



MARY VALLEY
STATE COLLEGE

Student Code of Conduct

2025-2028

Every Queensland state school is a school of choice, where every student of every background, ability or culture is empowered to realise their full potential.

Queensland Department of Education State Schools

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Endorsement

Principal Name:	Steve Mabb
Principal Signature:	
Date:	19-11-2025
P/C President and-or School Council Chair Name:	Jo Robey
P/C President and-or School Council Chair Signature:	
Date:	19 -- 11 -2025

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Purpose

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

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

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

Principal's Foreword

Mary Valley State College has a long and proud tradition of providing high quality education to students from across the Mary Valley and the surrounding North Coast Region. We believe strong and positive relationships between all members of our school community are the foundation for supporting the success of every student.

Our four core values guide all that we do: Safety, Responsibility, Respect, and Proud Learning.

We are Safe
We are Responsible
We are Respectful
We are Proud Learners

These values underpin the development of this Student Code of Conduct. Our aim is to help shape and build the skills our students need to become confident, self-disciplined, and kind young people. Our approach draws on Glasser's Choice Theory, which emphasises that all behaviour is a choice, and we work with students to understand the needs behind their actions. This is complemented by our restorative justice practices, which focus on repairing relationships, building accountability, and supporting students to learn from their mistakes.

Our staff take an educative approach to behaviour, acknowledging that positive behaviour can be explicitly taught and strengthened over time. Mistakes are viewed as opportunities for learning, reflection, and growth. Communication and strong personal connections continue to be essential skills that will support our students both now and in the future.

This Student Code of Conduct outlines the school's local policies on the use of mobile phones and other technology, the removal of student property for safety reasons, our commitment to preventing and responding to bullying, and expectations regarding uniform and sun safety. It also explains how these expectations are taught, reinforced, and supported across the school. Finally, it details the consequences that may apply when behaviour does not meet our agreed standards, including the use of suspension or exclusion where necessary.

I thank the students, teachers, parents, carers, and community members who contributed to the development of this Mary Valley State College Student Code of Conduct. Your feedback and shared perspectives have been invaluable. The result is a clear and practical guide that outlines what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As President of the Mary Valley State College P&C Committee, I am proud to support the new Student Code of Conduct. There has been plenty of consultation and feedback opportunities for our parent cohort to contribute to the final document. This is important, as this document needs ownership from all stakeholders in our school community from the students and teaching staff through to our parents and carers. We all need to support our students to meet the set expectations in the Mary Valley State College Student Code of Conduct.

We encourage all parents to familiarise themselves with the Mary Valley State College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

In particular, we emphasise the systems in place to help students affected by bullying. Bullying is a community wide issue in which we all have a role in play in combating; however, it can be particularly devastating to our young people. This document has detailed steps in what to do if students experience any form of bullying including cyber bullying, through the misuse of social media or text messaging.

Any parents who wish to discuss the Mary Valley State College Student Code of Conduct and the role of families in supporting the behavioural expectations of students to ensure a safe and supported social and learning environment.

Jo Robey
President
Mary Valley State College

School Captains' Statement

On behalf of the students at Mary Valley State College, we endorse the Student Code of Conduct for 2020. We have engaged in consultation and as student leaders we have presented student voice and opinions and provided feedback on the contents of this Code of Conduct. Throughout the year, we will continue to work with the school administration team and the Mary Valley State College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are encouraged to approach any of us directly.

Primary School Captain: Lucy Ewart

Date: 20-11-2025

Primary School Captain: Nathan Ritter

Date: 20-11-2025

Secondary School Captain: Bryson McTaggart

Date: 20-11-2025

Secondary School Captain: Ruby Masteika

Date: 20-11-2025

Consultation

The consultation process used to inform the development of the Mary Valley State College Student Code of Conduct occurred in three phases.

In the first phase we reviewed our existing Responsible Behaviour Plan for Students and then held a series of internal discussions with staff during staff meetings between through through 2024 as part of the School Review Process. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase we reviewed process through the PBL framework in 2024 and 2025. We discussed with all students changes to processes and shared these changes with parents opening communication channels. This included a request to respond to key themes from the earlier staff discussions about strengths and areas

for further development and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and placed on our school website so that all members of the school community could provide feedback. The third phase of consultation was completed in Term 4, 2025, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2025 for endorsement.

A communication strategy has been developed to support the implementation of the Mary Valley State College Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and on the school Facebook page. Any families who require assistance to access a copy of the Mary Valley State College Student Code of Conduct are encouraged to contact the principal.

Review Statement

The Mary State College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review cycle.

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

School Opinion Survey 2025

Parent/Caregiver school report, 2025

(0465) Mary Valley State College

	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type P-10/P-12	Your region NCR	Old state schools
Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:												
Fairness / Clarity of rules												
The expectations and rules are clear at this school.	38	0.0	0.0	0.0	5.3	23.7	71.1	100.0	4.0	8.8	6.9	7.2
Teachers at this school treat students fairly.	38	2.6	2.6	0.0	7.9	42.1	44.7	94.7	14.7	10.1	7.3	7.1
Student behaviour is well managed at this school.	38	2.6	2.6	5.3	26.3	28.9	34.2	89.5	13.5	13.8	9.6	8.9
Safety												
My child feels safe at this school.	38	2.6	2.6	5.3	7.9	26.3	55.3	89.5	1.5	2.7	1.3	0.7
Teachers at this school are interested in my child's wellbeing.	36	0.0	0.0	5.6	2.8	33.3	58.3	94.4	2.4	5.3	3.7	3.5
Partnerships												
This school works with me to support my child's learning.	38	0.0	2.6	0.0	10.5	36.8	50.0	97.4	14.0	9.8	8.3	8.6
I can talk to my child's teachers about my concerns.	38	0.0	0.0	0.0	7.9	28.9	63.2	100.0	4.0	8.5	7.3	7.5
This school keeps me well informed.	38	0.0	0.0	5.3	18.4	39.5	36.8	94.7	2.7	9.9	8.0	8.0
Staff at this school are responsive to my enquiries.	38	0.0	0.0	0.0	7.9	36.8	55.3	100.0	4.0	10.5	8.8	9.2
Staff at this school are approachable.	37	0.0	0.0	0.0	8.1	29.7	62.2	100.0	4.2	8.0	6.6	7.1
This school asks for my input.	36	0.0	8.3	8.3	19.4	30.6	33.3	83.3	7.3	7.6	5.2	4.5
This school takes parents' opinions seriously.	36	0.0	0.0	2.8	16.7	44.4	36.1	97.2	16.3	18.4	15.2	15.6

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.

NA means there is no data; DW means the data is withheld to protect the confidentiality of respondents.

