



Highfields State Secondary College

Student Code of Conduct 2023-2024

Every student succeeding

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

Queensland Department of Education

State Schools Strategy 2020-2024

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Endorsement

Principal Name: Scott Rowan

Principal Signature:



Date: 6 December 2023

P and C President Name: Peter Sparshott

P and C President Signature:

Date: 6 December 2023

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Purpose

Highfields State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The 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 everyone across the wider college community, and to promote learning engagement where high-quality teaching and learning is prioritised. The Highfields State Secondary College Student Code of Conduct articulates our focus on key values and expectations that promote a safe and positive learning environment, where all students and staff are able to experience success.

Principal's Foreword

Highfields State Secondary College has a strong commitment to providing a high quality education for all students. College staff members are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We believe that establishing strong, positive relationships between all members of our college community are the foundation to supporting the success of all students and staff. Highfields State Secondary College has a strong focus on wellbeing and that everyone (students, staff, parents, visitors) has the right to feel safe and valued.

Highfields State Secondary College sets an over-arching theme of care across the community with a brief statement of expectations:

“Take care of yourself, Take care of others, Take care of this place.”

Highfields State Secondary College supports this statement of expectations with 5 Core Values:

- **Kindness**
- **Persistence**
- **Responsibility**
- **Resilience**
- **Respect**

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be positive, self-disciplined and respectful members of society.

Highfields State Secondary College staff take an educative approach to discipline, with a belief that valuable social learning can be achieved through: high quality teaching practices, setting and modelling high standards of expectations and implementing proactive and reflective support strategies.

Our Student Code of Conduct provides an overview of the college's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also outlines the methods our staff employ to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

The Highfields State Secondary College Student Code of Conduct provides a clear explanation of what is expected from all students as our committed staff strive to help them achieve their highest educational outcomes. It is designed to facilitate high standards of behaviour so that the learning and teaching in our College can be effective and students can participate positively within our College community.

I sincerely thank the students, staff, parents and other members of our community who contributed to this important document. Your interest and views shared through the process of developing this document have been invaluable.

A breadth of communication methods will be used to support the implementation of the Highfields State Secondary College Student Code of Conduct, including the college website, Parent Information Evenings and fortnightly College Newsletters.

Any families who require assistance to access a copy of the Highfields State Secondary College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the college office.

P&C Statement of Support

As president of the Highfields State Secondary College P&C Committee, I am proud to support the new Student Code of Conduct. Our parent and carer voice has been listened to through the School Opinion Surveys and at the P&C meetings and has clearly contributed to the content in this document. This has been an important aspect in the development of the Highfields State Secondary College Student Code of Conduct, as I believe the awareness and involvement of parents and carers is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents and carers to familiarise themselves with the Highfields State Secondary 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 want to emphasise the systems in place to help students affected by bullying.

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

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

Peter Sparshott

President of the Highfields State Secondary College Parents and Citizens' Association

School Captains' Statement

Each year, on behalf of the student body at Highfields State Secondary College, the Junior and Senior College Captains work with members of the college Leadership Team and the P and C Association to ensure the Student Code of Conduct is working as planned. Students will assist in the review of relevant college processes and may identify areas for improvement and present alternative options or suggestions for consideration. The student voice is a key measure to ensure that the processes meet the needs of all members of the college community.

Any student who has questions or suggestions they would like raised are first encouraged to talk with their Form Class teacher, Year Co-ordinator or Form Class representative, however they are also invited to approach the College Captains directly.

Consultation

The consultation process used to inform the development of the Highfields State Secondary College Student Code of Conduct occurred in several phases.

In the first phase, we held a series of internal meetings with staff between August and October. 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 improvements with college-wide behaviour strategies and areas for further development. Students from each year level were also approached to provide input /suggestions around areas of potential improvement.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the college community. The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Highfields State Secondary College Student Code of Conduct for implementation in 2021-2023.

Review Statement

Our staff will continue to review this Student Code of Conduct each year in consultation with the P and C Association and representatives from the student body to ensure that our processes continue to evolve and address the needs of the students, staff and circumstances within our college community.

A complete review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

At Highfields State Secondary College the primary focus is maintaining high-quality teaching in learning. All areas of the college are learning and teaching environments and we consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our college-wide framework for managing behaviour is based on our values that have been endorsed by our staff and P&C. Our staff are invested in the development of our positive learning culture and explicitly teach, model, correct and re-teach expected behaviours to our students with a strong commitment towards student wellbeing and social skills.

The aim of the Highfields State Secondary College Student Code of Conduct is to outline our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. The Code of Conduct clearly defines the expectations for student behaviour which assists Highfields State Secondary College to create and maintain a positive and productive learning and teaching environment.

A key to success in establishing college-wide positive behaviour is that ALL College community members have clear and consistent expectations and understandings of their role in the educational process.

To achieve the desired positive, safe and disciplined learning environment at Highfields State Secondary College, parents and key community members must join with the college staff and guide students to develop responsibility for their own learning and behavioural choices. This collaborative approach to developing and reinforcing appropriate behaviour will reduce inappropriate behaviour of some students and the interference this causes with the work of teachers and the learning of other students.

Highfields State Secondary College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

By developing a whole college approach to the management of behaviour, we believe we can create a positive learning environment in which each individual is valued and cared for in a manner which will assist them to become self-disciplined. As a result, the quality of learning experiences for each student will be optimised, promoting their journey towards reaching their full potential.

This Code of Conduct for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our College can be effective and students can participate positively with their education and ultimately develop key lifeskills that will assist them in making a positive transition into the wider community.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Year 7-12 Curriculum, Assessment and Reporting Plan (including either the Australian Curriculum in Yr7-10 or Senior QCE Curriculum and associated learning pathway in Yr11-12) and the college's Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>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.</p>
3	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 organisation is recommended.

Consideration of Individual Circumstances

Staff at Highfields State Secondary College consider 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

Highfields State Secondary 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 teachers, Year Coordinators, Deputy Principals or make an appointment to meet with the Guidance Officers, Social Worker, Chaplain, Community Education Counsellor (for First Nations students) or School-Based Youth Health Nurse, 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 work with families to build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Our staff acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the *“Curriculum, Assessment and Reporting Plan”* at Highfields State Secondary College, we deliver a ***“Respectful Relationships and Wellbeing Program”*** that includes: age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexually transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students who are enrolled in Health and Physical Education(HPE).

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

Highfields State Secondary College will implement drug intervention measures if students should become involved in drug-related incidents at the college, during college activities or while in college uniform. Prompt action will be taken to protect the health and safety of the student/s involved, other students, HSSC staff and the wider community.

Specialised health needs

Highfields State Secondary 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 the college or college-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

Highfields State Secondary 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.

HSSC staff are not permitted to administer prescription medication to students unless the prescription specifically identifies the time and dosage to be taken. ***Staff are not to administer medication ‘as required’ even though those are the directions provided on the script by a Doctor.***

In this situation, a parent would need to visit the college to administer the medication if the script states ‘as required’. Staff are not permitted to make a medical decision regarding if a student requires their medication. (This may differ in rare circumstances e.g. Asthma, Diabetic or Anaphylactic incidents)

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.

Highfields State Secondary College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the college's first aid kits to provide emergency first aid medication if required.

Mental health

Highfields State Secondary 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 the appropriate Student Plan.

Suicide prevention

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

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Highfields State Secondary 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, Highfields State Secondary College will enact 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.

