



Miles State
HIGH SCHOOL

STUDENT CODE OF CONDUCT

2025-2029

Experience a Supportive Community ... Experience Academic Success ... Experience Sporting Excellence ... Experience Your Future ...

STRIVE TO ACHIEVE

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Endorsement

Principal Name:	Josette Moffatt
Principal Signature:	
Date:	08/2025
P/C President and-or School Council Chair Name:	Katrina Gaze
P/C President and-or School Council Chair Signature:	
Date:	08/2025

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Purpose

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

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

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

Principal's Foreword

Miles State High School believes in the capacity of all students to succeed. In turn, we plan with, and support our students to reach their goals both current and future. This includes:

- Preparing students for life in the 21st Century through the development of critical and creative skills through engagement in Maths, English, Science, Technology and The Arts.
- High rates of participation in school events, community projects and sporting carnivals.
- Fostering positive relationships between students, staff, parents, community, business and industries near and far.
- Timeliness and rigorous support of all students.
- Being culturally aware and proud of the achievements of our Indigenous students.
- Providing programs to encourage the social and emotional development of students, that will underpin both their current and future mental health.
- Instilling a sense of enjoyment in learning through high attendance and positive engagement in school.

Miles State High School Student Code of Conduct provides information to the school community of what behaviour is expected, taught, supported and possible responses to ensure positive engagement in learning in a safe, supportive environment that prides itself in on one school values of:

R I S E

These underpin the 4 experiences that all our students engage in on their school journey.

P & C Statement of Support

As President of the of Miles State High School P & C Committee, I am pleased to support the Student Code of Conduct.

We encourage all parents to familiarise themselves with the Miles State High 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; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Miles State High 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.

Any parents who wish to discuss the Miles State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or join the Miles State High School P & C Association. It is with your support that we work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Katrina Gaze
President

Consultation

To construct the Student Code of Conduct, Miles State High School took the following steps in 2025.

In May, June, July and August 2025, Miles State High School consulted the community including students, parents, teachers and regional advisors to determine what is currently effective and what needs further development.

Further inquiries contact the school principal via:

Phone: (07) 4628 5111

Email: principal@eq.edu.au

Review Statement

The Miles State High School Student Code of Conduct will be revisited annually to ensure currency and a full review is expected every four years in line with the school review process.

Learning and Behaviour Statement

Miles State High School is committed to providing a safe, respectful and inclusive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values that support their lifelong wellbeing. We value and respect people from all social, cultural, community and family backgrounds, all identities and all abilities within our school. This creates an environment where all students will:

Experience a Supportive Community
Experience Academic Success
Experience Sporting Excellence
Experience your Future

Purpose Statement

We are an informed, cohesive school community working in partnership to develop, support and expect high expectations and high standards for our students. Our whole community shared responsibility and accountability will provide a supportive culture of learning and success. Together in partnership we will celebrate our students' success while encouraging a love of lifelong learning and community citizenship.

Motto "Strive to Achieve"
Purpose "Develop Minds – Impact Lives"
Values "Respect, Integrity, Safety, Engage"

Whole School Approach to Discipline

Miles State High School believes that it takes a community to raise a child.

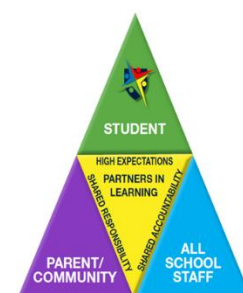
This attitude created the **"Partners in Learning"** where we agree to reinforce, role model and demonstrate:

High expectations
Shared responsibility
Shared accountability

* See Enrolment Agreement (Appendices)

All members of our school community take ownership for:

Positive engagement in school and learning
Quality teaching and learning
Maximising achievement
Valuing our school community. Recognising and valuing our school community (student, staff and parents/carers) within and outside our local community.
Respectful communication and collaboration



Miles State High School
"Partners in Learning"

PBL Expectation

Miles State High School uses the Positive Behaviour for Learning (PBL) framework. From this framework we have developed a multi-tiered system of support for discipline in the school. This whole-school approach is used in all classrooms and programs offered through the school, including sporting and extra-curricular activities.

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 expectations and classroom expectation practices. (Behaviour Expectation Matrix)

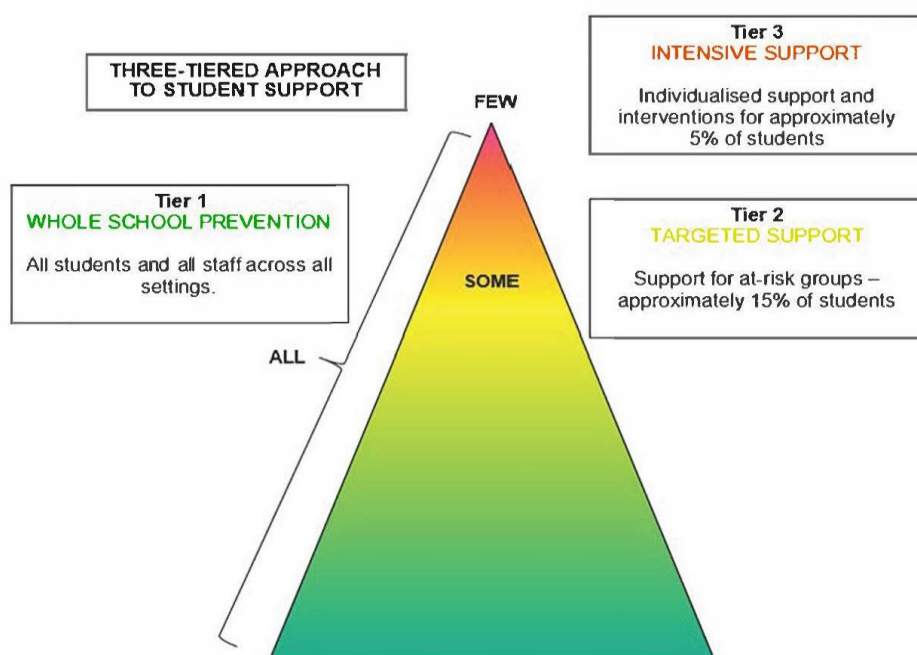
For the school's Behaviour Expectation Matrix, and policies, refer to Appendices, the school website and Student Annual Planners.

Category	All students	Students with disabilities	Students with behavioural concerns
Respect	Students will respect the rights of others and follow the school rules.	Students will respect the rights of others and follow the school rules.	Students will respect the rights of others and follow the school rules.
Responsibility	Students will be responsible for their own actions and the actions of others.	Students will be responsible for their own actions and the actions of others.	Students will be responsible for their own actions and the actions of others.
Resilience	Students will be resilient in the face of challenges and setbacks.	Students will be resilient in the face of challenges and setbacks.	Students will be resilient in the face of challenges and setbacks.
Relationships	Students will build positive relationships with others.	Students will build positive relationships with others.	Students will build positive relationships with others.
Learning	Students will engage in learning and follow the school rules.	Students will engage in learning and follow the school rules.	Students will engage in learning and follow the school rules.

Tiers of Support

The Positive Behaviour for Learning (PBL) framework supports schools to improve social, emotional, behavioural and academic outcomes for students.

PBL provides a model of support for all students, consisting of 3 Tiers of Intervention. Each Tier represents increasing levels of intervention.



Tier 1

'Universal' supports

Tier 1 'Differentiated and explicit teaching and rewarding of Behaviour Expectations for all students' PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 Intervention is on all students and staff across all settings - whole-school, classroom and non-classroom.