Parent/Caregiver school report, 2025

(0465) Mary Valley State College

	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type P-10/P-12	Your region NCR	Old state schools
Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:												
School culture												
My child likes being at this school.	37	2.7	0.0	0.0	10.8	27.0	59.5	97.3	9.3	9.9	8.9	7.9
This school celebrates student achievements.	37	0.0	0.0	2.7	8.1	37.8	51.4	97.3	1.5	4.4	3.2	3.3
This school fosters respectful relationships among all students.	37	0.0	0.0	0.0	16.2	40.5	43.2	100.0	12.0	14.1	12.3	11.3
Teachers at this school motivate my child to learn.	36	2.8	0.0	0.0	16.7	30.6	50.0	97.2	17.2	10.4	8.6	8.0
This school looks for ways to improve.	36	0.0	0.0	0.0	13.9	25.0	61.1	100.0	4.3	14.0	12.0	12.1
This school treats students equally, regardless of gender.	34	0.0	5.9	2.9	8.8	26.5	55.9	91.2	4.2	3.2	1.0	0.9
This school has a strong sense of community.	36	0.0	0.0	0.0	8.3	19.4	72.2	100.0	8.3	13.9	11.2	11.0
This is a good school.	37	0.0	0.0	2.7	8.1	29.7	59.5	97.3	9.3	8.3	5.9	6.2
Teaching and learning												
Teachers at this school expect my child to do their best.	37	0.0	0.0	0.0	10.8	29.7	59.5	100.0	0.0	5.4	3.8	4.2
Teachers at this school provide my child with useful feedback about their schoolwork.	36	2.8	2.8	0.0	16.7	36.1	41.7	94.4	18.3	6.7	5.5	5.7
My child is making good progress at this school.	37	0.0	2.7	0.0	13.5	35.1	48.6	97.3	17.3	9.7	8.6	8.2
I understand how my child is assessed at this school.	37	2.7	5.4	0.0	13.5	37.8	40.5	91.9	8.6	6.0	3.9	4.3
My child is interested in their schoolwork.	37	2.7	0.0	8.1	18.9	29.7	40.5	89.2	9.2	6.0	4.7	3.6
My child's learning needs are being met at this school.	37	2.7	2.7	2.7	10.8	43.2	37.8	91.9	15.9	8.6	6.8	6.3
Other												
This school is well maintained.	37	0.0	0.0	0.0	2.7	37.8	59.5	100.0	0.0	9.8	6.2	7.7

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.

NA means there is no data; DW means the data is withheld to protect the confidentiality of respondents.

Student school report, 2025
(0465) Mary Valley State College

	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type P-10/P-12	Your region NCR	Qld state schools
Fairness / Clarity of rules												
The expectations and rules are clear at my school.	48	0.0	0.0	10.4	27.1	35.4	27.1	89.6	0.7	-1.5	-3.7	-2.9
Teachers at my school treat students fairly.	48	10.4	8.3	20.8	29.2	25.0	6.3	60.4	4.9	-8.8	-13.7	-13.4
Student behaviour is well managed at my school.	47	6.4	8.5	25.5	40.4	17.0	2.1	59.6	26.2	2.5	-6.3	-4.4
Safety												
I feel safe at my school.	48	4.2	0.0	14.6	25.0	41.7	14.6	81.3	9.8	0.7	-3.1	-1.7
I feel safe undertaking online activities using my school's internet.	45	2.2	4.4	6.7	22.2	40.0	24.4	86.7	8.9	-2.2	-5.9	-4.4
My teachers are interested in my wellbeing.	47	4.3	6.4	17.0	25.5	27.7	19.1	72.3	16.8	-7.2	-10.4	-10.2
Partnerships												
My school encourages me to participate in school activities.	46	0.0	0.0	2.2	28.3	41.3	28.3	97.8	8.9	10.4	7.7	8.2
My school takes students' opinions seriously.	47	10.6	8.5	19.1	25.5	29.8	6.4	61.7	-0.8	-3.3	-8.1	-8.3
I can get help with my schoolwork at home.	43	9.3	7.0	16.3	27.9	25.6	14.0	67.4	-10.3	-13.1	-16.0	-15.5

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Student school report, 2025
(0465) Mary Valley State College

	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type P-10/P-12	Your region NCR	Qld state schools
School culture												
My school encourages students to respect one another.	48	0.0	0.0	6.3	25.0	39.6	29.2	93.8	-6.3	5.4	3.2	3.5
My school celebrates student achievements.	47	0.0	0.0	12.8	25.5	36.2	25.5	87.2	30.1	-0.6	-2.9	-2.7
I like being at my school.	47	8.5	12.8	8.5	27.7	25.5	17.0	70.2	-15.5	0.3	-2.4	-3.1
I can talk to my teachers about my concerns.	48	12.5	6.3	12.5	29.2	33.3	6.3	68.8	11.6	-0.6	-4.5	-4.3
My school gives me opportunities to do interesting things.	46	2.2	0.0	10.9	32.6	30.4	23.9	87.0	15.5	3.6	-0.4	0.5
My school looks for ways to improve.	48	0.0	4.2	8.3	33.3	31.3	22.9	87.5	-12.5	7.0	3.2	3.1
I feel accepted by other students at my school.	48	6.3	2.1	16.7	35.4	25.0	14.6	75.0	46.4	3.6	1.9	2.0
My school treats students equally, regardless of gender.	47	12.8	12.8	23.4	25.5	14.9	10.6	51.1	8.2	-17.8	-20.0	-21.2
My teachers motivate me to learn.	48	6.3	4.2	6.3	22.9	39.6	20.8	83.3	0.0	-0.1	-3.4	-3.5
This is a good school.	45	11.1	0.0	6.7	28.9	15.6	37.8	82.2	15.6	6.5	1.4	1.9
Teaching and learning												
My teachers expect me to do my best.	47	2.1	0.0	4.3	6.4	44.7	42.6	93.6	10.3	-0.7	-2.1	-1.8
My teachers help me with my schoolwork when I need it.	46	6.5	2.2	4.3	28.3	34.8	23.9	87.0	27.0	0.1	-1.5	-1.6
My teachers provide me with useful feedback about my schoolwork.	47	6.4	0.0	19.1	19.1	36.2	19.1	74.5	7.8	-10.2	-12.1	-12.1
I understand how I am assessed at my school.	46	6.5	2.2	17.4	28.3	39.1	6.5	73.9	23.9	-8.8	-10.7	-10.7
My schoolwork challenges me to think.	47	2.1	4.3	12.8	21.3	36.2	23.4	80.9	-2.5	-6.5	-8.2	-7.2
I am interested in my schoolwork.	48	14.6	16.7	18.8	16.7	22.9	10.4	50.0	-16.7	-11.9	-14.0	-15.4

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NA means there is no data; DW means the data is withheld to protect the confidentiality of respondents.

Student school report, 2025
(0465) Mary Valley State College

	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type P-10/P-12	Your region NCR	Qld state schools
Other												
I can access computers and other technologies at my school for learning.	46	4.3	0.0	6.5	13.0	30.4	45.7	89.1	5.8	-0.9	-3.8	-3.1
My school is well maintained.	47	6.4	4.3	2.1	29.8	36.2	21.3	87.2	37.2	14.8	7.8	9.5

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.
NA means there is no data; DW means the data is withheld to protect the confidentiality of respondents.