If a suicide should occur on college grounds or at a college event, Highfields State Secondary College staff will immediately enact the College 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

Highfields State Secondary College is proud to have a comprehensive Student Support Network in place to help the learning and 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 college is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Highfields State Secondary 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 our Deputy Principals or Guidance Officers by telephoning the college office.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • key role within the Student Support and Wellbeing Team • 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.
Deputy Principal	<ul style="list-style-type: none"> • key role within the 'Student Support and Wellbeing Team' • liaising with parents and carers to assist/support students • monitor student academic performance • manage student course structure and learning pathways • monitor student attendance • leadership of student behaviour processes and support • lead intervention strategies for complex student cases • liaising with external agencies to assist/support students
Year Level Coordinators	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensure students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the Form Class, year level and college.
Head of Student Support Services and Student Support Team	<ul style="list-style-type: none"> • provide individual and, at times, group support to students to assist their engagement with education and training • support students to overcome learning and wellbeing barriers to education • provide support for students with complex needs with transition from primary school to HSSC
Diverse Learning Support Co-ordinator	<ul style="list-style-type: none"> • assist in identifying students in need of support or extension • assist in training of staff to promote differentiation and inclusive practices
Community Education Counsellor	<ul style="list-style-type: none"> • All matters regarding First Nations students and families • Counselling students and families

	<ul style="list-style-type: none"> Tracking/Check-in for the equity and excellence for all First Nations students / program development
First Nations Students Co-ordinator	<ul style="list-style-type: none"> assist in providing a range of supports to aid the learning and wellbeing of indigenous students promote positive communication and engagement with the families of indigenous students implement activities and learning experiences that promote engagement with culture
Defence School Mentor	<ul style="list-style-type: none"> monitors the social and emotional wellbeing of Defence students supports communication between Defence families and the college enhances awareness and appreciation of the unique Defence lifestyle in schools and communities provides support to children during times of parental absence.
School-Based Social Worker	<ul style="list-style-type: none"> Family/student counselling External agency referrals Individual student advocacy and support Mild to moderate mental health screening
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
Chaplain	<ul style="list-style-type: none"> Assist with grief and loss Personal growth and mindfulness Spiritual and emotional support

There are also a breadth of regional and statewide support services available to supplement the college student support 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 a Deputy Principal or one of the college Guidance Officers.

Student and Staff Support

HSSC – “Says No” to DISCRIMINATION (for students, staff, families and visitors)

Discrimination on the basis of age, race, colour, sex, religion, political opinion, national extraction, social origin, age, medical record, criminal record, marital or relationship status, impairment, mental, intellectual or psychiatric disability, physical disability, nationality, sexual orientation, and trade union activity will not be tolerated at HSSC.

This also covers discrimination on the basis of the imputation of one of the above grounds.

Discrimination on the basis of physical, intellectual, psychiatric, sensory, neurological or learning disability, physical disfigurement, disorder, illness or disease that affects thought processes, perception of reality, emotions or judgement, or results in disturbed behaviour, and presence in body of organisms causing or capable of causing disease or illness (eg, HIV virus) will not be tolerated at HSSC.

This also covers discrimination involving harassment in employment, education or the provision of goods and services.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Highfields State Secondary College we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff believe the first step in facilitating standards of positive behaviour is communicating those standards to all students. At Highfields State Secondary College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at the College. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies, including:

- Reinforcement of college expectations and PBL focus areas during Form Class;
- Publication in the student diary and College website;
- Reinforcement of learning from behaviour presentations at College Assemblies and during active promotion, modelling and supervision by staff during classroom and non-classroom activities;
- Reinforcement during extra-curricular activities.

The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

At Highfields SSC we recognise when students demonstrate our college values and effectively follow college expectations. Positive reinforcers are used in a variety of ways to ensure students are recognised when they exhibit positive behaviours that align with the HSSC rules: *Take care of yourself, Take care of others & Take care of this place*. Staff are encouraged to reinforce student behaviour and acknowledge when expectations have been met in a variety of different contexts.

Through the use of the Expectations Matrix, staff can reward students for their behaviour. By acknowledging the positive behaviours conducted by our students, this will motivate them to follow expectations and demonstrate our college values consistently.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Deputy Principal for the relevant year level or the Principal.

College Values and Positive Behaviour Expectations

HSSC staff are committed to delivering a high quality of education for every student, and believe all, whether a guest, people within the college community, whether they are a student, staff member, parent or visiting worker, should meet the same five Positive Behaviour Expectations, being: Kindness, Respect, Responsibility, Resilience and Persistence.

College Values in Action

Kindness	<ul style="list-style-type: none"> • Accepting, acknowledging and valuing all individuals; • Showing genuine care and interest in the wellbeing of ourselves and others; • Actively engaging in open communication and using manners (e.g., saying hello); • Graciously accepting feedback; • Remaining open and helpful in all situations.
Respect	<ul style="list-style-type: none"> • Behaving positively; to allow teachers to teach and other students to learn; • Building honest, transparent and productive relationships; • Embracing diversity and valuing the whole team; • Acknowledging and enabling individual strengths; • Actively participating and being a positive role model.
Responsibility	<ul style="list-style-type: none"> • Accepting responsibility for your need to behave positively and engage with your own learning; • Meeting all of our obligations; • Fostering healthy relationships; • Behaving with flexibility, integrity and transparency; • Positively engaging to the best of their ability in all lessons and across the broad co-curricular program.
Resilience	<ul style="list-style-type: none"> • Providing a supportive and safe environment where we learn from mistakes; • Being a problem solver; • Addressing challenges while maintaining perspective; • Valuing and acknowledging the positives.
Persistence	<ul style="list-style-type: none"> • Setting goals and following through; • Encouraging positive attitudes when dealing with obstacles; • Maintaining a 'never give up' approach to keep moving forward.



HIGHFIELDS STATE SECONDARY COLLEGE

Learners today, Leaders tomorrow

Our rules	School-wide Expectations			
Take care of ourselves	<ul style="list-style-type: none"> • We follow instructions immediately • We are prepared for and participate in all classroom activities • We manage time effectively • We complete all work with academic integrity • We have a growth mindset, strive for improvement and seek help when needed 			
Take care of others	<ul style="list-style-type: none"> • We respect the rights of others including acknowledging and respecting diversity • We allow others to learn • We use appropriate verbal and non-verbal language, including resolving conflict respectfully • We treat others so they feel safe • We value and respect the opinion of others 			
Take care of this place	<ul style="list-style-type: none"> • We follow school rules, routines, policies and procedures • We contribute positively to the college • We represent our college with pride • We look after school property and the environment 			
Values				
Kindness	Persistence	Resilience	Respect	Responsibility





Highfields State Secondary College—Student Management Process

Teacher Responsibilities

- Establish a clear & consistent set of classroom expectations.
- Explicitly teach expected behaviours.
- Build positive and supportive relationships with students.
- Implement appropriate positive & proactive and supportive & preventative strategies e.g. seating plans, classroom profiling, rewards systems etc.
- Use data. Be aware of any student conditions that may affect their behaviour.
- Check and reflect upon planning to ensure planning provides the best possible environment for student engagement and learning.
- Utilise the ESCMs and ECPs as appropriate.
- Consult with and seek advice from colleagues on managing problem behaviours.
- Document behaviours appropriately on OneSchool in a timely fashion.
- Issue appropriate, restorative, consequences.
- Make **phone contact** with parents to support and reinforce expected student behaviours. Record contact on OneSchool in a timely fashion.

Head of Department Responsibilities

- Monitor student referrals.
- Implement subject-specific monitoring cards.
- Conduct walkthroughs.
- Work with teachers to develop classroom management strategies.
- Follow up when incidents are referred to HOD and/or discuss incident and appropriate strategies with teacher if incident does not warrant a HOD referral.
- Record Admin Follow-up on OneSchool in a timely fashion.
- Issue appropriate consequences.
- Make **phone** contact with parents as required and record contact on OneSchool in a timely fashion.
- Address students and/or behaviours of concern at Line Meetings with DPs as required.