Examples of Tier 1 supports include:

- Explicit teaching of behavioural expectations and social-emotional competencies
- Clear boundaries in place
- High rates of acknowledgement for expected behaviours
- Effective instruction
- Active supervision
- Switch4Schools check in

Tier 2

'Targeted' interventions

Tier 2 Targeted and focused interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional interventions.

The focus of Tier 2 is to intervene to support these students requiring additional support.

Examples of Tier 2 supports may include:

- Parent/carers contact to collaboratively develop, monitor and review support plans.
- Daily check ins
- Daily monitoring sheet
- Academic support provision
- Academic modifications
- Mentoring support
- Social Skills Groups (e.g. Rock & Water)
- Time out card
- Behaviour/safety plans

Tier 3

'Intensive' interventions

Tier 3 or 'Intensive' Interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'Intensive' Level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and continue to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong.

Tier 3 interventions and supports may include Tier 2 support and additional supports:

- A case management approach
- A process for assessment, such as functional behaviour assessment (FBA)
- Individual behaviour support planning, Risk Management Plans
- Ongoing monitoring and review.
- Engagement of External agencies
- Complex case management
- Regular parent/carers contact to collaboratively develop and monitor interventions.

Consideration of Individual Circumstances

Staff at Miles State High School considers students' individual circumstances, including 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.

Consequences for both appropriate and inappropriate behaviour are logical, known and designed to teach and reinforce socially appropriate behaviour.

All teachers and staff 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/carers to know what consequence 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. We expect that parents and students will respect the privacy of other students and families.

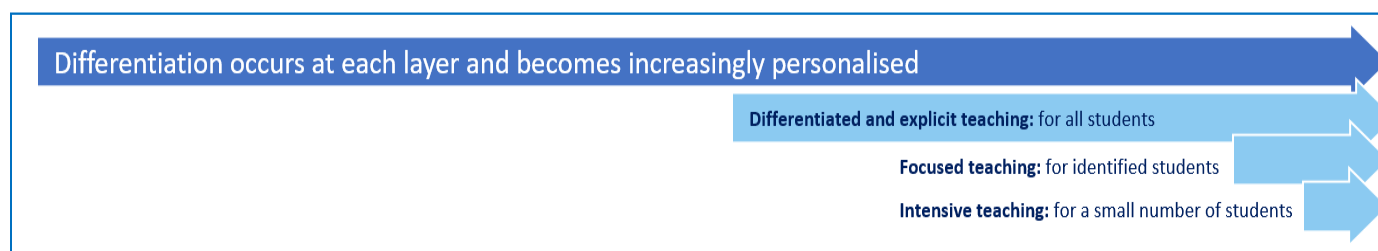
Differentiated and Explicit Teaching of Positive Behaviours

Miles State High School 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.

Staff at Miles State High School recognise the importance of establishing and maintaining positive relationships with students and their carers, and acknowledge that in developing these relationships the incident of behaviour reduces.

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

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



Every learning area in our school uses the 'Miles State High School Expectations Matrix', which reflects the RISE values, Respect, Integrity, Safety and Engagement, and lists the expected behaviours that are taught and reinforced. Using this matrix, the classroom teacher also works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

These expectations are also supported by clearly defined and documented routines and systems for encouraging expected behaviour and discouraging inappropriate behaviour. In addition to visual charts and processes, all staff at MSHS provide proactive and preventative adjustments and strategies to support positive student behaviour. These may include:

- Every lesson begins with the setting of clear expectations. This includes both behaviour and curriculum expectations. E.g. Student Classroom Expectations for Positive Behaviour. (Appendices)
- Teacher implementing classroom management strategies (i.e. non-verbals, verbals, warning, choice - Essential Skills for Classroom Management - from least intrusive strategies to the most intrusive)
- Incident is recorded in OneSchool - Single/Multiple Student Incident.
- Contact with parent/carer is made to advise of behaviour and recorded as part of incident record
- Issue consequence – as per staff managed disciplinary consequences
- Re-establishment of expectations and relationship
- Behaviour Reflection Sheet and/or Student Classroom Contract completed with teacher and students.

Reinforcing Expected Behaviour

At Miles State High School, expected behaviours are encouraged and reinforced as they are displayed in all aspects of school life. A formal recognition and monitoring system has been developed to support teachers in rewarding expected behaviours. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Expected school behaviour is also reinforced through our ongoing "GOTCHA" reward system which acknowledges positive student behaviour within the school community. Excellent effort, behaviour and attendance are also acknowledged through end of term rewards and designed Reward Events; End of Term BBQ, Colour Run etc.

Focused Teaching

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

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

Additional supports are offered as part of focused teaching and are more specialised, intensive practices and systems for supporting students who have demonstrated behaviours that indicate a risk for future failure and/or whose behaviours have been documented as unresponsive to differentiated and explicit practices and systems. Typical adjustment at this level could include but not limited to:

- Investigation for clarity of understanding specific behaviours
- Conference and support for the teacher (i.e. strategies, consequences).
- Issued consequences as informed by disciplinary consequences and records action in OneSchool.
- Contact with parent/carer is made to advise of behaviour and recorded in OneSchool.
- Student completing relevant Behaviour for Learning Booklet to reflect and learn about specific behavioural choices in the specific context.
- Suspension including re-entry meeting with student and parent.
- Partnerships 2 Success Plan completed with student and parent.
- Daily Check ins
- Time out cards
- Daily monitoring sheet

Intensive Teaching

Staff at Miles State High School acknowledge that even with the supports offered from the Focused teaching Tier 2, some students may require more intensive support for academic and behavioural success.

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. 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.

Decisions about supports are made based on data collected from their teacher/s and/or parents/carers and additionally following consultation with relevant stakeholders. Support plans are negotiated with students and stake holds, and include specific measurable goals, environmental and ecological, fidelity implementation tools and clearly established timelines.

Students who require Intensive Teaching will be assigned a Case Manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

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

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

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

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

The differentiated responses to problem behaviour can be organised into 3 Tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Tier 1

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- 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
- Tactical ignoring of inappropriate behaviour (not the student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- 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
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Class Teacher Detention
- Classroom Reflection Sheet
- Classroom Behaviour Contract
- Eligibility to Attend School Functions

Focused

Tier 2

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include Tier 1 & Tier 2 consequences:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student Behaviour Plan)
- Targeted skills teaching in small group
- HOD Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Time out card
- Check in Check Out strategy
- Teacher coaching and debriefing
- Teacher Referral to RISE Space
- Stakeholder meeting with parents and external agencies
- Eligibility to attend school functions
- Classroom Behaviour Contract
- Referral to RISE Centre
- Repeat
- Eligibility to Attend School Functions

Intensive

Tier 3

School leadership team work in consultation with parents/carers and Wellbeing, Engagement Support Team to address persistent or ongoing serious problem behaviour. This may include Tier 1 & Tier 2 consequences:

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

School Disciplinary Action

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

Parents and students may appeal a long suspension, charge-related suspension 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 Miles State High School will 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. At the re-entry the school will plan for and outline various support strategies to assist the student to positively re-engage in school.

Arrangements

The invitation to attend the re-entry meeting will be communicated on the suspension notice and confirmed usually via telephone.

A record of the meeting is saved in OneSchool.

Structure

Agenda:

- Welcome back to school
- Check in on student wellbeing
- Check and discuss completed tasks
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer, external agency support)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Reasonable adjustments

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

Miles State High School acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Positive Engagement

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

Miles State High School 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](#).