Staff school report (all staff items), 2025
(0465) Mary Valley State College

Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:

Fairness / Clarity of rules

The expectations and rules are clear at this school.	29	0.0	0.0	0.0	13.8	27.6	58.6	100.0
Students are treated fairly at this school.	29	0.0	0.0	0.0	17.2	24.1	58.6	100.0
Student behaviour is well managed at this school.	29	0.0	0.0	6.9	17.2	51.7	24.1	93.1
Students with disability are well supported at this school.	29	0.0	0.0	6.9	20.7	37.9	34.5	93.1

Safety

I am aware of health, safety and wellbeing procedures at this school.	29	0.0	0.0	0.0	3.4	27.6	69.0	100.0
There is adequate focus on workplace safety at my workplace.	29	0.0	0.0	3.4	3.4	37.9	55.2	96.6
I feel this school is a safe place in which to work.	29	0.0	0.0	3.4	6.9	37.9	51.7	96.6

Partnerships

This school takes staff opinions seriously.	27	0.0	0.0	3.7	7.4	37.0	51.9	96.3
This school encourages parents/carers to be active partners in educating their child.	28	0.0	0.0	3.6	7.1	35.7	53.6	96.4

School culture

This school fosters respectful relationships among all students.	29	0.0	0.0	3.4	13.8	41.4	41.4	96.6
This school looks for ways to improve.	29	0.0	0.0	0.0	3.4	37.9	58.6	100.0
I enjoy working at this school.	29	0.0	0.0	3.4	0.0	27.6	69.0	96.6
This school promotes gender equality.	29	0.0	0.0	0.0	3.4	41.4	55.2	100.0
If I raised a concern, I feel confident that it would be taken seriously.	29	0.0	0.0	0.0	6.9	31.0	62.1	100.0
This is a good school.	29	0.0	0.0	0.0	3.4	24.1	72.4	100.0

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.
NA means there is no data. DW means the data is withheld to protect the confidentiality of respondents.

Your school									References			
n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement		Last year 2024	Your school type P-10/P-12	Your region NCR	Qld state schools
29	0.0	0.0	0.0	13.8	27.6	58.6	100.0		0.0	16.7	12.1	11.8
29	0.0	0.0	0.0	17.2	24.1	58.6	100.0		0.0	13.5	10.5	11.0
29	0.0	0.0	6.9	17.2	51.7	24.1	93.1		5.6	22.6	16.7	17.5
29	0.0	0.0	6.9	20.7	37.9	34.5	93.1		-3.6	8.1	1.2	3.8
29	0.0	0.0	0.0	3.4	27.6	69.0	100.0		3.2	7.5	4.7	5.4
29	0.0	0.0	3.4	3.4	37.9	55.2	96.6		-0.2	10.2	7.3	7.8
29	0.0	0.0	3.4	6.9	37.9	51.7	96.6		-0.3	10.6	8.6	9.1
27	0.0	0.0	3.7	7.4	37.0	51.9	96.3		-3.7	22.7	17.4	17.9
28	0.0	0.0	3.6	7.1	35.7	53.6	96.4		-3.6	6.7	3.8	4.0
29	0.0	0.0	3.4	13.8	41.4	41.4	96.6		-3.4	7.7	5.2	4.9
29	0.0	0.0	0.0	3.4	37.9	58.6	100.0		3.2	10.5	7.9	7.9
29	0.0	0.0	3.4	0.0	27.6	69.0	96.6		5.9	6.7	4.4	4.8
29	0.0	0.0	0.0	3.4	41.4	55.2	100.0		0.0	6.1	5.0	5.2
29	0.0	0.0	0.0	6.9	31.0	62.1	100.0		0.0	23.1	18.2	18.9
29	0.0	0.0	0.0	3.4	24.1	72.4	100.0		0.0	10.5	8.0	8.0

Staff school report (all staff items), 2025
(0465) Mary Valley State College

Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:

Teaching and learning

Students are encouraged to do their best at this school.	29	0.0	0.0	0.0	3.4	34.5	62.1	100.0
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Staff wellbeing

Staff are well supported at this school.	29	0.0	0.0	3.4	10.3	37.9	48.3	96.6
I feel that staff morale is positive at this school.	29	0.0	0.0	3.4	27.6	48.3	20.7	96.6
Staff are treated fairly and consistently at this school.	29	0.0	0.0	0.0	13.8	44.8	41.4	100.0
The wellbeing of employees is a priority for this school.	29	0.0	0.0	3.4	17.2	62.1	17.2	96.6
I am supported to manage the pressures of my workload.	28	0.0	0.0	0.0	32.1	39.3	28.6	100.0

Staff development

I receive useful feedback about my work at this school.	29	0.0	0.0	10.3	17.2	34.5	37.9	89.7
I have access to relevant professional development.	29	0.0	0.0	10.3	13.8	41.4	34.5	89.7

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.
NA means there is no data. DW means the data is withheld to protect the confidentiality of respondents.

Your school									References			
n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement		Last year 2024	Your school type P-10/P-12	Your region NCR	Qld state schools
29	0.0	0.0	0.0	3.4	34.5	62.1	100.0		0.0	5.9	3.9	3.9
29	0.0	0.0	3.4	10.3	37.9	48.3	96.6		-0.2	20.8	16.1	16.6
29	0.0	0.0	3.4	27.6	48.3	20.7	96.6		9.1	27.4	22.0	22.0
29	0.0	0.0	0.0	13.8	44.8	41.4	100.0		6.5	27.3	22.6	23.5
29	0.0	0.0	3.4	17.2	62.1	17.2	96.6		3.0	21.2	17.0	17.4
28	0.0	0.0	0.0	32.1	39.3	28.6	100.0		9.7	26.7	21.7	23.0
29	0.0	0.0	10.3	17.2	34.5	37.9	89.7		-0.7	12.3	8.4	8.7
29	0.0	0.0	10.3	13.8	41.4	34.5	89.7		-6.9	7.3	4.7	4.2

School Disciplinary Absences (SDA)

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

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

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

MARY VALLEY STATE COLLEGE SCHOOL DISCIPLINARY ABSENCES

Type	2021	2022	2023	2024	2025
Short Suspensions – 1 to 10 days	50	46	55	28	9
Long Suspensions – 11 to 20 days	0	0	0	0	0
Charge related Suspensions	0	0	0	0	0
Exclusions	1	2	0	0	0

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

Mary Valley State College uses a multi-tiered systems of support in line with our Positive Behaviour for Learning (PBL) framework as the foundation for our integrated approach to learning and behaviour. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. It is based on a problem-solving model and prompting the concept of acknowledging the required behaviours to model acceptable practices while correcting those inappropriate behaviours with a range of best practice and consistent strategies that allows school staff to match increasingly intensive interventions to the identified needs of individual students. Staff utilise the Essential Skills for Classroom Management (ESCMs) as standard best practice operating procedures.

Tier	Prevention Description
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 Positive Behaviour for Learning (PBL) 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 support may be made.
2	Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum 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 some 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.
3	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 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (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.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and practices is recommended.

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

Mary Valley State College 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 [K–12 curriculum, assessment and reporting framework](#).

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

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

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

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

Medications

Mary Valley State College 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 College 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.