Year Coordinator Responsibilities

- Generate a multiple incident report weekly to identify students with persistent minor referrals.
- Follow up when incidents are referred to YC and/or discuss incident and appropriate strategies with teacher if incident does not warrant a YC referral.
- Implement monitoring cards.
- Inform teachers via email when a student moves to a monitoring card or case management approach. Record on SharePoint.
- Once a student has moved to a monitoring card or case management approach, act as the central point of contact home. Record all contact on OneSchool in a timely fashion.
- Monitor student progress while on a monitoring card and implement appropriate consequences. Record Admin Follow-up on OneSchool in a timely fashion.
- Address behaviours that arise from Stymie as per the Stymie flowchart.
- Conduct re-entry interviews when a student returns from suspension in conjunction with DP.
- Facilitate parent meetings as required and inform relevant staff of outcomes.
- Address students and/or behaviours of concern at Line Meetings with DPs as required.
- Make **phone** contact with parents as required and record contact on OneSchool in a timely fashion.

Deputy Principal Responsibilities

- Generate a multiple incident report weekly to identify students with persistent minor referrals.
- Monitor implementation of student management processes through line meetings with HODs & YCs.
- Address students and/or behaviours of concern at Line Meetings with P as required.
- Inform teachers via email when a student moves to a case-management approach. Record on SharePoint.
- Once a student has moved to a case management approach, act as the central point of contact home. Record all contact on OneSchool in a timely fashion.
- Follow up when incidents are referred to DP and/or discuss incident and appropriate strategies with teacher if incident does not warrant a DP referral.
- Implement appropriate consequences. Record Admin Follow-up on OneSchool in a timely fashion.
- Inform teachers when a student has been suspended and the requirements regarding provision of work
- Record suspensions on SharePoint.
- Conduct re-entry interviews when a student returns from suspension. Inform relevant staff of the outcome of the re-entry interview via email, including the student's goals upon re-entry.
- Seek supportive and/or alternative programs to engage students and address student behaviour e.g. DISCO, work experience, traineeships etc.
- Complete suspensions in consultation with Principal.
- Collect evidence and witness statements to corroborate suspension decisions as required.
- Consider individual student circumstances when making decisions.
- Facilitate parent meetings as required and inform relevant staff of outcomes.
- Collect additional information on student progress from staff as required.
- Make **phone** contact with parents as required and record contact on OneSchool in a timely fashion.

Principal Responsibilities

- Monitor implementation of student management processes through line meetings with DPs & HODs.
- Generate a multiple incident report fortnightly to identify students of concern to be raised at line meetings.
- Consult with DPs regarding suspension decisions.
- Consult with DPs regarding exclusion decisions.
- Process paperwork regarding exclusion decisions.
- Consider individual student circumstances when making decisions.
- Facilitate parent meetings as required.
- Conduct termly reviews of progress of student management processes with extended leadership team.
- Conduct termly reviews of progress of student management processes with staff.

Parents / Carers and Staff Expectations

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

Kindness

<i>What we expect to see from you:</i>	<i>What you can expect from us:</i>
<ul style="list-style-type: none"> You will treat all staff, students and members of our college community with kindness and share relevant information that will help staff to support your child/ren and your family; 	<ul style="list-style-type: none"> We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure. We will also be discrete with our management of your personal information;
<ul style="list-style-type: none"> You help your child to see the strengths and benefits in diversity and difference in their classmates; 	<ul style="list-style-type: none"> We will promote every child's individuality and build a cohesive, inclusive classroom and school culture;
<ul style="list-style-type: none"> You offer your understanding and support of others in need and model this behaviour to your child/ren. 	<ul style="list-style-type: none"> We will check in with you about your child's needs or any support your family may require.

Respect

<i>What we expect to see from you:</i>	<i>What you can expect from us:</i>
<ul style="list-style-type: none"> You treat all students and staff with respect; 	<ul style="list-style-type: none"> We will treat you respectfully and ensure all staff model the HSSC values;
<ul style="list-style-type: none"> You make an appointment to speak with the appropriate staff member to discuss any matters relating to your child. e.g. class teacher, Year Co-ordinator, Deputy Principal, Head of Student Support, Guidance Officer or Principal; 	<ul style="list-style-type: none"> We will respond as soon as practical to your request for an appointment and negotiate a mutually agreeable date and time with you;
<ul style="list-style-type: none"> You are respectful in your conversations at home, in the community and online about our staff and the College; 	<ul style="list-style-type: none"> We will ensure positive behaviours are role modelled for all students;
<ul style="list-style-type: none"> You recognise that people have differing backgrounds and opinions and will be patient, non-judgemental and fair to others across the College community. 	<ul style="list-style-type: none"> We will strive to support and advocate for the unity of our diverse College community, that includes people from a broad range of social, economic and cultural backgrounds and belief systems.

Responsibility

What we expect to see from you:	What you can expect from us:
<ul style="list-style-type: none"> You respect the obligation of staff to maintain student and family privacy; 	<ul style="list-style-type: none"> We will maintain confidentiality about information relating to your child and family in accordance with legislation;
<ul style="list-style-type: none"> You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details; 	<ul style="list-style-type: none"> We will strive to create a safe, supportive and inclusive environment for every student;
<ul style="list-style-type: none"> You approach the Deputy Principal or Principal if you are concerned about the behaviour of a staff member, another student or parent; 	<ul style="list-style-type: none"> We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents;
<ul style="list-style-type: none"> You stay informed about College news and events by reading the Newsletter and key information sent home by College staff. 	<ul style="list-style-type: none"> We will issue an electronic College Newsletter fortnightly and will send other correspondence home to keep parents and students informed about the details of important processes, events, excursions and opportunities.

Resilience

What we expect to see from you:	What you can expect from us:
<ul style="list-style-type: none"> You support your child to meet the learning and behavioural expectations at school; 	<ul style="list-style-type: none"> We are clear about our learning and behavioural expectations, and contact you to provide timely feedback about your child's progress. Student Report Cards will also be issued at appropriate intervals;
<ul style="list-style-type: none"> You take a positive, solution-focused approach to resolving complaints. 	<ul style="list-style-type: none"> We will nominate an appropriate contact person for you to work with to resolve a college-related complaint.

Persistence

What we expect to see from you:	What you can expect from us:
<ul style="list-style-type: none"> You share relevant information about your child's learning, medical, social and behavioural needs with College staff; 	<ul style="list-style-type: none"> We will share relevant information with you about your child's learning, social and behavioural progress at HSSC;
<ul style="list-style-type: none"> You work closely with your child to develop and apply positive personal strategies to assist them to: focus on their learning, develop positive self-esteem, communicate appropriately with others and minimise conflict. 	<ul style="list-style-type: none"> We will implement a Respectful Relationships and Wellbeing Program to assist students in their personal development and positive self-image.

Acknowledging Positive Behaviour at HSSC

At Highfields SSC we recognise when students demonstrate our college values and effectively follow college expectations. Positive reinforcers are used in a variety of ways to ensure students are recognised when they exhibit positive behaviours that align with the HSSC rules: *Take of yourself, Take care of others & Take care of this place*. Staff are encouraged to reinforce student behaviour and acknowledge when expectations have been met in variety of different contexts. By acknowledging the positive behaviours conducted by our students, this will motivate them to follow expectations and demonstrate our college values consistently.

There are many ways in which HSSC recognises and reinforces the positive behaviour of students:

- verbal/ non-verbal praise and encouragement
- acknowledgement on whole college assemblies or year assemblies
- phone calls to parents/carers
- Annual College Awards Evening
- Engagement in extracurricular activities
- Positive Postcards sent home
- PBL Rewards system (students can win prizes e.g. Tuckshop vouchers)
- Year Level Reward initiatives – e.g. Sausage Sizzle / Pizza Party

Gold and Silver Awards for Effort and Behaviour

Students demonstrating excellent effort and behaviour are shown recognition by being awarded a Gold or Silver Award. These awards are calculated using the students' EPA and BPA and are presented to the identified students each semester in recognition of consistent demonstration of the HSSC Values and Expectations.