Support Agencies

Within a school community there are specific health and wellbeing issues that may need to be addressed for either the whole school, specific students, or in arising circumstances. Miles State High School implements specialised health plans for individual students that are constructed with guidance from the student, caregiver, staff and members of the Wellbeing Committee, and may include external agencies (medical practitioners, Child Youth and Mental Health Services and Child Safety, etc.) These may include:

- Drug education and intervention
- Specialised Health Plans
- Mental Health
- Suicide Prevention
- Administration of medication

Wellbeing, Engagement Support Team (WEST)

Miles State High School is proud to have a Wellbeing, Engagement Support Team. This team of professionals dedicated roles are to support our school community in the areas of social, emotional and physical wellbeing. This is in addition to the daily assistance provided by Care and Class teachers.

Initially, students have access to their Care and Class Teachers, who will provide necessary daily support. If the situation requires, students and families have access to the Head of Department and/or the WEST. Some cases may require external agencies to provide support for the student and their family, in and out of school. All students have the opportunity to access members of WEST.

Role	What they do
Head of Department Engagement and Wellbeing	- Support implementation of Positive Behaviour for Learning (PBL) - Coordinate Transition to secondary for students moving from Year 6 to Year 7 - Monitors student attendance data, arranges intervention for students, positive engagement
Care Teachers	- Responsible for positive student engagement and wellbeing at each year level and completion of Swith4School and provision of daily notices. - Provides continuity of contact for students and their families - Ensures students feel safe and comfortable and ready to start the day. - Nurtures a sense of belonging to the care group, year level and school.
Youth Support Coordinator	- Provides individual and, at times, group support to students to assist their engagement with education and training - Support students to overcome barriers to education such as: ⇒ attendance at school ⇒ drug and alcohol support needs ⇒ Positive engagement and re-engagement support ⇒ relationships/social skills ⇒ conflict with family/peers/teachers ⇒ Social/emotional/physical wellbeing.
Guidance Officer	- Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. - Liaises with parents, teachers, or other external health providers as needed as part of the student wellbeing processes.
School-Base Youth Health Nurse	- Provides individual health consultations with assessment, support, health information and referral options related to: ⇒ healthy eating and exercise ⇒ relationships ⇒ personal and family problems ⇒ feeling sad, worried and angry ⇒ sexual health ⇒ smoking, alcohol and other drugs.
Industry Liaison Officer	- Provide comprehensive support to assist students experience their future - Support attainment and practice of work experience, school-based traineeships and apprenticeships - Liaise with businesses and industry to ensure students/staff have opportunities to engage in relevant business, industry and community practices
CEC	- Community Education Counsellor (CEC) plays a vital role in supporting Aboriginal and Torres Strait Islander students, their families, and the broader school community. - The CEC provides educational counselling, develops targeted supports programs, and promotes culturally inclusive practices to enhance student engagement and success. - They also act as a bridge between the school, students, families, and the wider community, fostering strong culturally respectful relationships.
External Agencies: For example Regional and State-wide Support Services	- Principal Advisor Student Protection - Mental Health Coach - Autism Coach - Inclusion Coach - Success Coach - Advisory Visiting Teachers - Senior Guidance Officers - External Agencies: Community Centre, Act 4 Kids, Child Youth and Mental health. - Psychologist - Child Safety

Policies

Miles State High School has tailored school policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment:

1. Temporary removal of student property
2. Use of mobile phones and other devices by students
3. Phone Agreement
4. Preventing and responding to bullying
5. Appropriate use of social media
6. Acceptable Computer and Internet Use
7. Restrictive Practice
8. Critical Incidents
9. Uniform Policy
10. Procedure: Eligibility to Attend School Functions

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 members of the school/community. The Department of Education [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 staff member 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 order of the school.

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

Property removed may include:

- illegal items or weapons
 - imitation guns or weapons
 - potentially dangerous items (e.g. rope, multi-tools)
 - drugs** (including tobacco and vapes)
 - alcohol
 - aerosol deodorants or cans (including spray paint)
 - explosives (e.g. fireworks, flares, sparklers)
 - flammable solids or liquids (e.g. fire starters, lighters)
 - poisons (e.g. weed killer, insecticides)
 - inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
 - chewing gum.
 - Jewellery (Miles State High School Uniform Policy)
- ❖ 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.

Administration of Medication

** 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**). Students are not to have any medications with them unless specifically stated as part of Health Plan (Ventolin etc)

Responsibilities

State school staff at Miles State High School:

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

Parents of students at Miles State High School:

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

- is prohibited according to the Miles State High School Student Code of Conduct , Expectation Matrix and associated policies; mobile devices, uniform etc.
- 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;

Students of Miles State High School

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

- is prohibited according to the Miles State High School Behaviour Expectation Matrix.
- 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;

Phone Away for the Day

Miles State High School has aligned with the Department of Education's "Phone Away for the Day" legislation as of 2024. Mobile phones and smart watches (with alerts and notifications switched on) are prohibited from being used on school grounds or during school organised events, unless used for medical reasons and approved by a Doctor and Principal. Broadband Wireless Modems, Cameras, and other electronic equipment are prohibited at school to ensure the safety and wellbeing of all members within the school.



🎉 Congratulations for keeping phones away! 📵

A reminder how this works at Miles State High School?

Every morning students BEFORE ENTERING school grounds will be required to switch their phone off and put it in their bag. If they have a locker students go to their locker and put the phone in and lock. Phones are not to be in student pockets or on their person.

Phones will stay in student bag or lockers throughout the day and cannot send or receive calls or messages.

Students will be responsible for their phone during the school day. If they are damaged in their bags.

At the end of the school day and when leaving the school grounds, students can remove their phone from the locker and put in their bag. It stays switched off in their bag until they exit school grounds.

Refer to the *Student Code of Conduct* located on our school website which outlines the correct procedures and guidelines to follow at Miles State High School

Phone Away for the Day

REGULATIONS	CONSEQUENCES
Before School—Students to place electronic devices in their school bags prior to entry into school grounds. Students using lockers, only to take out to put in locker. Form Class- Beginning of School Day Teachers remind students “Are your phones turned off and away in their bag?” Phones are not permitted to be used while on school grounds or during school organised events. Mobile phones must be SWITCHED OFF and placed in schoolbag or locker provided as per “Phone Away for the Day” departmental policy. Please note “Phones Away in bags will commence as a trial in Term 1 for 2024. If students’ safety and wellbeing is impeded, through consistent failure to adhere to the “Phone Away for the Day” guidelines then Option 2 of ALL students placing phones in lockers will be implemented. Students will be required to complete a Phone Away for the Day agreement at the beginning of each school year. This will be signed by both students and parents/carers. Until the agreement to keep the phone in the bag is signed and returned by both students and parents/carers, students will be required to hand their phone to Student Services. Phones can be turned on again when students leave the school grounds. (not when exiting grounds for school curricular/extra curricular events) The school accepts no responsibility for mobile phones or any other technological devices that are brought to school and undertakes no responsibility to investigate their misplacement, loss or theft. This complies with the Department of Education’s legislation of “Phone Away for the Day”. In an emergency, if parents/care-givers/guardians need to contact their son/daughter during the school day, they can ring the Administration Office on 07 4628 5111, and a message will be relayed as soon as possible. In an emergency or for urgent reasons, if students need to contact parents, care-givers/ guardians during the day, they can ask Student Services to make the call. Exams/assessment – the technology and assessment policy will be followed where a mobile phone or other device is used to cheat. CYBERBULLYING – Bullying, harassing or threatening messages are an offence in accordance with the school’s Student Code of Conduct and <i>Criminal Code Act 1899</i>. We uphold the value of trust and the right to privacy at Miles State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside school, by any means, including distribution by phone or internet posting, may end in school disciplinary action and evidence will be provided to police for further investigation. The policy applies to students during all school activities including excursions, camps and school carnivals. Students will be provided with laptops/ipads and other devices if the need arises within the classroom. They are to be used only for educational purposes, when directed by a staff member and under supervision. Misuse of any school device will have consequences applied that are in line with the school’s Student Code of Conduct and Technology Policy. Mobile phones are not allowed to be used to finalise transaction at school tuckshop or finances at the front office. Students must use physical banking card to ensure they meet the “Phone Away for the Day” legislation.	Electronic equipment that breaches the departmental policy of “Phone Away for the Day” will be confiscated. The confiscated item will be taken by the student to student services. Office Staff will RECORD and REGISTER the confiscated digital item; mobile phone etc and Student will receive a receipt. Parent/carer will be required to collect electronic device from front office. Consequences for the students who do not abide by the departmental policy, which is to protect the health and wellbeing of all students who attend school. 1st Offence: The phone or device will be confiscated; parents or carers will be contacted to collect the device and a meeting will occur. The phone or device will then be required to be placed in a locker during school hours for a 10-week period. 2nd Offence: Parents will be contacted to collect phone or device. Phone or device will be placed in a locker during school hours for a 12-month period. 3rd Offence: The student will be provided with a total ban on having their phone or device in their bag for the remainder of their time of Miles State High School and the phone or device will need to be placed in a locker everyday. <i>If you break the law, you may be liable to prosecution.</i> Recording Private Conversations and the Invasion of Privacy Act 1971 It is important that all members of the school community understand that under the <i>Invasion of Privacy Act 1971</i>, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which he/she is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