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

Mental health

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

Suicide prevention

Mary Valley State College school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

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

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

Student Support Network

Mary Valley State College is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Mary Valley State College to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the School Principal, Ms Tanya Hayden or the Head of Department Secondary, Mr Craig Wilson on the school phone number 54885333.

Role	What they do
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Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process. • may lead relevant programs within specific year level cohorts to address specific areas of need • may link specific students into alternative education programs and pathways as need arises • may offer guidance around future pathways and careers counselling
Head of Department (HOD) - Secondary	• be a key point of contact for parents and students seeking support and assistance with welfare, educational and attendance issues • monitors student attendance data, arranges intervention for students in Years 7 to 10 • monitors students' individual performance and behaviour and develop and implement intervention strategies where necessary. • communicates and work with parents, higher education institutes and State Schools Division to improve learning outcomes, student achievements and attendance. • works with and provide tools for the school welfare team, Guidance Officers and teachers to utilise in relation to student achievement and attendance. • liaises with external agencies, if necessary, to support students and their families • coordinates transition to secondary for students moving from Year 6 to Year 7 and year 10 to 11
Head of Department (HOD) - Primary	• be a key point of contact for parents and students seeking support and assistance with welfare, educational and attendance issues • monitors student attendance data, arranges intervention for students in P – Year 6 • monitors students' individual performance and behaviour and develop and implement intervention strategies where necessary. • communicates and work with parents and State Schools Division to improve learning outcomes, student achievements and attendance. • works with and provide tools for the school welfare team, Guidance Officers and teachers to utilise in relation to student achievement and attendance. • liaises with external agencies, if necessary, to support students and their families • coordinates transition to secondary for students moving from Year 6 to Year 7
School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to: ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.

School Chaplain	A chaplain is a safe person for students, staff and families to connect with at school. The role includes: • Social and/or emotional support — assisting students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs. • Spiritual support — providing an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs. • Mentoring — acting as a role model for students and assisting in the development of supportive relationships for, with, and among students. • Community development — enhancing the links between the school and its community, working with school-based support staff and community-based youth organisations and networks to support students. • Educational support — assisting with classroom activities (under the direction of a teacher) where involvement by the chaplain provides further social, emotional or spiritual support for those students who may be at risk of disengagement. • Extra-curricular activities — participating in general school activities, for example, camps, excursions, sports days or coaching team sports. The chaplain also runs breakfast club, the youth mentoring program and other programs or groups as required.
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It is also important for students and parents to understand there are regional and state wide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the principal, Mr Steve Mabb.

Whole School Approach to Discipline

Mary Valley State College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for behaviour management in the school. This is a whole-school approach, used in all classrooms and programs offered throughout the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

It is our belief that student behaviour is a part of the overall teaching and learning approach in our school.

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

Any students or parent/caregivers who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal or our PBL Team Leader Christina Hill or PBL Coach/Data Manager Tracy Kurtz.

The Mary Valley State College Mission Statement

At Mary Valley State College, we promote fairness and inclusivity, nurture safe and respectful relationships between all our community members, develop personal responsibility and foster the pursuit of personal best in all that we do through our expectations and values of...

WE ARE SAFE

WE ARE RESPECTFUL

WE ARE RESPONSIBLE

WE ARE PROUD LEARNERS

We do this by actioning the following belief statements

1. We believe that all students can learn.
2. We value and celebrate the diversity of all children.
3. We believe that productive learning partnerships should be a shared responsibility between students, parents/caregivers, school and the community to maximise opportunities for success for all students.
4. We believe in encouraging students to strive; learning should be challenging but attainable.
5. We believe that ongoing analysis of data is essential to drive improvement.
6. We believe that celebrating student success helps build positive relationships and good learning habits.

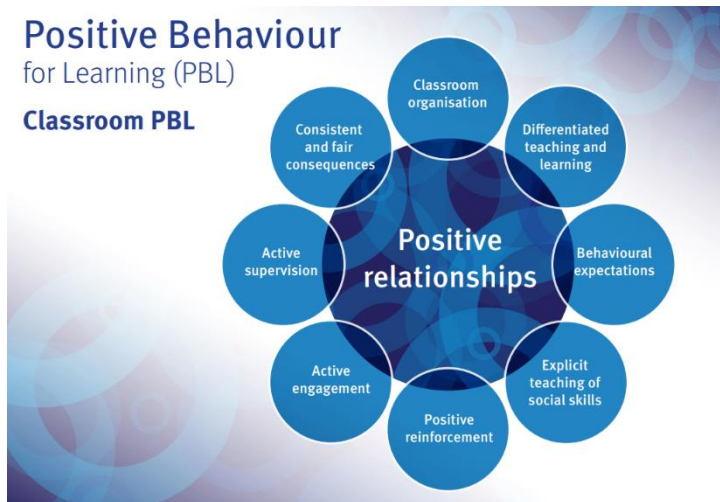
Mary Valley State College will continue to refine and promote universal PBL with a developmental focus on rolling out specific Classroom PBL strategies.

PBL Expectations

Positive Behaviour

for Learning (PBL)

Classroom PBL



Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Responsible, Respectful, and Proud Learners

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of negotiated rules based on our four school expectations to help students and visitors understand the expectations and meet the standards we hold for everyone at Mary Valley State College.

We are SAFE

- keep our hands, feet and objects to ourselves
- abide by safety rules and procedures when working with equipment
- wear the school uniform, covered shoes, a sun safe hat and sunscreen when necessary
- walk on concrete paths and around buildings staying in the inbounds areas

We are RESPONSIBLE

- are honest and accept responsibility for our own words and actions
- look after ourself, our belongings, the school environment, property and facilities
- transition quietly from one activity to another
- are at the right place at the right time

We are RESPECTFUL

- use only respectful and polite language showing appropriate manners
- interact positively with our peers
- listen to and engage appropriately with all members of the school, local community and visitors

We are PROUD LEARNERS

- Try to do our best and make the most of all opportunities
- listen attentively, stay on task and actively participate
- attempt all activities and complete them on time and to the best of our ability



Parents and staff

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

SAFE

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

RESPECTFUL

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or care teacher first to discuss any matters relating to your child. If necessary you may make an appointment to speak with the Principal or HOD.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

RESPONSIBLE

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint. We will take a positive, solution focused approach to resolving complaints
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

PROUD LEARNERS

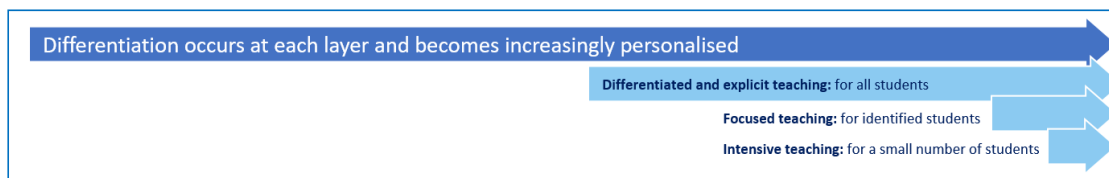
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by checking the school Facebook page and reading the school newsletter and other materials sent home by school staff.	We will use the school newsletter as the primary means of notifying parents about school news, excursions or events supported by the school Facebook page and school sign
You approach the Class teacher if you are concerned about the behaviour of another student or parent. Please contact the school Principal if you are concerned about the behaviour of a staff member,	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Differentiated and Explicit Teaching