Values Certificates

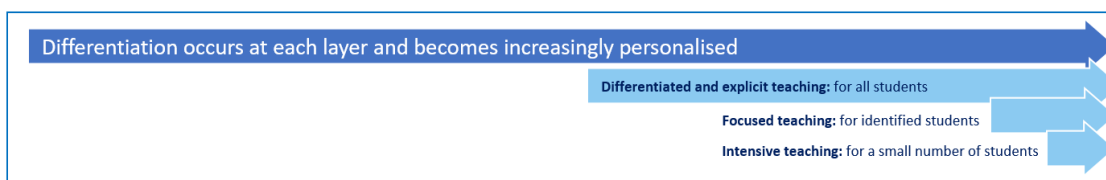
Values Certificates are awarded to students that have exceptionally demonstrated the college values that go beyond the classroom. Examples of behaviours may include but are not limited to representation at college events, participation in extra-curricular activities, volunteering to complete college related tasks, demonstrating college values in or out of the college.

Differentiated and Explicit Teaching

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

Teachers at Highfields State Secondary 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.

Every classroom in our college uses the PBL Expectations Matrix, (refer to page 15), 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.

Focused Teaching

Research indicates that approximately 15% of all students in any school or classroom may require additional support to meet behaviour and learning 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 Highfields State Secondary College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Highfields State Secondary College has a range of Student Support staff in place to help deliver focused teaching to students who need more support to meet expectations. In addition, there are several 'Focus' classes with a targeted curriculum and lifeskills program to support selected students with their development and engagement within the college and wider community.

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 Highfields State Secondary 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

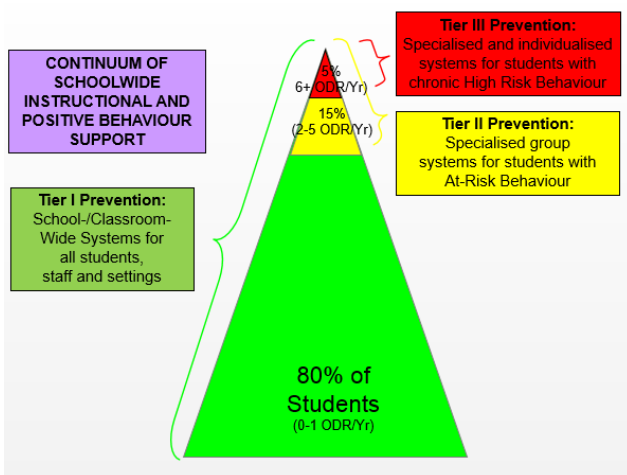
The disciplinary consequences model used at Highfields State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students, (previously identified as Tier 1) will meet all established behavioural expectations that are clear, explicitly taught and practised. Teachers may use in-class corrective feedback, sanctions and rule reminders 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 class teachers may need to refer the student to a member of the college Leadership Team immediately for support / intervention / 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 key staff, and at times, 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 taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, or when no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

Highfields State Secondary College organises problem student behaviour into two general categories, "minor and major" behaviours. There is increasing levels of support, intervention and consequences to address behaviour that endangers others, or causes major or ongoing interference with class or school operations.



Tier 1 - Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Tier 2 - 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)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Tier 3 - 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. devices)
- 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.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members (Teacher, Year Coordinators/HODs);
- **Major** problem behaviour is referred to the College Administration team.

How incidents are addressed	Description	Consequences
<p>Minor behaviours are those that:</p>	<ul style="list-style-type: none"> • are minor breaches of the College rules; • do not seriously harm others or give cause to suspect that a student may be harmed; • do not violate the rights of others in any other serious way; • are not part of a pattern of persistent problem behaviours; • do not require involvement of specialist support staff or Administration 	<p>Teachers attempt to deal with minor behaviours on the spot using appropriate actions e.g. ESCM processes. Minor problem behaviours may result in the following consequences:</p> <ul style="list-style-type: none"> • a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, litter duty, parent contact / conference, restitution or detention for work completion; • for playground behaviour, a student may be issued with a lunchtime detention or removal from certain areas in the playground for a period of time <p>Repeated minor behaviours may constitute a major behaviour. Consequently teachers are responsible for recording all minor behaviours on OneSchool and also for referring these to the appropriate staff leader when the problem behaviour continues and support may be required i.e. Year Coordinator, Head of Department, Deputy Principal.</p> <p><i>Staff leaders will monitor the frequency of minor behaviours from students and will intervene with the student when the frequency indicates that the major threshold has been reached. (e.g. 3 minors in a week)</i></p>

<p>Major behaviours are those that:</p>	<ul style="list-style-type: none"> • significantly violate the rights of others; • put others/self at risk of harm; • require the involvement of College Administration. 	<p>Major behaviours require an immediate response from Administration because of their seriousness. When major problem behaviour occurs, staff members will remind the student of expected College behaviour. Major problem behaviours may result in the following consequences:</p> <p>Removal from daily activities: alternate lunchtime activities, loss of privileges, restitution, loss of break times, warning regarding future consequence for repeated offence, writing lines, detention (before, during or after College) referral to Deputy Principal, College disciplinary absences (see below).</p> <p>Suspension</p> <p>The Principal can suspend a student in response to major behaviour incidents such as continued disruptive and off-task behaviour, physical assault, harassment or bullying, and verbal abuse of staff etc. Suspension will be used only after consideration has been given to other possible responses. Following suspension students are expected to attend a meeting with a member of administration and their parents prior to returning from suspension.</p> <p>Exclusion</p> <p>The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Exclusion may apply in response to major behaviour incidents such as (but not limited to) the possession or distribution of illicit substances, extreme or repeated abuse or intimidation, physical assault, sexual assault, possession or use of weapons and significant IT policy breaches.</p>
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Minor and Major Behaviour Continuum*			
Universal Behaviour Support	Targeted Level Support	Targeted / Intensive	Intensive Level Support
Enter on One-School			
<p>MINOR</p> <p>Individual Staff / Teacher manage and respond</p>	<p>PERSISTENT MINOR</p> <p>Teacher / Year Coordinator / HOD</p>	<p>MAJOR</p> <p>Teacher managed Year Co-ordinator /HOD / DP respond</p>	<p>MAJOR – Crisis</p> <p>HOD / DP manage and respond</p>
<p><u>Definition Guideline</u></p> <p>All inappropriate behaviour which it is reasonable to expect individual staff members to manage.</p>	<p><u>Definition Guideline</u></p> <p>Persistent staff/classroom / playground managed behaviours for which current classroom strategies / staff interventions are not effective.</p>	<p><u>Definition Guideline</u></p> <p>Major inappropriate behaviour that may be initially teacher managed but require admin response (HOD / DP)</p>	<p><u>Definition Guideline</u></p> <p>Major behaviour incidents that require <i>immediate response</i> from administration, e.g. Red Card processes if appropriate.</p>