PHONE AWAY FOR THE DAY AGREEMENT

Phone Away for the Day

Student Mobile Phone Usage Agreement

This agreement is made between _____ (students name), hereinafter referred to as the "student" and Miles State High School, hereinafter referred to as the "School," effective as of the commencement of Term 1 2025.

Purpose: The purpose of this agreement is to ensure the responsible and appropriate use of mobile phones and smart watches/personal communication devices by students in accordance with the Queensland Department of Education's "Phone Away for the Day" policy.

Mobile Phone Usage Guidelines:

Access to Personal Communication Devices:

The student agrees to keep their mobile phone in their school bag or nominated device storage locker for the school day.

The student agrees to disable any communication features on smart watches prior to entering the school grounds or while attending any school arranged activity/event.

The student understands that accessing their mobile phone during school hours or at any school arranged activity/event is strictly prohibited.

Exceptions:

A student with medical conditions can apply to carry a phone on their body if required to monitor the medical condition. Written application must be made with supporting evidence which must be provided by parent/guardian and doctor and approved by the school principal.

Consequences for Violation:

1st Offence: The phone or device will be confiscated; parents or carers will be contacted to collect the device and a meeting will occur. The phone or device must be placed in a locker during school hours for a 10-week period.

2nd Offence: Parents will be contacted to collect phone or device. Phone or device must be placed in a locker during school hours for a 12-month period.

3rd Offence: The student will receive a total ban on having their phone or device in their bag for the remainder of their time at Miles State High School and the phone or device will need to be placed in a locker every day.

Responsibility:

Phones are the responsibility of the student and parent/carers. The school and Department of Education take no responsibility for any damages or loss that occurs on school grounds or at any other school related event.

PHONE AWAY FOR THE DAY AGREEMENT

Parent/Carer Agreement

I, _____ [Parent/Guardian Full Name], as the legal parent or guardian of the student, agree to the terms of this agreement and to support the school in implementing any consequence under this agreement.

Acknowledgement

I, the undersigned, acknowledge that I have read, understood, and agree to abide by the terms and conditions outlined in this Student Mobile Phone Usage Agreement. I understand the consequences for violating these terms.

Method of Storage – Please circle your chosen option of storage.

Option 1: School storage locker

Option 2: Personal school bag

Student Name: _____

Parent/Guardian Full Name: _____

Students Signature: _____

Parent/Guardian Signature: _____

Date: _____

Date: _____

This agreement is effective from the commencement of Term 1 2025 and will remain in effect until the end of the current school year, unless otherwise specified. This agreement must be signed and returned on the first day of Term 1 2025. Students are to return the signed agreement to Student Services or alternatively Parents/Carers can email the signed agreement to admin@milesshhs.eq.edu.au. Students who have not signed and returned this agreement, must hand their phone into Student Services until an agreement is signed and returned. The school reserves the right to amend this agreement with notice.

Preventing and Responding to Bullying (including Cyberbullying)

At Miles State High School all bullying is taken seriously. Members of the School community are encouraged to report bullying and can do so by contacting the school.

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.

Support available to anyone who has been subjected or exposed to bullying behaviour may include any of the following:

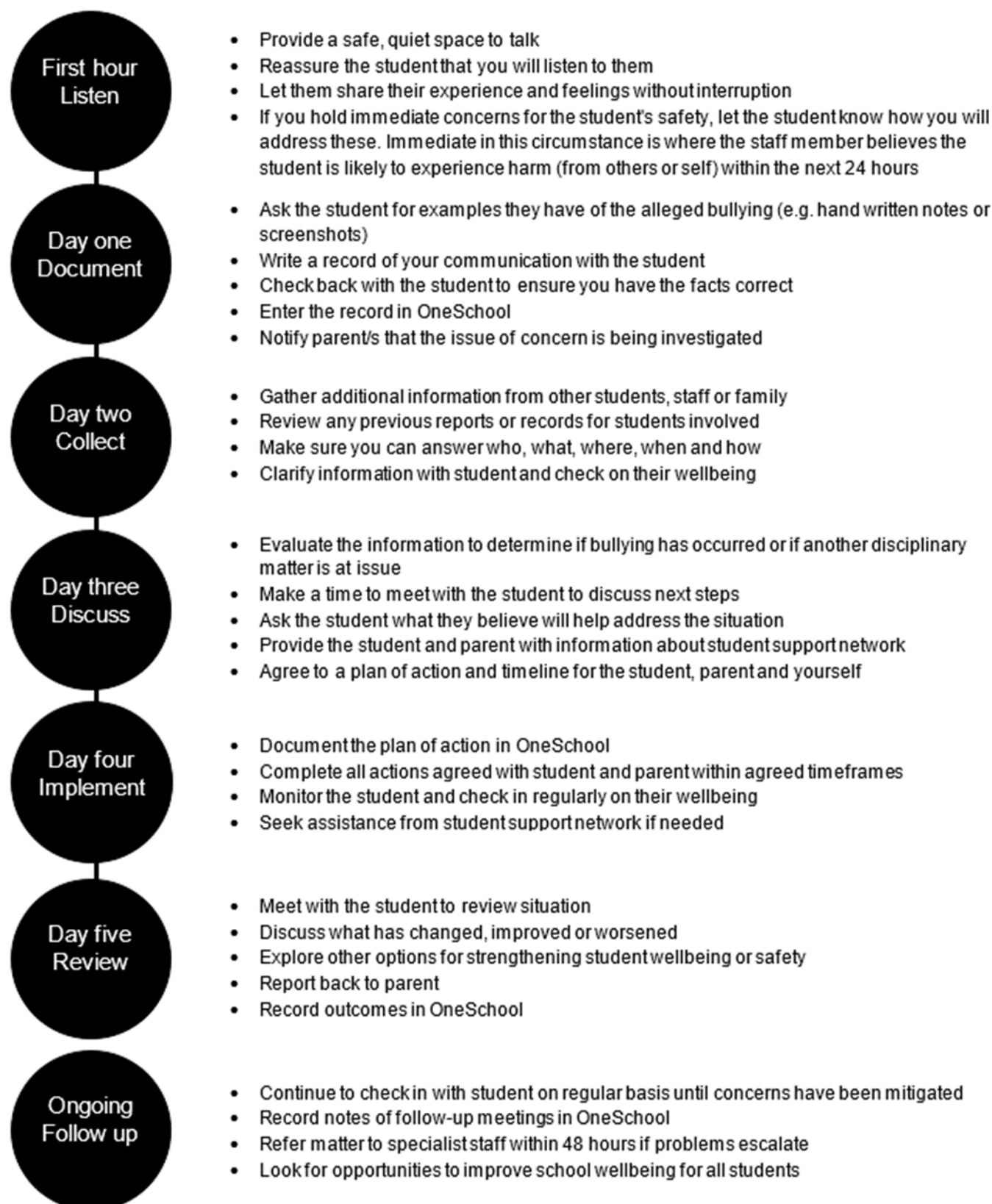
- Counselling
- Referral to outside agencies
- Adjustments / modification to program of study

The Principal or Deputy Principal will be responsible for overseeing the investigations, ensuring accurate records are maintained, and that outcomes are reported in a timely manner to involved parties.

