimizing visible evidence of eco- nomic or social differences

Our Student Code of Dress consists of an agreed standard of items of clothing, which are defined as a school uniform that our students wear when:

- Attending or representing Marsden State High School
- Travelling to and from school; and
- Engaging in school activities out of school hours



Junior School Uniform

Senior School Uniform

Our school's dress code promotes the good image of the school within the community, and encourages students to uphold and enhance that image, as well as meeting community expectations and health and safety standards. A neat, clean, complete uniform and tidy appearance shows pride in self and school. It projects a positive image to employers and the community. Marsden State High School provides excellent educational opportunities for all students and expects that parents/carers will support us in our endeavours by making sure students are well dressed and presented in our uniform every day for school.

Our Uniform Standards

Makeup and Nails

- Natural looking make-up is permitted.
- No coloured nail polish is permitted. Nails should be sport or active length, i.e. no longer than the tip of the finger.

Hair

- Hair must be clean and tidy and comply with workplace health and safety provisions.
- Colour – natural tones.
- Braids must not have adornments and weaved colours are not permitted.

Headwear

- There are a number of Marsden headwear options available through the uniform store. Alternatively, you may wear a cap or bucket hat. The following restrictions apply:

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    - No profanity, drugs, gang affiliation or violence depicted in any way.
- Religious headwear may be worn in school colours. No head-wear is to have any jewelled adornments.
- No other forms of headwear are permitted.

Jewellery

- Earrings – one pair only – small plain, gold, silver pearls and studs, gemstones and sleepers are permitted. No dangling or sharp protruding earring as these pose a Work Place Heath and Safety concerns and this risk cannot be taken at Marsden State High School.
- Necklace – only fine gold/silver chains (exception for cultural pendants). Religious and cultural pendants are allowed. All must be long enough so as not to be visible while wearing the uniform at all times.
- Watch – one only. No other jewellery is permitted.
- Facial piercings are not permitted, including clear nose rings, even if covered by a Band-Aid.

Other

- Undershirts are to be white only and non-visible.
- If wearing long sleeve shirts and tights for religious purposes these are expected to be white or black block colours.
- If wearing stockings these must be opaque and natural or black in colour.

Shoes/Socks

It is a requirement of our school site that all students wear covered shoes for health and safe- ty reasons. In particular, activities in Industrial Technology, Food and Design and Science re- quire impervious shoes (i.e. leather formal or sports style shoe) as these provide the best protection for your child's safety. Therefore, we have chosen to apply this standard to all students in all classes (except during sports).

Marsden Crew Socks

Traditional lace up formal style

Traditional lace up leather style

School Uniform Shoe – Totally black leather, lace-up (in styles mentioned above). No white/ coloured decoration or markings. No suede, canvas or other fabrics. No velcro, buckles, slip-ons, high-tops, ballet, boots, slipper, volley, high heeled or platform shoes.

Socks – Visible white socks.

Sports Shoe – Appropriate shoes for the sport being played are acceptable in any colour.

Sports Uniform

For Health and Physical Education, Dance general and Sport classes, students are required to wear full sports uniform including lace up sports shoes. Sports uniform is not to be worn to other classes. Students who have an Excellence uniform (e.g. Dance, Rugby League, Basketball, Football) are permitted to wear these uniforms in Physical Education and Dance general classes. Uniform specifics:

- Old Sport Polo - Coolfit poly fabric; black centre panel with silver grey side panels and sleeves; burgundy flat piping between colours and stripes on sleeves; placket in silver

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grey; black buttons; black knit collar with white Marsden SHS knitted on outer edge, white Marsden SHS logo embroidered left chest.*

- Struddys Blade Tee; maroon; Makos shark graphic and Marsden school logo on front; #MTC logo on back; black sleeve binding and collar
- Sports Short – Struddys Sports Short; black; Marsden school logo on front.

Excellence Uniforms

Each Excellence Program has a unique uniform that students must purchase from the uniform shop and wear during their Excellence class. Students choosing to do multiple Excellence disciplines are required to purchase the Excellence uniforms for each discipline and wear the correct uniform during their Excellence classes. This does not apply to inter-school sport.