<p>The examples of behaviour listed below are considered minor and should be responded to by teachers. When repeated, these behaviours become persistent minor misbehaviours which may require additional intervention as per the 'Responding to Behaviour' flowchart.</p> <ul style="list-style-type: none"> • <u>Bullying / harassment</u> e.g. repeated name calling, teasing, put downs of an individual • <u>Disruptive</u> e.g. calling out, talking, noise making, back-chatting • <u>Dress code</u> e.g. non-uniform jumper, make-up • <u>IT misconduct</u> e.g. playing computer games, accessing inappropriate sites, hot-spotting to avoid department IT filters • <u>Late</u> e.g. arrives late to class without reasonable explanation • <u>Lying / cheating</u> e.g. student is dishonest in response to teacher redirection • <u>Misconduct involving object</u> e.g. throwing pencils, pens, in class • <u>Non-compliant with routine</u> e.g. not signing in when arriving late, not receiving a uniform pass, refusal to follow a reasonable direction of an adult • <u>Physical misconduct</u> e.g. pushing, shoving, behaving in an unsafe manner • <u>Property misconduct</u> e.g. minor graffiti, breaking others equipment such as pens, throwing objects in classroom • <u>Truant / skip class</u> e.g. late to class, refusal to enter classroom • <u>Verbal misconduct</u> e.g. swearing, inappropriate language 	<p>These examples of Major behaviour may be managed by the Year Coordinator / HOD.</p> <ul style="list-style-type: none"> • <u>Bullying / harassment</u> e.g. highly offensive or ongoing name-calling, targeted teasing • <u>Defiant / threats to adults</u> e.g. abusive language • <u>Disruptive</u> e.g. minor disruptive behaviours have escalated in frequency, duration and intensity and prevent teaching and learning • <u>Lying / cheating</u> e.g. deliberately • <u>Theft</u> Stealing from other students, teachers, staff or canteen • <u>Misconduct involving object</u> • <u>Physical misconduct</u> e.g. kicking, punching, biting • <u>Prohibited items</u> e.g. student is in possession of pornography • <u>Property misconduct</u> e.g. offensive / major graffiti or vandalism of College property • <u>Refusal to participate in the program of instruction</u> • <u>Repeated non-compliance / defiance to staff</u> • <u>Substance misconduct involving tobacco and other legal substances</u> e.g. smoking • <u>Threat/s to others</u> • <u>Truant / skip class</u> e.g. student absent from class without explanation for extended periods of time • <u>Verbal misconduct</u> e.g. repeated swearing, use of highly offensive language 	<p>The following examples of behaviour are 'MAJOR – crisis' as they threaten the safety of staff and / or students:</p> <ul style="list-style-type: none"> • <u>Disruptive</u> • <u>Physical misconduct</u> e.g. kicking, punching, biting • <u>Physical or Sexual Assault</u> • <u>Prohibited items</u> e.g. student in possession of weapon or dangerous object • <u>Substance misconduct involving illicit substance</u> e.g. possession, consumption or reasonable suspicion of student being under the influence of illegal drugs • <u>Substance misconduct involving tobacco and other legal substances</u> e.g. possession, consumption or reasonable suspicion of student being under the influence of alcohol or misuse of legal drugs • <u>Threat/s to others</u> e.g. direct threats • <u>Truant / skip class</u> e.g. student is absent from class and there is reasonable concern for the safety and wellbeing of student • <u>Significant IT Policy breach</u> e.g. using the college network to access or distribute pornography, or bully students or staff
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*This is not an exhaustive list.

General Behaviour and Consequences

- Consequences range from least intrusive to most intrusive. Improvement Plans will be considered and developed in consultation with the student, parents as an additional strategy to support and improve student learning and engagement. Student Disciplinary Absences will be used after consideration has been given to all other responses.
- If at any stage the Principal deems that the student behaviour is intractable, the process can be modified and appropriate action taken.
- Incidents to be entered into OneSchool.

***This is not an exhaustive list.**

Inappropriate Behaviour	Possible consequences
Failure to adhere to the Appearance Policy	<ul style="list-style-type: none"> • Students attend front office before school are provided with school clothing where appropriate in exchange for their non school uniform item (no consequence) • Student removal of non-uniform item (eg jewellery) provided with plastic or clear nose piercings in exchange for non uniform jewellery • Tattoos are required to be covered (excluding cultural tattoos) • If students present to Form out of uniform, their teacher will send them to the office and are provided with school clothing where appropriate in exchange for their non school uniform item • If there are no exchanges available, students will receive an exemption pass for the day • Repeat offenders may be issued with lunchtime/afternoon detentions followed by suspension (for ongoing offenders) • Parent/s contacted for repeated offences by Form Teacher and/or Year Coordinators
Failure to bring equipment to class	<ul style="list-style-type: none"> • Parent contacted by class teacher • Repeat offenders: parent contacted by Faculty Head of Department; consequences issued by teacher/Head of Department; referral to Head of Department; referral to year level Deputy Principal.
Persistent Lateness - Class	<ul style="list-style-type: none"> • Parent/s contacted by class teacher • Time made up during lunch or after school with relevant teacher • Repeat offenders referred to Head of Department and then Deputy Principal
Persistent Lateness - School	<ul style="list-style-type: none"> • Parent/s contacted by Year Coordinator • Time made up during lunch or after school with relevant Year Coordinator/Deputy Principal • Repeat offenders referred to Deputy Principal.
Truancy- In School	<ul style="list-style-type: none"> • Parent/s contacted by teacher (subject truancy) • Time made up during lunch with Classroom Teacher • Repeat offenders referred to Head of Department and/or Deputy Principal for action that may include an Improvement Plan (Attendance) formulated with parent/Admin/Guidance Officer. • Repeat offenders across multiple subjects referred to Year Coordinator. • Post compulsory – may result in a formal warning of cancellation of enrolment – cancellation if not resolved.
Truancy – Out of School	<ul style="list-style-type: none"> • Parent/s contacted by Deputy Principal • Consequence determined by Deputy Principal. • May lead to 1-20 days suspension • May lead to a proposal to exclude by the Principal

	<ul style="list-style-type: none"> • Post compulsory – may result in a formal warning of cancellation of enrolment – cancellation if not resolved.
Abusive language /Aggressive, Disrespectful and/or Harassing Behaviour	<p>Towards another student:</p> <ul style="list-style-type: none"> • In class – detention or other consequence as determined by the teacher and recorded in OneSchool. • Persistent behaviour referred to Year Coordinator / Head of Department / Deputy Principal • May lead to a 1-20 days suspension • May lead to a proposal to exclude by the Principal <p>Outside the classroom e.g. playground:</p> <ul style="list-style-type: none"> • Community service • Conflict resolution with Guidance Officer/Year Coordinator/ Deputy Principal • Removal from playground for a period of time • Persistent behaviour (see bullying/harassment) • May lead to a 1-20 days suspension • May lead to a proposal to exclude by the Principal <p>Towards a staff member:</p> <ul style="list-style-type: none"> • Withdrawal from class for a period of time • May lead to a suspension 1-20 days and conflict resolution with Deputy Principal • Behaviour Improvement Plan • May lead to a proposal to exclude by the Principal
Bullying/Harassment, in person or online (cyberbullying)	<p>In Class:</p> <ul style="list-style-type: none"> • Class teacher works with students to resolve issues • Parent/s contacted • Conflict resolution with Guidance Officer/Head of Department • May lead to a suspension 1-20 days • May lead to a proposal to exclude by the Principal <p>Out of Class:</p> <ul style="list-style-type: none"> • Year Coordinator work with students to resolve issues • Parent/s contacted • Conflict resolution with Guidance Officer/Head of Department • Referred to Deputy Principal • May lead to a suspension 1-20 days • May lead to a proposal to exclude by the Principal
Sexual Harassment (includes interference with clothing or person)	<ul style="list-style-type: none"> • Student complaint documented and referred to Year Coordinator and Deputy Principal • Parent/s contacted • May lead to a suspension 1-20 days • May lead to a proposal to exclude by the Principal
Physical Violence including but not limited to fighting, hitting, kicking and spitting on others, assault and serious threats directed at students or staff	<ul style="list-style-type: none"> • Parent/s contacted • Conflict resolution with Guidance Officer/ Year Coordinator/ Head of Department/ Deputy Principal • Withdrawal from classes • May lead to a suspension 1-20 days and conflict resolution with Admin • Serious assault may lead to a proposal to exclude by the Principal
Inappropriate physical contact of a sexual/personal nature, simulation of sexual acts or suggestive remarks	<ul style="list-style-type: none"> • Staff issued consequence and parent contact • Referral to Year Coordinator/ Head of Department/ Deputy Principal • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Smoking / e cigarettes / Vaping	<ul style="list-style-type: none"> • Parent/s contacted • Materials confiscated • School nurse referral 'Vaping Awareness Education Program' • May lead to a 1-20 days suspension