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

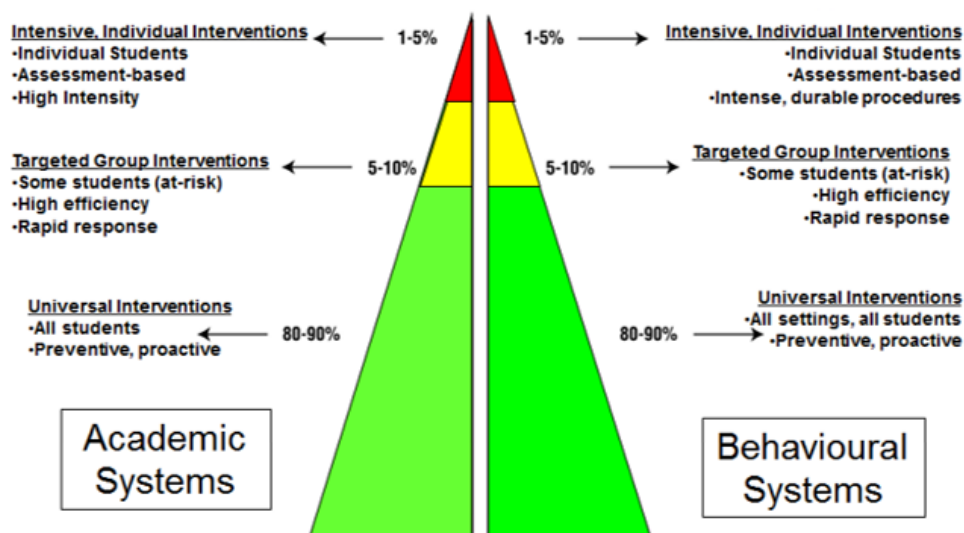
Teachers at Mary Valley State College vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to learning and behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that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

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



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

DESIGNING SYSTEMS FOR SUCCESS



Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look,

sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. The Mary Valley Way is a concise reminder of the processes and returning their focus to their learning. It is on display in every classroom also.



The Mary Valley Way

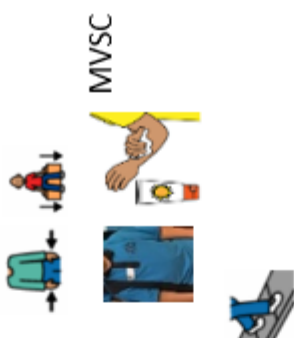
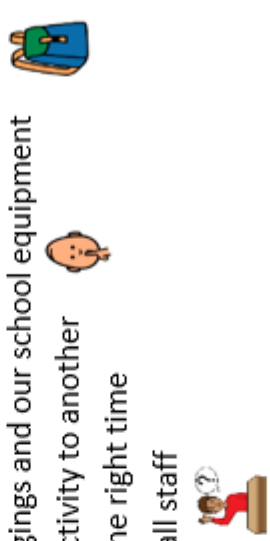




	All Areas	Classroom/teaching areas	Cyberspace	Eating Areas	Grounds	Toilets	Bus/Road
SAFE We are safe, when we	keep our hands, feet and objects to ourselves follow instructions from all staff wear the school uniform, covered shoes, and a MPSC hat and sunscreen when necessary move safely on concrete and around buildings stay in bounds and visible to staff follow school routines	stay seated in our designated seating plan when directed ask permission to enter and leave the classroom line up quietly and move safely into class when directed by staff	follow school rules for safe and appropriate use of mobile phones, computers and other electronic devices keep our passwords secret (shared with teacher) and protect our personal identity report inappropriate activity to staff only photograph or record a student, teacher or situation with teacher permission only upload or forward items or photos to third parties with teacher permission	wash hands before eating sit and eat quietly in eating areas only eat our own food wait for permission before leaving eating area wait for permission before going to the tuckshop	play sport/games in appropriate areas report unsafe items and dangerous animals move safely around playground equipment	use the toilets correctly wash hands after using the toilet return to class promptly after using the toilet	look both ways when crossing the road and move safely on the school crossing stay in the school grounds after we arrive at school wait in the bus area and move to the bus, when directed are aware of traffic around us stay seated while travelling on the bus are on time for the bus
RESPONSIBLE We are responsible, when we	are honest and accept responsibility for our own words and actions look after our self, belongings and our school equipment move quietly from one activity to another are at the right place at the right time follow instructions from all staff ask for help if needed follow school routines	have <u>everything</u> we need ready to learn finish all work to the best of our ability are on time for learning and attend all lessons leave work areas neat and tidy	only access teacher approved games and websites view and send only messages and information in our own time	keep the eating area clean and tidy and return lunch containers to our bags wait until directed to leave eating areas pick up any rubbish left lying around	stop playing when the first bell rings return borrowed equipment when the first bell rings	report damage or mess to staff use the toilets during break times only have one person in a cubicle at a time	listen for our name and answer promptly
RESPECTFUL We are respectful, when we	use polite language and good manners follow instructions from all staff	let teachers teach and students learn put up our hands to answer a question or ask for help work together, help others and listen to their ideas listen and stay on task Use a growth mindset and try to do our best in class	follow the school phone policy - PRIMARY – devices handed in to office on arrival at school - SECONDARY – devices turned off and away for the day in lock box use school devices appropriately log off computers when instructed by staff	use our manners while eating follow staff instructions and the eat/play routines access food and drinks at appropriate times/places	share space and equipment include others in games, treating them as we would like to be treated seek help when needed	leave the toilets clean and tidy respect others' personal space ask permission from the teacher to leave class if we need to go to the toilet make the most of learning time by going to the toilet during breaks	follow the bus driver's instructions leave the bus clean, tidy and damage free are prepared for transitions to and from home
PROUD LEARNERS We are proud learners, when we	try to do our best model appropriate behaviours for others						

All Areas Expectations



We are safe when we...	• keep our hands, feet and objects to ourselves • follow instructions from all staff • wear the school uniform, covered shoes and an hat and sunscreen when necessary • stay in bounds and visible to staff • move safely on concrete and around buildings • follow school routines 
We are responsible when we...	• are honest and accept responsibility for our own words and actions • look after our self, belongings and our school equipment • move quietly from one activity to another • are at the right place at the right time • follow instructions from all staff • ask for help if needed • follow school routines 
We are respectful when we...	• use polite language and good manners • follow instructions from all staff 
We are proud learners when we...	• try to do our best • model appropriate behaviour for others 

Focused Teaching

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

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

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

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

Mary Valley State College has a range of Student Support Network 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 skill development for some students:

- Functional Based Assessment.
- Social skills programs for specific students including supported play
- REBOOT and self-regulation activities (primary)
- Timeout to Reset – 5 minutes per lesson (secondary)
- Emotional and social wellbeing programs (as need arises)

For more information about these programs, please speak with the Principal or Guidance Officer

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.