If for some reason, any party is not satisfied with the outcome then they can lodge a complaint through the school's complaints management process:

<http://ppr.det.qld.gov.au/corp/governance/Procedure%20Attachments/Customer%20complaints%20management/information-for-parents-and-carers.doc>

Bullying Response Flowchart



Appropriate Use of Social Media – 16 years +

Miles State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

Miles State High School is committed to promoting the responsible and positive use of social media sites and apps. No student at Miles State High School will face disciplinary action for simply having an account on Facebook or other social media site.

Any form of Bullying (including Cyberbullying), Racism, Harassment or Victimisation, is unacceptable on the Miles State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Miles State High School – whether those behaviours occur during or outside of school hours. It is important for students at Miles State High School to engage in appropriate online behaviour.

Role of Social Media

The majority of young people use social media and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media, by its nature, will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media site and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that the comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate Use of Social Media

Students at Miles State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that all **personal information**, such as full name, address, phone number, school name and location and anyone else's personal information, is not shared.
- Thinking about what they say or post, and how it could be interpreted by others, before putting it online. Remember, **once content is posted online you lose control over it**. Students should not post content online that they would be uncomfortable saying or showing to their parent/carers faces or shouting in a crowded room.
- Remember that it can be difficult to work out whether a message typed on social media sites and apps are meant to be **funny or sarcastic**. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it. Never provoking, or engaging with, another user who is displaying inappropriate or

abusive behaviour. There is no need to respond to a cyberbully. **Students should report cyberbullying** concerns to a teacher and allow the teacher to record and deal with online concern.

If inappropriate online behaviour impacts on the good order and management of Miles State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences may include loss of internet privileges, suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Miles State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents/carers and/or police to resolve.

Miles State High School acknowledges the growing popularity of social media as a communication and educational tool and supports its appropriate use. We also acknowledge the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media.

Students at Miles State High School are taught to understand that they are responsible for the content they publish on social media platforms. This teaching takes place formally during the extended pastoral care, and incidentally across subject areas when the opportunity arises.

*In effect from December 2025, as per amendments to the Online Safety Act 2021 (Part 4A of the Act)

Law and Consequence of Inappropriate Online Behaviour and Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “*using a carriage service to menace, harass or cause offence to another person*”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Miles State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Miles State High School expects its students to engage in positive online behaviours.

Managing Online Incidents

How to manage online incidents that impact your school

Student protection

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

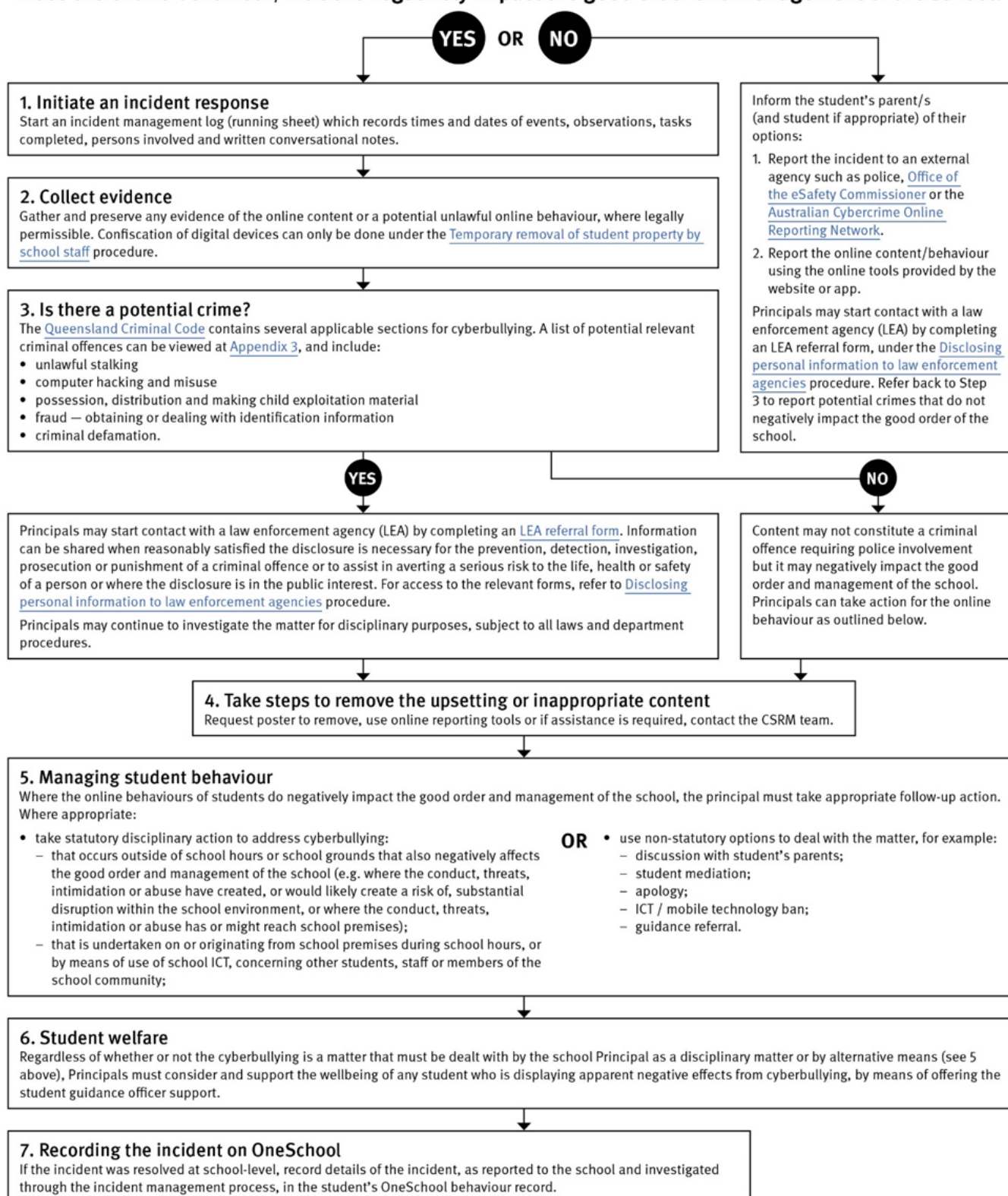
Explicit images

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

Help

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

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



POLICY: ACCEPTABLE COMPUTER AND INTERNET USE

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within ICT-PR-004 Using the Department's Corporate ICT Network.

This policy also forms part of this Student ICT Device Charter. The acceptable-use conditions apply to the use of the device and internet.

Communication through internet and online communication services must comply with the schools policies and procedures with the Student Code of Conduct available on the school website.