Participating in / using / or acting as a 'spotter' for smokers / vapers or consorting; possession of cigarettes, devices, lighters etc.	
Distribution / selling of cigarettes / vapes / e cigarettes	<ul style="list-style-type: none"> • Parent/s contacted • Materials confiscated • Distribution / selling may lead to a 1-20 days suspension • May lead to a proposal to exclude by the Principal • May lead to referral to Queensland Police Service
Multiple Students in toilet cubicle	<ul style="list-style-type: none"> • Parent/s contacted • Year Coordinator/Deputy Principal referral • May lead to a consequence such as detention or 1-20 day suspension.
Graffiti/Vandalism, including damage to property	<ul style="list-style-type: none"> • Deliberate damage: Parents contacted; Payment for damage and/or community service • Accidental damage: Parents contacted; community service • Removal of graffiti and/or community service • Police contacted where appropriate • May lead to suspension 1-20 day • May lead to a proposal to exclude by the Principal
Disruption	<ul style="list-style-type: none"> • Teacher consequences • Parent contacted • Referral to Head of Department • May lead to Behaviour Improvement Plan • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Defiance	<ul style="list-style-type: none"> • Parent contacted by Teacher • Teacher issued consequence • Referral to HOD • Across Multiple subjects referred to Year Coordinator • Referral to Deputy Principal • Monitoring Card • Behaviour Improvement Plan • Parent/student/teacher/admin interview • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Inappropriate access of lifts	<ul style="list-style-type: none"> • Staff issued consequence and parent contact • Referral to Year Coordinator • Referral to Head of Department • Referral to Deputy Principal • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Possession and/or use of Mobile Phone, Portable Music device, Bluetooth device, Wireless Headphones, Electronic Earbuds, Camera, or other electronic devices at school	<ul style="list-style-type: none"> • All such devices must be off and away for the whole school day whilst inside the school fence. • First offence student is directed to take the device to the office for collection by student after school during school hours. • Second offence student is directed to take the device to the office for collection by parent and an after school detention. Contact from Deputy Principal. • Third offence, or non-compliance with step one or two, 1-20 day suspension • All further offences result in 1-20 day suspension.
Accessing inappropriate material on the school network or internet	<ul style="list-style-type: none"> • Parent contacted • Deputy Principal interview with student and may include implementation of Behaviour Improvement Plan • Removal from network access • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Intentionally circumventing the College's filtering processes to access sites such as You Tube, games or adult material etc. (Hot Spotting)	<ul style="list-style-type: none"> • Teacher, Year Coordinator, Deputy Principal actions depending on circumstance. • Parents contacted • Police contacted, if appropriate • Internet usage banned for a time

	<ul style="list-style-type: none"> • Removal from BYOD program or use of school devices • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Theft/Damage to another person's property	<ul style="list-style-type: none"> • Referred to Year Coordinator or Head of Department depending on circumstance • Deputy Principal referral • Parent contacted • Items returned, replaced or paid for and/or community service • Police informed where appropriate • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Unsafe behaviour in and outside of the classroom e.g. throwing objects	<ul style="list-style-type: none"> • Referral to Year Coordinator or Head of Department depending on circumstance • Withdrawal from classroom/playground • Community service within the school • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Actively inciting other students to commit to physical conflict and/or not reporting to a staff member	<ul style="list-style-type: none"> • Referral to Year Coordinator, Head of Department or Deputy Principal depending on circumstances • Withdrawal from playground • Community Service • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Possession and/or under the influence of illegal substances (fake or real)	<ul style="list-style-type: none"> • Referred to Deputy Principal • Parents contacted • Police contacted • Materials confiscated • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Selling, distribution and use of Illegal substances and/or legal/prescribed medications (fake or real)	<ul style="list-style-type: none"> • Referred to Deputy Principal • Illegal substances are not permitted at HSSC (prescribed medications are administered under strict guidelines that must be followed); substances confiscated • Parents contacted • Police contacted • May lead to a 1-20 days suspension • May lead to a proposal to exclude by the Principal
Possession of weapons or items that could be considered weapons (fake or real)	<ul style="list-style-type: none"> • Referred to Year Coordinator, Deputy Principal depending on circumstance • Detention • Parents contacted • Police contacted, if appropriate • Items confiscated • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Use of weapons	<ul style="list-style-type: none"> • Police contacted • Parents contacted • Items confiscated • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Academic Misconduct	<ul style="list-style-type: none"> • Teacher issued consequence • Referral to Head of Department • Refer to Assessment Policy • Parents contacted • After school detention • Recorded on One School • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
The taking and/or posting of images/video of HSSC students and/or staff on a personal/school device that are distributed and posted on/via electronic devices and social	<ul style="list-style-type: none"> • Referral to Year Coordinator/ Head of Department/ Deputy Principal depending on circumstance • Parent contacted • Police contacted (if appropriate) • May lead to suspension 1-20 days

media. This includes images that compromise the privacy of staff and/or students and/or negatively impact on a member of the school community and/or the good order and management of the school. This includes fighting, inappropriate behaviours or other antisocial or harmful behaviours	<ul style="list-style-type: none"> • May lead to a proposal to exclude by the Principal
Behaviour in a public place, that brings the school community into disrepute, including fighting, or other antisocial, inappropriate or harmful behaviours	<ul style="list-style-type: none"> • Referral to Year Coordinator/ Head of Department/ Deputy Principal depending on circumstance • Parent contacted • Police contacted (if appropriate) • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Falsifying Documents/ Images/ Video	<ul style="list-style-type: none"> • Referral to Year Coordinator/ Head of Department/ Deputy Principal depending on circumstance • Parent contacted • Police contacted (if appropriate) • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Depiction or display of illegal, offensive or inappropriate symbols (e.g. hate symbols) or public identification with hate organisations.	<ul style="list-style-type: none"> • Referred to Deputy Principal • Parent contact • Police contacted (if appropriate) • May lead to suspension 1-20 days • May lead to a proposal to exclude by the Principal
Banned food/Beverage substances as determined by the school.	<ul style="list-style-type: none"> • Temporary removal by staff member • Student disposes of item.

***This is not an exhaustive list.**

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 Highfields State Secondary 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 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 Highfields State Secondary College will likely 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.

Structure

The structure of the re-meeting should follow a set agenda, with a focus on making the student and their family feel welcome back into the HSSC community and engaged with the positive behaviour expectations.

- Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Briefly discuss the benefits of the HSSC Positive Behaviour Expectations and any changes to the college routine or relevant staff
- Offer information about supports available (e.g. Guidance Officer)
- Set a date for follow-up contact if needed
- Thank student and parent/s for attending
- Consider walking with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as Year Co-ordinators, Guidance Officers may be considered to offer additional support or important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Highfields State Secondary 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
- Mobile Phone and Personal Technology Devices Policy
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

- In determining what constitutes a reasonable time to retain student property, the principal or 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 Highfields State Secondary 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.

Responsibilities

Staff at Highfields State Secondary 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 Highfields State Secondary College

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Highfields State Secondary 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 school staff that the property is available for collection.

Students of Highfields State Secondary 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 Highfields State Secondary 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.

Administration of Medications

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**).

** The health practitioner must specify a specific frequency and dosage etc.

School staff are not permitted to administer any medication with instructions that indicate "AS REQUIRED", as this requires staff to make a medical judgment that they are not qualified to make.

Mobile Phone and Personal Technology Devices Policy

This policy has been designed to support the directive from the Minister of Education that places a ban on Mobile Phones and Personal Technology devices in QLD schools from 2024. Whilst our college community understands the benefits and connectedness of our modern society, we also acknowledge the significant challenge created by an over-dependence on mobile phones and personal technology, resulting in disconnection with: daily learning routines, appropriate social communication and positive engagement with student peers and staff.