Legislative Delegations

Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [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](#)

Disciplinary Consequences

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

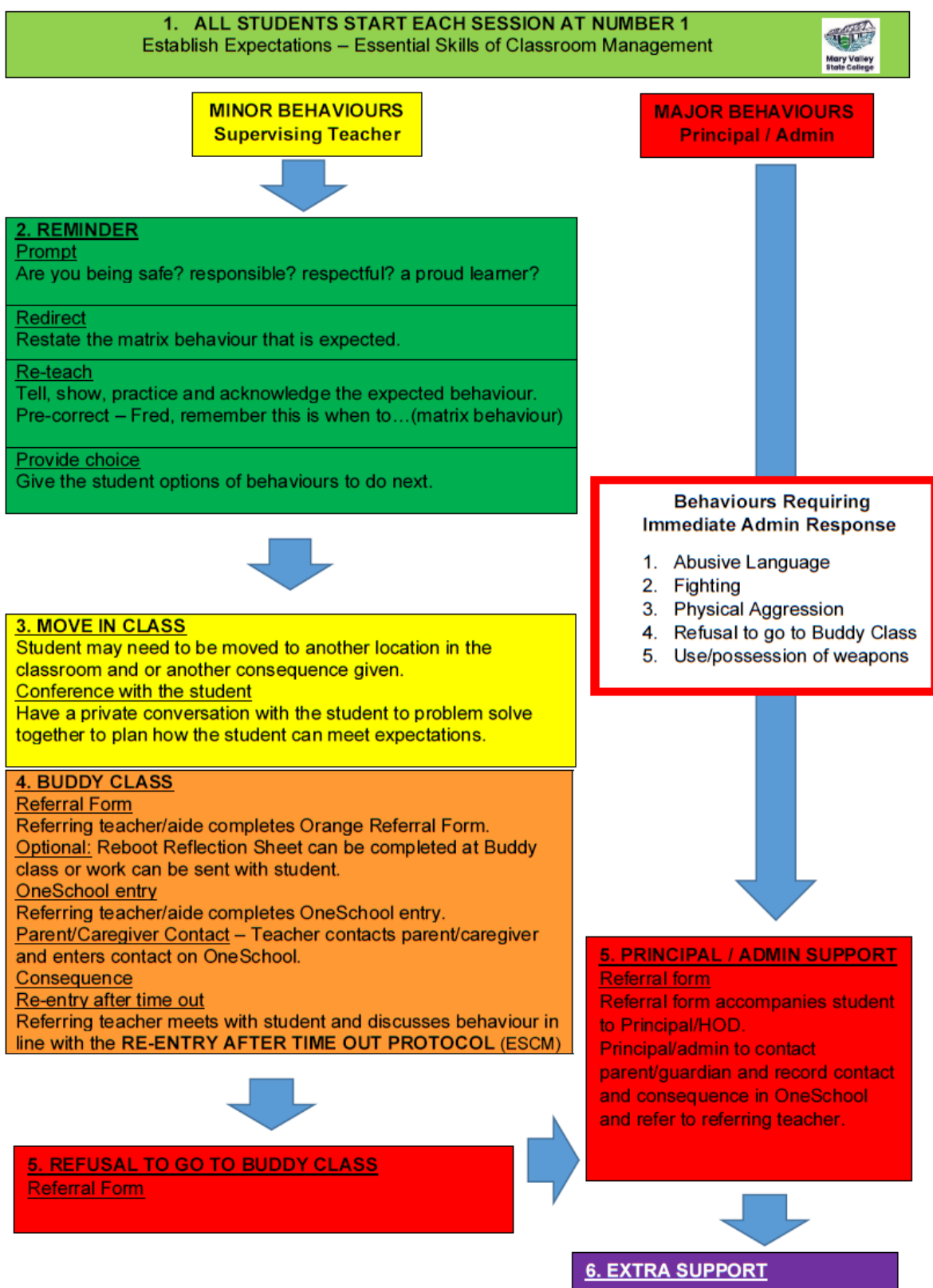
The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

The flowchart represents the processes and actions to manage behaviour at Mary Valley State College.



Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "On the bell, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not the student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives (High 5's or Class Dojos)
- Reminders of incentives or class goals (e.g. REWARDS activities)
- 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
- Restorative chats – individually or in small groups if necessary
- Warning of more serious consequences (e.g. sent to Buddy Class)
- Detention
- Communication with parent/caregiver to work together for a proactive solution to identified concerns

Focussed

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 or risk management plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan/monitoring card
- Check in Check Out strategy using REBOOT framework
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Withdrawal to reset behaviour (1/2 day to 3 days)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

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

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension. It might focus on looking at alternatives to current timetable structures or planning a better pathway for the student to enable greater success.

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

- Temporary removal of student property
- Student Appearance (dress code) Policy
- Sun safe Policy
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

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

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

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Mary Valley State College:

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

Parents of students at Mary Valley State College

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

Students of Mary Valley State College

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

Student Appearance Policy

This policy identifies allowable items of clothing, jewellery and body adornment; items not listed are not part of the uniform and are not to be worn to or at school.

Mary Valley State College (MVSC) prides itself on the appearance of its students. We believe that adhering to the expectations surrounding appearance demonstrates engagement with the Safe, Respectful and Responsible behaviour goals that are held for, and by, all students at MVSC.

This belief, in association with the advice of students and parents associated with the Parents and Citizens Association, has led to the formation of the following policies:

- Uniform;
- Jewellery and Body Adornment;
- Hair colour and
- Make-up.

UNIFORM

The accepted uniforms are pictured below –

- Mary Valley State College Polo.
 - Navy shorts or skirt.
 - White, navy blue or black socks
 - Predominantly black shoes - fastened by either laces or Velcro. Slip-on shoes are not permitted.
 - Broad brimmed or Bucket hat (PRIMARY)
 - Broad brimmed or Bucket hat or plain or Bulls n Bronc navy blue cap (Secondary only)
- Suitable hats are available for purchase from the school office.

Winter Uniform (casual)

- As per summer uniform
- Navy track pants (rugby & fleecy knit)
- School winter navy blue zip up jacket with logo
- If you are unable to purchase the school jacket then a plain Navy Jumper or windcheater with NO branding or logos is appropriate. This could be a pullover or cardigan style. NO HOODIES.
- Navy, Matte black tights or flesh coloured stockings with shorts or skort and of a plain style, for girls.



SHORTS & SKORTS



PRIMARY POLO



SECONDARY POLO



WINTER JACKET

Procedure for being out of uniform:

Students out of uniform are required to bring an explanatory note to school. They are to present the note to the main office **before school starts upon arrival at school**. Students will then be issued with a “uniform pass” if what they are wearing is deemed appropriate for school.

Students presenting without a note will be requested to change into “loan” uniforms if we have appropriate items/sizes available. Students who have this request made of them are required to comply. Any student wearing inappropriate clothing, items with offensive logos/images or items that are too revealing, will be requested to change into a ‘loan’ uniform and if they do not comply parent/caregivers will be required to bring to school appropriate clothing or collect their child from school.