There are a few conditions that students should adhere to. Students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- use unauthorised programs and intentionally download unauthorised software, graphics or music
- intentionally damage or disable computers, computer systems or Queensland DoE networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.
- All email communication between students and staff are through departmental email account only.

Note: Students' use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.

PASSWORDS

Passwords must not be obvious or easily guessed; they must be kept confidential, and changed when prompted or when known by another user.

Personal accounts cannot be shared. Students should not allow others to use their personal account for any reason. Students should log off at the end of each session to ensure no one else can use their account.

CYBERSAFETY

At any time, if a student believes they have received a computer virus or spam (unsolicited email), or they have received a message that is inappropriate or makes them feel uncomfortable, they must inform their teacher as soon as is possible.

Students are encouraged to explore and use the 'Cybersafety Help' button to talk, report and learn about a range of cybersafety issues.

Students must seek advice if another user seeks personal information, asks to be telephoned, offers gifts by email or asks to meet a student.

Students must never initiate or knowingly forward emails, or other messages, containing:

- A message sent to them in confidence
- A computer virus or attachment that is capable of damaging the recipients' computer
- Chain letters or hoax emails
- Spam (such as unsolicited advertising).

Students must never send or publish:

- Unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments
- Threats, bullying or harassment of another person
- Sexually explicit or sexually suggestive material or correspondence
- False or defamatory information about a person or organisation

POLICY: ACCEPTABLE COMPUTER AND INTERNET USE

WEB FILTERING

An internet filtering solution provides DoE with the ability to restrict access to inappropriate material on DoE's ICT network.

Content filtering is active 100% of the time on the Computer for Student (CFS) devices. The filtering system is installed on each device.

PRIVACY AND CONFIDENTIALITY

It is important that students do not publish or disclose the email address of a staff member or student without that person's explicit permission.

The student should not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others.

It should also be ensured that privacy and confidentiality is maintained by not disclosing or using any information in a way that is contrary to any individual's interest.

INTELLECTUAL PROPERTY AND COPYRIGHT

Students should never plagiarise information and shall observe appropriate copyright clearance, including acknowledging the original author or source of any information used. It is also important that the student obtain all appropriate permissions before electronically publishing other people's works or drawings. The creator or author of any material published should always be acknowledged.

Material being published on the internet or intranet must have the approval of the principal or their delegate and have appropriate copyright clearance.

MISUSE AND BREACHES OF ACCEPTABLE USAGE

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.

The misuse of internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

DAMAGE OR LOSS OF EQUIPMENT

All devices and batteries are covered by a manufacturer's warranty which covers manufacturing defects through normal usage. In addition, devices are covered by an insurance policy which protects against accidental damage. There is no cover for negligence, abuse or malicious damage.

Costs incurred by the school for the repair or replacement of devices may be charged by the school as an excess to parents. In the event of non-compliance of agreed responsibilities, schools may review the student's continued participation.

Any software or hardware issues, vandalism or damage to the device must be reported immediately to the teacher/school.

WILFUL AND MALICIOUS DAMAGE

Where a device is intentionally damaged, parents will be notified of the event, followed by an investigation. Where the school determines that damage has been intentionally caused to a device or a student has disrespected school property, parents will be invoiced according to the following;

- Lost case \$10
- Missing keys on keyboard \$30
- Broken screen \$100

POLICY: ACCEPTABLE COMPUTER AND INTERNET USE

- Broken device and not working \$100

SOFTWARE

The software loaded on the device is licensed to the DoE or the school.

Devices may be audited by a school. Devices may be rebuilt at any time for numerous reasons without consultation with students or parents and all local data may be lost in this process.

To stop any malicious software or virus's entering the DoE network, Miles State High School prohibits the installation of any software or program onto any school device that is licensed to the school of DoE.

Parent/Carers will receive, sign and return to school the annual online services consent form which will outline the software that students access at school during engagement in curricular and extracurricular activities.

STORING, MONITORING AND REPORTING ON SCHOOL NETWORKS

Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.

1. Students will be provided with a school USB to store files.
2. All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, DoE may be required to provide the authorities with access to the device and personal holdings associated with its use.
3. Students are not to store school files or use USBs on school devices that are not the property of Miles SHS.

STUDENTS' REPORTING REQUIREMENTS

Students are required to report any internet site accessed that is considered inappropriate.

Any suspected security breach involving students, users from other schools, or from outside Queensland DoE must also be reported to the school.²

Restrictive Practices

Miles State High School staff do not endorse restrictive practices believing that most situations that present as a risk can be managed through proactive and positive interventions and a comprehensive risk management process. An example however, of where a restrictive practice may be employed could be to safeguard a student during a physical altercation that does not show signs of ceasing, or a student placing themselves at extreme risk. The least intrusive measure will always be used.

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.

Following the use of any restrictive practice, a focused review will help staff 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. Campus risk documents will be updated with additional controls to manage the hazard, and student support plans will be reviewed.

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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

POLICY: UNIFORM

Miles State High School is a uniform school and the school dress code is supported and endorsed by the P&C Association, Student Council and teaching staff. We believe that the wearing of a uniform assists students to identify with their school and wider community and encourages positive attitudes within the learning environment. It also promotes safety as strangers can be easily identified and meets the necessary workplace health and safety requirements to ensure students and staff safety as they engage in a curricular and extracurricular activities.

This uniform policy clearly explains and documents standards of acceptable dress in relation to clothing worn by students, including headwear, footwear, and other aspects of personal presentation.

There is no change to the Miles State High School formal uniform. Students will be required to wear the formal uniform on Mondays.

IMPORTANT UNIFORM UPDATE

At the commencement of 2025, ALL students will be wearing the new non formal/sports uniform, which includes a new navy-blue non formal uniform shirt, navy shorts, navy blue zip-up jackets and navy blue and matching navy blue track suit pants. For current students there is a two-year phase in, phase out period which will conclude at the end of 2024.

*** The asterisk in the policy denotes the uniform that will no longer be worn from 2024 onwards.**

THE UNIFORM POLICY

- is consistent with health and safety considerations
- complies with anti-discrimination legislation
- considers affordability, functionality and durability of uniform items
- provides uniform options, including shorts and pants, in all uniform categories for all students, regardless of gender
- is committed to by parents/carers and students as part of the enrolment agreement
- supports the student to adhere to the dress code

GENERAL UNIFORM RULES

- Hair must be off the face, neatly styled and hair colouring must be kept within the natural hair colour range. Long hair (below shoulder level or longer) must be neatly tied back
- Hair ties are to be used to tie long hair (hair that sits below the shoulder) back. Hair ties are to be in school colours (Navy, Royal Blue, Red, Green, Yellow, White or Black).
- Students are required to be clean shaven or have neatly trimmed facial hair.
For extra warmth - T-shirts worn underneath should be plain white, navy or black and crew necked. Sleeves and/or tails of undershirts are not to be visible below or outside the regulation uniform.
- Make-up – a light coating of tinted moisturiser only, no other makeup allowed.
- All students must wear school endorsed bucket hats (and sunscreen) when outdoors to protect against the sun.
- Nails – clear or natural colours only. Nails should not be more than 5mm above fingertip.
- In winter, students may wear their sports winter uniform (tracksuit pants and jumpers) when directed by school staff and as curricular and extracurricular and or weather events occur (Students will be directed, sport or formal)
- Jewellery – in order to comply with WH&S requirements the only acceptable items are:
a watch - must comply with the “Phone Away for the Day” departmental legislation. If a student chooses to wear a smart watch, school staff and teachers may request for students to show that notification and communication is turned off.