Singlet

Polo Shirt

Excellence Tee

Excellence Shorts

Training Crew Socks

Industrial Technology and Design

Certificate II in Automotive Vocational Preparation

- Students must wear mandatory PPE in practical activities (school will advise what is required for supply by parent/carer)
- Long Sleeved Cotton Drill High Vis Shirt
- Steel Capped Boots

Certificate I in Construction

- Students must wear mandatory PPE in designated areas. All students must wear safety work boots and safety eye protection as a minimum in practical environments.
- Safety glasses will be provided
- High Vis Shirt Yellow
- Steel Capped Boots (provided by parents/carers)

Certificate II in Engineering

- Long Sleeved Cotton Drill High Vis Shirt
- Steel Capped Boots

All other ITD Subjects

- Students are only permitted in the workshop if they are wearing enclosed leather shoes.

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Implementation

Students not in the full and correct uniform on any given day must:

- Go to the second-hand uniform shop before school and when possible, a school uniform item will be loaned to the student for the day. Unreturned items will be invoiced.
- The following may occur if a student is not in correct uniform:
- Infringing items will be confiscated
- Information will be recorded on the Student Database and parents/carers will be contacted
- Students will be issued with a detention (lunchtime or after school)
- An alternate program for the day will be provided for the student
- Student will be sent to a Head of Year/DP/Principal
- Any student permitted to be out of uniform, will carry an approval note from the relevant YLHOD.
- In cases where the alternative is deemed an unacceptable variation or infringement, parents/carers will be notified to assist in rectifying the problem

If a student continually breaches our school uniform code, a member of administration will enter into discussions with the parents/carers as to why the student fails to wear the uniform and the student's continued enrolment at the school.

Non-Compliance

At Marsden State High School, students agree to adhere to the Student Dress Code on enrolment. Incidents of non-compliance may be dealt with in the following way:

- Issuing a detention for a student during lunch or after school (if after school, inform parents/carers before detention occurs)
- Preventing student from attending, or participating in, any activity for which student is representing school; or
- Preventing student from attending or participating in any school activity that is not an essential school educational program

In resolving matters of Student Dress Code, the school considers:

- Families requiring sufficient time to purchase items of dress
- Economic hardship requiring special arrangements, or an extended period of time, to purchase new items of dress
- Students with a disability requiring greater flexibility in interpretation of dress codes

The Marsden State High School community is very proud of its uniform and we encourage parent/carers to support the school by upholding our fair and reasonable dress standards.

Uniform Shop

Marsden State High School uniforms are available through **Struddys** located at 9 Aliciajay Cct, Yatala, Queensland, 4207. Their opening hours are 8am – 5pm, Monday to Friday.

Alternatively, uniforms can be purchased online and delivered via:
https://struddys.com.au/partner-stores/schools/mshs/

Please contact **Struddys** on (07) 3209 6100 for any further information.

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Uniform Policy Visuals

STUDENT UNIFORM PROCESS @MARSDEN

Students are to be in full and correct school uniform whilst on school grounds and in all classes.

BEFORE SCHOOL

Student is to borrow from Uniform Shop

- If uniform shop is unable to provide required item student is to go to YLHUB for Uniform Variation Slip

SESSION 1 - 4

- 4Ps conducted upon entry by teacher
- Any incorrect items are to be confiscated by staff member and sent to the office
- Any students in incorrect uniform that can't be fixed are to be sent to YLHUB
- Any student refusing to comply is to be sent to Planning Room

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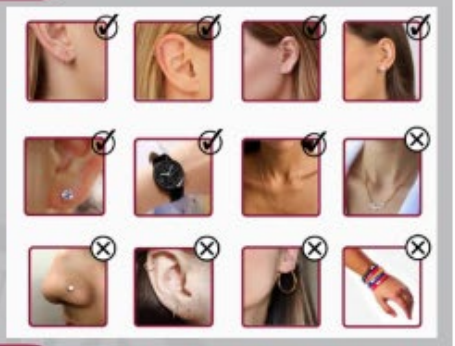
UNIFORM @MARSDEN