Failure to comply will be regarded as a breach of our Student Code of Conduct and will be dealt with accordingly. These loan uniforms are washed after each loan.

Once students make the decision to attend school out of uniform they are required to adhere to the school procedures. The option to say “I’ll take it off” when confronted about uniform

adherence will not result in students avoiding the consequences associated with making the choice to wear an incorrect uniform

JEWELLERY and BODY ADORNMENT

Students are permitted to wear:

- A watch
- Two (2) sleepers or studs in each ear
- A small ring

Items of religious, cultural or health significance will be permitted with parental consent and the permission of the Principal.

All other items, and methods of jewellery and facial piercings are NOT permitted and students will be asked to cover, or a clear stud or remove these items or designs and in the case of jewellery, surrender them to the staff member involved. Staff will follow the guidelines relating to confiscating banned items from this point on.

Persistent defaulters will be required to negotiate the return of their items with either the Head of Department or the Principal.

HAIR COLOUR

Students' hair is to be kept clean and tidy.

- (a) attending school with hair dyed unnatural colours is not permitted.
- (b) hair dyed natural colours is permitted
- (c) the use of wash out spray colours (e.g. house colours) is acceptable for Sports carnivals and special events as approved by the principal

The decision regarding "unnatural" will be made by solely by the school administration team. These students will be requested to have their hair returned to a natural colour before they return to school.

It is therefore strongly advisable to use non-permanent hair colouring if an unnatural hair colour is necessary for an activity.

MAKE-UP

Students are not permitted to wear make-up to school except for foundation which incorporates sunscreen and a clear lip gloss.

Students who are seen to be wearing other make-up will be required to remove it. Failure to comply will be considered a breach of the uniform policy and dealt with according to our behaviour policy.

Sun Safe Policy

The **SUN SAFE Policy** is aimed at teaching children about the dangers of over exposure to the sun, the implications of over exposure and methods of limiting the effect of the sun and ensuring that school procedures and curriculum take into consideration the potential dangers of over exposure and minimize the chances of it occurring.

A Mary Valley State College the following applies:

- For all outside play and activities it is **compulsory for all children, Primary and Secondary**, to wear a sun-safe hat. Children without a hat at school will not be permitted to participate in outside activities. **A No Hat No Play Policy exists at MVSC.**
- For **secondary students ONLY** the P&C has endorsed a plain navy blue cap or the Bull n Bronc cap that can be bought from the school.
- MVSC requires all students from Prep to Year 6 to wear a **sun protection/Rashie** while swimming. **“No Shirt No Swim”**. Students in Year 7 to Year 10 must be actively encouraged to wear sun protection shirts/ over shirts and apply sunscreen regularly.
- An **SPF 50+ broad spectrum water based sunscreen** is provided for students to use on uncovered areas of the skin, such as the face and the back of the hands, for all outdoor activities including HPE lessons.
- Parents/caregivers, teachers, ancillary staff and voluntary helpers are seen as role models for students in relation to sun protection strategies especially the wearing of hats on playground duty
- We aim to maximise the use of available shade for outdoor activities and take into consideration the timing of outdoor activities to avoid the hottest part of the day where possible.

Use of mobile phones and other devices by students

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

Staff at MVSC understand that for some students and parent/caregivers a mobile phone may be considered an important aspect of safety. As such the school allows students to have a mobile phone at school but the following condition applies:

Primary students with mobile phones must be handed in to the office prior to the school day. Secondary students must hand in phones to the teacher during the first lesson for locking in a phone box which is located in the Head of Department's office.

Students wishing to contact parents during school hours should contact the office or HOD and if the reason is deemed reasonable the student will be able to use the school phone. Parents wanting to contact students can ring the school. A message will be passed on or if necessary the parent can talk directly to the student. We ask that parents/caregivers do not ring or text students during class time as this places the student in the position of breaking a school rule and having consequences applied. Your support in this matter is greatly appreciated.

Procedures for breaches of mobile phone policy

Students who misuse their phone in class will receive a first warning to put them away. Should they continue to breach the policy they will be asked to ensure the phone is switched off and hand the phone into the office. It may then be collected after school. Should a student continue to breach the policy, on the third occasion of handing phone into the office a parent/caregiver will be required to collect the phone after school. Students asked to hand their phone into the office are expected to comply with this request. Should they refuse to do so other disciplinary consequences may be applied. This also applies to any student using their phone inappropriately during non-class time.

Secondary students will be provided with their own laptops for use in class where appropriate. Students are not to access their laptops during breaks unless supervised by a class teacher.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **unacceptable** for students at Mary Valley State College to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

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

Use of other ICT devices by students

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

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

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely

to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

At Mary Valley State College we use the **REBOOT** framework to check in with students and help them develop stronger self-regulation and emotional resilience. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Mary Valley State College has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;

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

Behaviours that do not constitute bullying include:

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

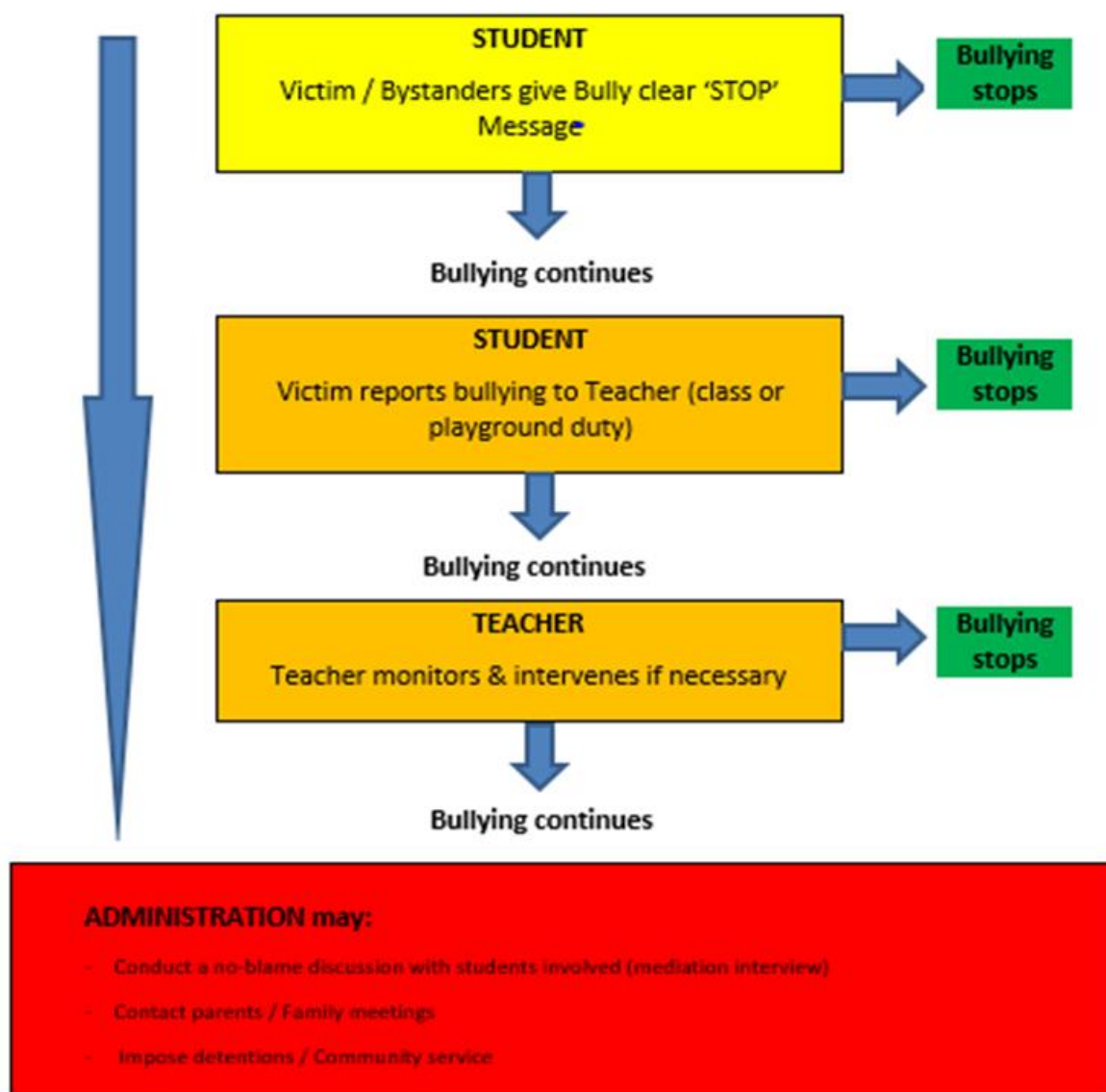
However, these conflicts are still considered serious and need to be addressed and resolved. At Mary Valley State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Bullying Intervention Flowchart