Highfields State Secondary College is a Bring Your Own Device (BYOD) school and supports the appropriate use of laptop devices to enhance learning outcomes while ensuring all staff and students are safe, college routines are respected and that students are engaged in our positive learning environment.

Highfields State Secondary College has a policy of no mobile phones and personal technology devices. This does not include laptop computers that are brought by students to the college each day as part of our agreed BYOD program.

For the purpose of this **Mobile Phone and Personal Technology Devices Policy the following devices are identified as banned during the school day:** all mobile phones including 'dummy/decoy phones', portable music players, air buds, portable speakers and gaming devices.

If smart watches are to be worn, notifications must be disabled for the school day.

Students who choose to bring personal technology devices to school, do so at their own risk and are responsible for ensuring their safety and security and that they are not visible or audible. The school and school staff will not accept any responsibility for any loss or damage to personal technology devices.

HSSC Expectation - Every student, every day -

All mobile phones and Personal Technology Devices – “Off and Away for the Day”

All students will have their mobile phone and/or personal technology devices turned off and out of sight from when they enter the gates before the first bell until when they leave the gates after the final bell at 3:00pm. Smart watches must be disabled for the school day prior to entering through the gates.

Personal 'hotspots' created by any device during the school day is a breach of the Department of Education's IT policy.

Storage: Students wishing to have their mobile phone or personal technology device stored safely at school can present them to the office, where the device will be labelled and kept securely by the school until collection.

Parents / Carers: Parents/carers wishing to urgently contact their students, or vice versa, are required to do so through the college office. The college phone number is: 46147222. If a parent/carer contacts their child on their mobile phone or personal device, the consequences for breaching this policy will still apply.

College Canteen: Personal devices or mobile phones **are not permitted** to make purchases at the college canteen. **Cash and physical card only.**

Exemption process: Students with medical needs who need to seek permission to use their device during the school day must provide medical documentation through a formal application process with the year level Deputy Principal. This information will then be reviewed by the appropriate Deputy Principal or Principal who will make the final decision. If an exemption is approved an individualised plan will be developed for the student.

Excursions: On a 'case by case basis', students may be allowed to access their mobile phones whilst on an excursion depending on the circumstances of the excursion. The regular every day school process applies to all students on the excursion unless told differently.

Consequences for breaches of the Mobile Phone and Personal Technology Devices Policy are:

If a mobile phone or device is sighted or heard, the student will be required to hand it in to the HSSC administration where it will be stored securely until 3.00 pm.

First occasion - a member of the HSSC administration team will send an SMS to the parents / carers advising them of the confiscation and future consequences for a repeated breach.

Second occasion – a Deputy Principal will contact the parents / carers advising them of the confiscation and the consequence for a second breach is an after-school detention. A parent / carer will be required to collect the phone from the college administration.

Third occasion - On the third and subsequent breaches of this policy, it will constitute repeated refusal to follow instructions, and in line with the HSSC Code of Conduct, will result in consequences that could include, but not be limited to an external suspension.

Refusal to comply with the directions given to surrender a mobile phone or device will result in 'third' occasion consequences.



Mobile Phone and Personal Technology Devices Policy

Highfields State Secondary College has a policy of no mobile phones and personal technology devices. This does not include laptop computers that are brought by students to the college each day as part of our agreed BYOD program.

Students who choose to bring personal technology devices to school, do so at their own risk and are responsible for ensuring their safety and security and that they are not visible or audible. The college and college staff will not accept any responsibility for any loss or damage to personal technology devices.

Personal Devices

Personal technology devices include, but are not limited to:

- mobile phones (including 'dummy/decoy phones')
- wireless headphones, earbuds /air pods
- portable music players
- portable speakers
- gaming devices

Wearable devices including smart watches must have notifications disabled before entering the college gates

Every Student, Every Day

All students will have their mobile phone and/or personal technology devices turned off and out of sight from when they enter the gates before the first bell until when they leave the gates after the final bell at 3:00pm.

College Canteen

Personal devices or mobile phones **are not permitted** to make purchases at the college canteen. **Cash and physical card only.**

Misuse of Personal Technology Devices

If a mobile phone or device is sighted or heard, the student will be required to hand it in to the HSSC administration where it will be stored securely until 3.00 pm.

First offence

A member of the HSSC administration team will send an SMS to the parents / carers advising them of the confiscation and future consequences for a repeated breach.

Second offence

A Deputy Principal will contact the parents / carers advising them of the confiscation and the consequence for a second breach is an after-school detention. A parent / carer will be required to collect the phone from the college administration.

Third offence

This will constitute repeated refusal to follow instructions, and in line with the HSSC Code of Conduct, will result in consequences that could include, but not be limited to an external suspension.

Refusal to comply with the directions given to surrender a mobile phone or device will result in 'third' offence consequences.

Exemptions

Students with medical needs who need to seek permission to use their device during the school day must provide medical documentation through a formal application process with the year level Deputy Principal. This information will then be reviewed by the appropriate Deputy Principal or Principal who will make the final decision. If an exemption is approved an individualised plan will be developed for the student.

For students at Highfields State Secondary College to use a mobile phone or personal technology device inside the college grounds they must have a *'medically-supported' approved exemption from a Deputy Principal / Principal.*

It is a **serious breach** of the policy to use a mobile phone or personal technology device to:

- behave in an unlawful manner
- circumvent the department's network security filters by using a 'hotspot' to access other networks / activities / media etc.
- download, distribute or publish offensive messages or pictures
- record and/or distribute video/images of acts that are criminal in nature or behaviours that contravene the HSSC Code of Conduct
- 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, or to promote conflict at HSSC
- 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 device cameras anywhere a normal camera would be considered inappropriate, included but not limited to 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
- use a mobile phone or personal technology devices at exams or during class assessment

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

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

Please note: Staff will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student at all times.

Preventing and responding to bullying

Highfields State Secondary 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. 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.

Highfields State Secondary College has a **Student Representative Council** and a **Student Leaders Forum**, with diverse representatives from each year level meeting regularly with the Principal and members of the College Leadership Team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leaders 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 Forum 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 Highfields State Secondary 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 Highfields State Secondary College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The Highfields State Secondary College Anti-Bullying Policy guides our college's relentless focus on assisting our students and staff to feel safe and valued within our wider college community. Part of the policy involves the implementation of targeted lessons in each year level to promote respect, tolerance and understanding. It also promotes the use of our STYMIE program where students can anonymously report any incidents of bullying within the wider college community.