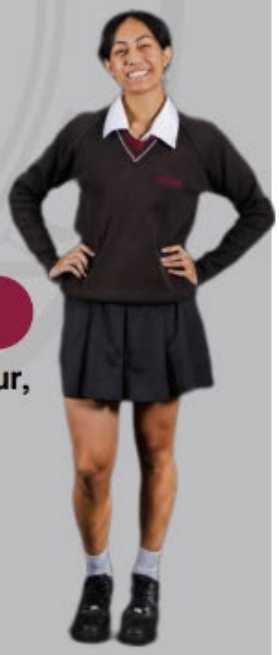
JEWELLERY

- **One pair of earrings only.**
  - Sleepers, gem or pearl studs only.
  - Studs must be no bigger than earlobe.
- **No facial or tongue piercings.**
- **No bracelets, bangles or wrist bands?**
- **Cultural necklaces must be long enough to hidden.**



FOOTWEAR

- **Plain white socks or MSHS crew socks**
  - Socks must be visible and above the ankle
- **Black leather lace up shoes**
  - No canvas, high tops or slipper style shoes



OUTERWEAR

- **MSHS grey jumpers or sports jackets only**
- **No beanies, scarves or gloves**

HAIR

- **Hair must a natural colour, no vibrant colours**

PANTS/CULOTTES

- **MSHS approved grey shorts, pants. Track pants or culottes only.**

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Attendance

Attendance Policy

At Marsden State High School, our mission is to develop superior opportunities based on a culture of high expectations. One of these expectations is that students attend school on time, every day for every lesson in order to access all the opportunities available to them, and so we as a community can achieve our vision to 'Dare to Inspire, Make a Difference'.

Communication regarding absences: School to Families

- Rolls are marked every lesson, every day
- Families will be contacted via email and text message twice a day to advise of student absence

Acceptable reasons for absence

- Serious illness or medical conditions (majority of these conditions should be accompanied by a medical certificate)
- Representative activities including sport, academic and cultural
- Serious family emergencies
- For non-school representative sport, dance or cultural events the school must be notified before the date of absence

For any medical absences of 10 consecutive school days or more, an exemption from schooling application should be made directly to the school principal.

Late arrival to school

- Before 9am students go straight to class (with a note from carers) and teachers signs them in late to school
- After 9am students must sign in at the student foyer (with a note from carers)
- Students then proceeds to class with sign in slip
- Persistent late arrival to school will result in the compulsory enforcement of attendance process being applied

Communication regarding absences: Families to School

Must provide notification from a parent/guardian of a student absence outlining the reason for the absence in one of the following ways:

- Note submitted to student foyer
- Phone call during office hours
- Voice message left on absence hotline (3299 0555), option 0 or reply to school-initiated text message
- Doctors certificates are acceptable notes provided they cover the total period of absence
- Entry onto Compass
- Email - parents@marsdenshs.eq.edu.au
- SMS - 0426 306 216

Not acceptable reasons for absence

- Holidays outside school holiday periods
- Non-essential activities (for example shopping, parties, functions)
- Medical appointments that can be scheduled outside of school hours

Possible actions for unexplained absences

- Disciplinary action for truancy
- Enforcement of attendance (compulsory aged schooling) (refer policy)
- Cancellation of enrolment (post compulsory aged schooling) (refer policy)

Further references/policies

Information for parents and carers: Regular school attendance

Every Day Counts

Enforcement of attendance

Cancellation of enrolment

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Restrictive Practices

School staff at Marsden 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.

Listed below are instances where Marsden State High School may need to employ restrictive practice for the safety and wellbeing of all involved:

- The surrounding roads and waterways pose concerns for the safety of those involved
- The height of the school's multi-level buildings poses a concern for the safety of those involved.
- The student is in possession of a prohibited item which poses a concern for the safety of those involved.
- The student poses an imminent risk of significant safety to themselves or others.

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

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Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

The Department of Education may not proceed with your complaint if your conduct is unreasonable. In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

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

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the school's 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.

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- 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.

More information, including links to documents mentioned in this section can be found at:
https://www.qld.gov.au/education/schools/information/contact/complaint