POLICY: UNIFORM

- no more than two pairs of studs, no greater than 5mm in one ear. Small Sleepers are acceptable with quick release.
- Hoops are not to be worn at school
- one very small (less than 2mm) nose stud is permitted. All other visible body piercings are not permitted
- one discreet neck chain of religious, cultural or medical significance of a length that cannot be seen and tucked in
- school badges

FORMAL UNIFORM

This uniform is to be worn by all students every Monday, on formal occasions and when representing the school or as directed by the school for events.

Shirt - Formal shirt (SE)

Tie (girls) - Girls' tie (SE)

Shorts - (Unisex) Formal navy shorts, minimum length mid-thigh (SE)

Skirts - Formal navy skirt, minimum length just above the knee (SE)

Shoes - Polishable black leather shoes/black sport shoes

Socks - Short, white crew socks that sit above the ankle.

Stockings - Navy or black tights (not leggings)

Trousers - Unisex long navy trousers

Jumper - Navy blue zip-up jumper with school logo – (No other colour jumper, hoodies are not permitted)

Bike Pants - Navy bike pants can be worn under skirt (optional)

Badges - To be worn by girls on the tie with the top badge level with the top of the pocket. To be worn by boys on the right hand side with the top badge level with the top of the pocket.



POLICY: UNIFORM

FORMAL UNIFORM (CEREMONIAL)

This uniform is worn by school leaders on ceremonial occasions.

Shirt - Formal shirt (SE)

Tie (girls) - Girl's tie (SE)

Tie (boys) - School tie (SE)

Trousers - Navy trousers

Shorts (Unisex) - Formal navy shorts, minimum length mid-thigh (SE)

Skirts - Formal navy skirt, minimum length just above the knee (SE)

Shoes - Polishable black leather shoes

Socks - Short (mid ankle) white socks, navy/black socks, under long navy pants

Stockings - Navy or black tights

Blazer - School blazer provided (SE)



NON-FORMAL / SPORTS UNIFORM UNTIL 2025

Polo-Shirt - (Unisex) Navy Blue, * Royal blue, with gold section, white sleeve and embroidered badge. (SE)

Shorts - (Unisex) Navy Blue or * Royal blue (South West Rep shorts accepted)– no stripes

Jumper - Navy zip up jumper with school logo, * Royal blue zip up jumper with school logo or SW Representative jumper, Senior jersey, jumper and or shirt (Year 12 only) (SE)

Hat - Royal blue, school endorsed, bucket hat must be worn at all times when outdoors to protect from the sun (SE).

Shoes - Non pervious covered sports shoes or joggers.

CANVAS SHOES ARE NOT PERMITTED DUE TO WHS REGULATIONS

Socks - Short white socks (South West Rep sock accepted) or short black socks

Track suit Pants - Navy track suit pants (SE)

Not Acceptable – Canvas, volleys, thongs, scuffs, slides, slip-ons, high top basketball or 'skate shoes, multi-coloured socks.



STUDENTS OUT OF UNIFORM - UNIFORM EXCHANGE PROGRAM

Students must not mix sport and formal uniform pieces. Students arriving to school in inappropriate non-uniform school uniform items, with or without a note, will be requested to exchange that item/s for an item from the School Uniform Exchange. Students will be supplied with appropriate uniform item/s and their item/s will be retained for the day. All uniform exchange items will be washed before being returned to the exchange.

POLICY: UNIFORM

Miles State High School will provide support to students to ensure that they meet uniform expectations. Students who chose not to meet the uniform expectations despite this support will be referred to the HOD of Wellbeing and Engagement.

NB: School Endorsed (SE) means the style and make of the clothing item is agreed to by the school community.



Procedure – Eligibility to Attend School Functions

Eligibility to Attend School Functions

Throughout the year our school plans a range of celebrations and opportunities for the benefit of students. We would like to take this opportunity to clarify the school's expectations of students for them to be eligible to attend any school functions. To be eligible to attend any event where a student represents the school (including camps), the student must meet the following criteria:

1. The section at the bottom of this page must be signed by the student's parent/guardian, then sighted and recorded as completed by the student's Form Class Teacher.
2. Satisfactory school attendance.
 - Attendance must be 95% or higher - standard set by Education Queensland (Approved absences for medical reasons, with evidence, or extenuating circumstances may be disregarded for this purpose)
 - All absences must be explained (Requirement to notify school of any absence and reason).
3. No internal or external suspensions of any length within 10wks prior to function date
 - Short Suspension: 1-10 days (Eligibility can be appealed through the school appeal process)
 - Long Suspension: 11+ days (Appeal must be made at the time of the suspension)
4. An acceptable standard of behaviour at school
 - Student behaviour is monitored by the HOD Wellbeing and/or student case managers.
 - Where student behaviour is being monitored and/or managed, students may not be eligible
5. All assessment must be complete, submitted and up to date for all subjects students are enrolled in including any VET course/s, distance education subject/s, traineeships and/or external training courses contributing to QCE.
6. There must be no outstanding library books or school fees.

At this point, your child is eligible to attend the function provided all school contributions (fees) are paid in full or there is a payment plan in place.

Appeals process

- Any students who do not meet the eligibility criteria has the right to appeal by submitting a written letter to Senior Executive (Principal or Deputy Principal) outlining their reasons for appeal. This must occur within 3 days of the permission form being provided and it must be at least 3 days prior to the event (camps may require longer). The Senior Executive's decision regarding the appeal is final.
- Any incident resulting in loss of eligibility that occurs within 3 days of the function will not be able to be appealed.

If you have any questions regarding the above criteria, contact HOD Curriculum Teaching and Learning (4628 5111).

Complete the section below and leave the page in the planner for future reference.

Parent/Caregiver Signature: _____

Parent/Caregiver Name (print): _____

HOD Name: _____

HOD Signature: _____



MILES STATE HIGH SCHOOL BEHAVIOUR EXPECTATION MATRIX

Positive Behaviour for Learning



	All Settings	Learning Environment	Playground/Outside
Respect self, others and School	✓ Use voice (language, tone and volume) appropriate to the situation ✓ Wear your uniform with pride according to school expectations ✓ Care for your own and others' belongings ✓ Allow others to have their personal space ✓ Value your school and community environment	✓ Listen actively ✓ When other people are speaking/teaching we use manners ✓ Make a positive contribution to the classroom ✓ Allow teachers to teach and students to learn	✓ Share and return equipment ✓ Put rubbish in the bin ✓ Use positive non-verbals ✓ Use respectful language at all times
Integrity in all situations	✓ Follow all school policies and procedures ✓ Value our differences ✓ Follow all staff instructions first time ✓ Assist others when they need help ✓ Be honest, own your mistakes/actions and take responsibility	✓ Do the work even when the teacher is absent/not watching ✓ Wait your turn ✓ Ensure that your work submitted is your own work (plagiarism/ AI) ✓ Use technology responsibly	✓ Treat others how you want to be treated ✓ Have positive conversations about others ✓ Play games fairly ✓ Be a team player
Safety in all actions and situations	✓ Keep hands, feet and objects to yourself ✓ Walk calmly around the school ✓ Carry equipment safely ✓ Stay in school grounds ✓ Report wellbeing, safety and behaviour concerns	✓ Use equipment and PPE for its intended purpose ✓ Sit on chairs safely and where directed ✓ Keep workspace clean and tidy ✓ Honestly complete switch 4 schools	✓ Ball games/sports in designated areas ✓ Wear school bucket hats when outdoors ✓ Always act to stay healthy (injury free) ✓ Leave prohibited items at home
Engage in learning	✓ Give all tasks and activities your best ✓ Action feedback and learn from your experiences ✓ Attend school every day and all lessons ✓ In class for 70 minutes unless given permission	✓ Submit drafts, checkpoints and finals on or before the due date ✓ Be lined up before the second bell with your required equipment (diary, pens, books) ✓ Have your diary open on your desk ✓ Manage your classroom interactions to maintain learning	✓ Show initiative ✓ Complete homework or access homework club for support ✓ See teachers to catch up on missed work or study ✓ Attend task completion/detentions when directed
Regulated Items: (See student planner for policies/procedures) ❖ Skateboards and scooters ❖ Jewellery and body piercings ❖ Make-up and/or nail polish ❖ Headphones/earbuds ❖ Motor vehicles ❖ Soft drink		Prohibited Items: ❖ <u>All items prohibited by law</u> ❖ Mobile phones and other digital devices ❖ Chewing/Bubble Gum ❖ Aerosols (including spray deodorants) ❖ Sharpeners ❖ Cutters/Stanley knives/pocket knives/Multitools ❖ Bladed or edged objects ❖ Lighters/matches/flammable material ❖ Metal Rulers ❖ Permanent markers ❖ Energy Drinks ❖ Alcohol/Drugs ❖ Cigarettes/Tobacco/Vaping products ❖ Correction Fluid	