All physical bullying incidents are referred directly to ADMINISTRATION

NB: All Bullying Incidents must be recorded on Oneschool.



Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher or Head of Department (P-6)

Year 7 to Year 12 – Care teacher, individual subject teacher or Head of Department (7-10)

Principal – Mr Steve Mabb

First
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these concerns immediately. This circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours and would facilitate an immediate discussion with Principal and a Student Protection report
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or

Cyberbullying

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

In the first instance, students or parents/caregivers who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher or specific subject teacher (for students in secondary year levels). The HOD Mr. Wilson and Principal, Ms Hayden can be approached directly by students, parents/caregivers or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents/caregivers 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/caregivers 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 Mary Valley State College 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/caregivers 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 first be directed to the Principal and if not satisfied, taken further with Regional office staff.

Cyberbullying response flowchart for Mary Valley State College

How to manage online incidents that impact your school

Student protection

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

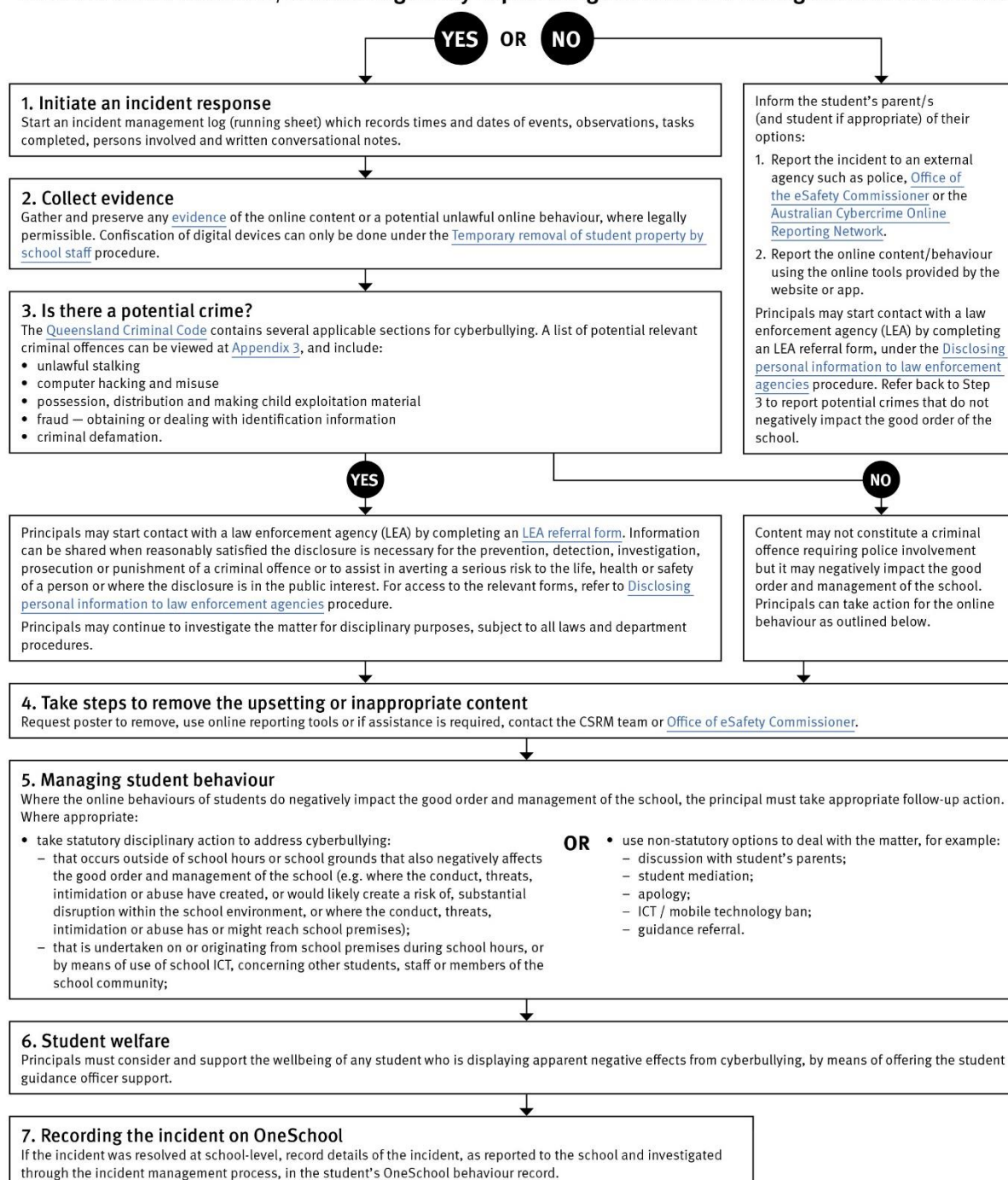
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Mary Valley State College – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Mary Valley State College works together to establish a safe, supportive and disciplined school environment. This compact will be provided to all students and their parents/caregivers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Mary Valley State College – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student signature

Parent/caregiver signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Mary Valley State College staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions when parents need to raise a concern or make a complaint about an issue that they may feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to school's operations or a school staff member - are dealt with in a fair and equitable manner. As a parent or caregiver, 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 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 required.

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

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

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

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

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an

independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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