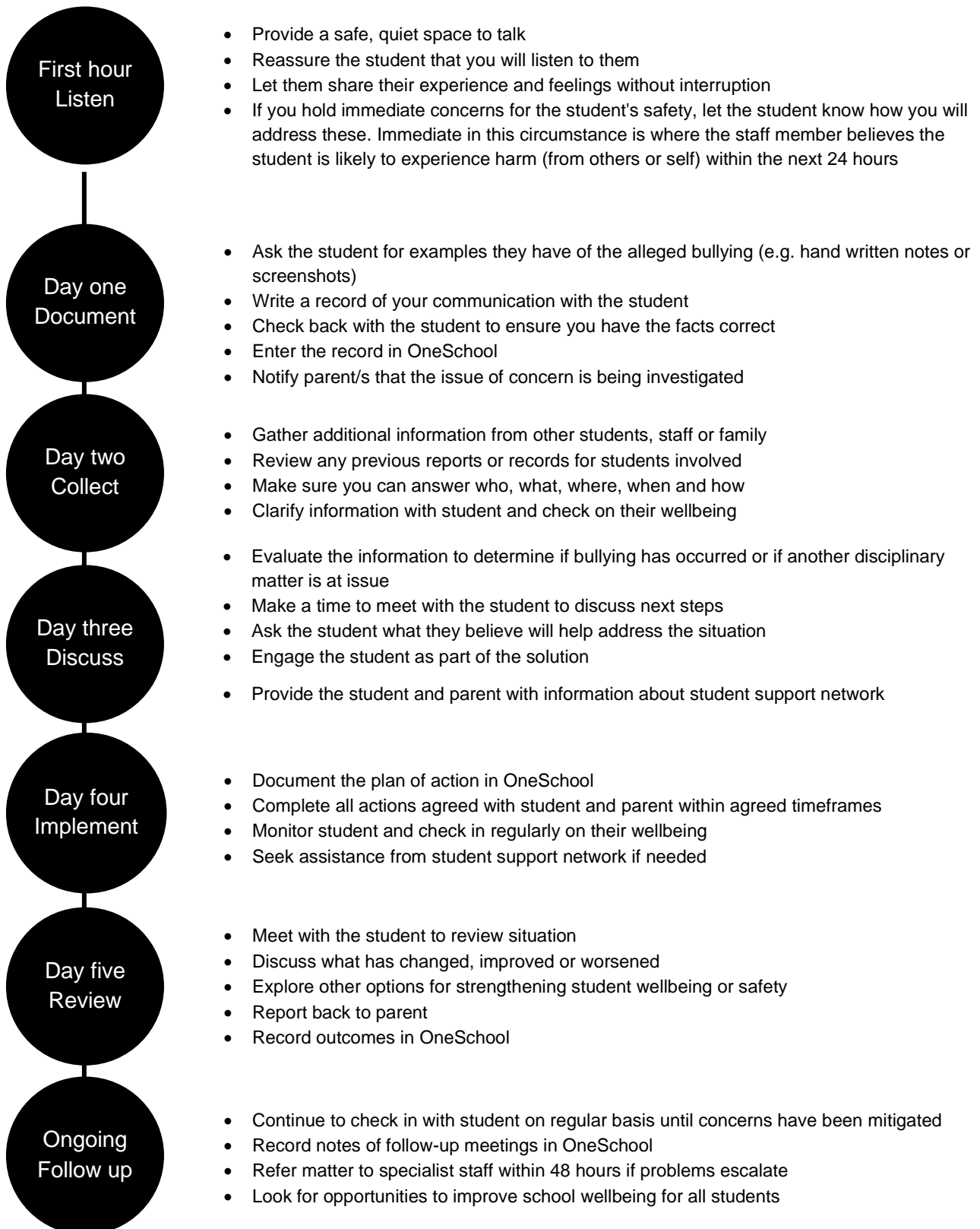
The following flowchart explains the actions Highfields State Secondary College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the college setting. Please note that the indicative timeframes will vary depending on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

Highfields State Secondary College - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Year Level Coordinator (or class teacher if occurring in a class)



Cyberbullying

Cyberbullying is treated at Highfields State Secondary 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 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 (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Highfields State Secondary 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 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 Highfields State Secondary College process for managing or responding to cyberbullying should be directed to the relevant year level Deputy Principal.

Highfields State Secondary College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

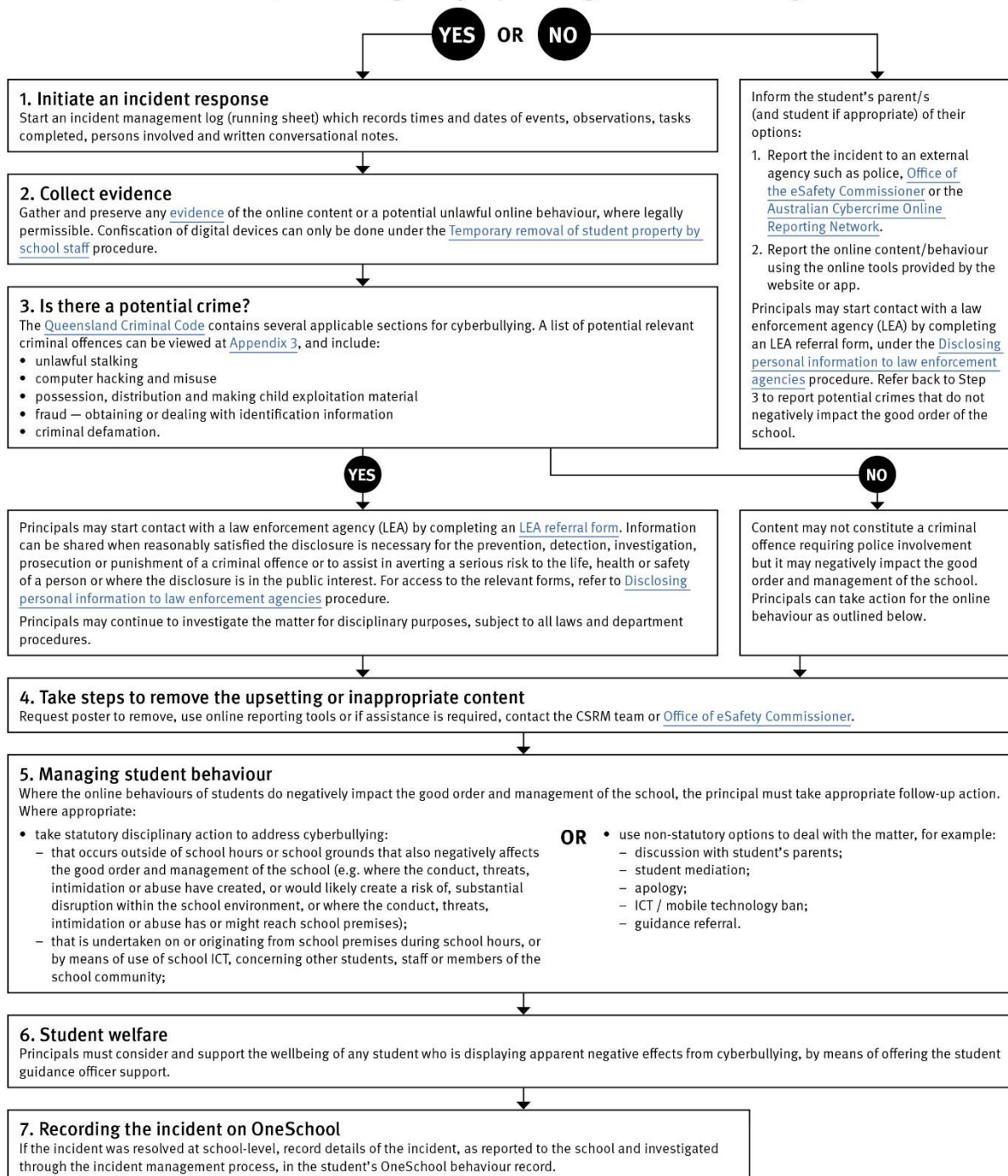
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Highfields State Secondary 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 Highfields State Secondary 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. College disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal college suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from Highfields State Secondary College.

Highfields State Secondary College – Anti-Bullying Compact

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

Highfields State Secondary College – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Highfields State Secondary 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.

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

Staff at Highfields State Secondary 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 Highfields State Secondary College staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected college 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 college staff use to inform decisions and actions around matters associated with the wellbeing, safety, behaviour and learning of students.

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

Resources

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

Complaints Procedure

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

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

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

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Conclusion

The staff at Highfields State Secondary College are very committed to developing positive relationships with our students, parents and the members of our local community. The values, behaviour expectations and processes outlined within this Student Code of Conduct aim to position all students for success in their learning and overall development. We hold strong expectations of positive behaviour by all students, staff, parents and visitors, and firmly believe that we all have a significant role to play in ensuring that we achieve a safe, respectful and disciplined learning environment at Highfields State Secondary College. Sincere thanks to everyone within our college community for their support of this Student Code of Conduct and for a combined commitment to uphold and model high standards of behaviour for our students. Our staff greatly appreciate your support and investment in our positive behaviour expectations. Your support helps our staff to achieve a consistent message about our expectations. This assists every student at Highfields State Secondary College to aspire to achieve their potential in preparation for a positive and successful future.