RISE Rewards = These are held at the end of each reporting period. Students who, based on reporting data, have attendance at or above 90%, an Effort Rating (EPA) and Behaviour Rating averaging at or above 4.00 will be invited to the RISE Reward. See Effort and Behaviour Matrix in this planner for information about how to achieve those ratings.

Effort and Behaviour Matrix



Miles State High School

At Miles State High School, all students are expected to show Respect and Integrity, behave in a safe manner and engage in their school life – both in the classroom and the playground.



EFFORT and BEHAVIOUR MATRIX – For REPORTING, ALLOCATION of AWARDS AND RISE REWARDS

EFFORT	Report Card Grade Equivalent	A	B	C	D	E
	Report Card Comment	Excellent	Very Good	Satisfactory	Needs Attention	Unacceptable
Be Respectful, Integrity, Safety First, Engage in Learning	Frequency and Tier (suggested only) support	Consistently and Independently Tier 1 Staff support not required	Often Tier 1 Minimal staff support	Generally/Usually Tier 1 - 2 Occasional staff support required	Infrequently Tier 1 - 2 Generalised staff support required	Rarely Tier 2 - 3 Targeted, differentiated support required
	Behaviour Category	ACCEPTABLE				
BEHAVIOUR	GENERAL DESCRIPTION	The student:	The student often:	The student usually:	The student infrequently:	The student rarely:
	Following expectations in the BISE BEHAVIOUR MATRIX so that students and teachers:	completes all class and homework tasks seeks teacher assistance when required produces quality standards of work functionally Bringing the correct equipment for the lesson (textbook, pen, homework, diary) Participating in learning and school activities Achieves	completes class and homework tasks thoroughly seeks teacher assistance when required attempts to produce work that is of a quality standard Arrives to class on time and organised for lessons participates actively in class activities	completes most class and homework tasks seeks teacher assistance when required attempts to produce work that is of an acceptable standard arrives to class on time and organised for lessons participates in class activities	completes some class and homework tasks seeks teacher assistance when required produces some work that is of an acceptable standard arrives to class on time and organised for lessons participates in class activities	completes class and homework tasks seeks teacher assistance produces work that is of an acceptable standard arrives to class on time and organised for lessons Rarely participates in class activities
Be Respectful, Integrity, Safety First, Engage in Learning	GENERAL DESCRIPTION	The student independently	The student usually meets these expectations independently on most occasions (often):	The student usually meets these expectations independently:	With teacher supervision and some support, the student meets these expectations independently. They reflect our school's BISE expectations. The student sometimes:	The student is not yet demonstrating that they can engage in the school BISE expectations independently. The student may require additional, targeted behaviour support. The student rarely, or with targeted support can:
	Following expectations in the BISE BEHAVIOUR MATRIX so that students and teachers:	updates the expectations in the BISE BEHAVIOUR MATRIX is responsible and a positive role model for other students. consistently demonstrates a very high standard of respectful and safe behaviour follows instructions and directions and consistently makes safe choices. builds positive relationships with others when interacting and communicating between respectfully and appropriately at all times and accepts responsibility for their own behaviour. allows teachers to teach and other students to learn in class and participate in school activities	updates the expectations in the BISE BEHAVIOUR MATRIX is responsible and a positive role model for other students. demonstrates a high standard of respectful and safe behaviour follows instructions and directions and makes safe choices. builds positive relationships with others when interacting and communicating between respectfully and appropriately at all times and accepts responsibility for their own behaviour. allows teachers to teach and other students to learn in class and participate in school activities	updates the expectations in the BISE BEHAVIOUR MATRIX is responsible and a positive role model for other students. demonstrates a high standard of respectful and safe behaviour follows instructions and directions and makes safe choices. builds positive relationships with others when interacting and communicating between respectfully and appropriately at all times and accepts responsibility for their own behaviour. allows teachers to teach and other students to learn in class and participate in school activities	updates the expectations in the BISE BEHAVIOUR MATRIX is responsible and a positive role model for other students. demonstrates a high standard of respectful and safe behaviour follows instructions and directions and makes safe choices. builds positive relationships with others when interacting and communicating between respectfully and appropriately at all times and accepts responsibility for their own behaviour. allows teachers to teach and other students to learn in class and participate in school activities	updates the expectations in the BISE BEHAVIOUR MATRIX is responsible and a positive role model for other students. demonstrates respectful and safe behaviour follows instructions and directions and makes safe choices. builds positive relationships with others when interacting and communicating between respectfully and appropriately at all times and accepts responsibility for their own behaviour. allows teachers to teach and other students to learn in class and participate in school activities

Eligibility to attend school functions (full details p. 9 of diary): attendance 90% or higher, no suspensions, acceptable behaviour, completed assessment, no outstanding loans or fees.

For VET subjects, effort is also an indicator of progress. In order for a student to achieve a satisfactory or better in VET subjects they must be up to date with all of their competencies. If a student has not completed or up to date with all competencies, they must receive a needs attention or unacceptable for effort. This indicates to parent and the leadership team that there is an issue with work completion.

The Behaviour and Effort Ratings will also inform data and special awards at the end of the year.

Student Classroom Expectations for Positive Engagement

STUDENT CLASSROOM EXPECTATIONS FOR POSITIVE ENGAGEMENT <i>*Allow others to teach and learn*</i> Respect, Integrity, Safety Engage	
Start moving at the first bell	Put away any food, finish conversations, pack up activities, get your bag, and make your way to class. Make sure you have all of your equipment ready and are lined up by the time the second bell rings.
At the classroom	You should have a: - Diary (If you don't have one, collect a blank diary page from Student Services before the school day starts. - Subject specific notebook/s to write in - Pencil case with pens, pencil eraser etc. as per stationary list. - Water bottle - Hat for outdoor subjects and activities - Your bag on the bag racks (not on the ground) You should be: - In correct school uniform or have a uniform pass in diary - On time - Ready to learn - Positive - Listening and following teacher directions - Lined up waiting to go inside (in two lines, off the wall, facing the front, with all the materials needed for the lesson).
During the lesson	Enter the classroom: - Walk quietly and sensibly into the classroom - Stand behind your chair, do not move furniture, follow seating plan on entry if one in place. - Do not touch air-conditioned or fan controls - Greet your teacher - Follow teacher directions promptly and quietly - Be ready to learn and complete set work. Engage in the lesson: - Actively listening - Know the Behaviours for Learning set for the lesson. - Follow our RISE Values e.g., one person talking at a time, raising your hand, showing respect to others, laptop screens half closed when being given an instruction, eyes on the person talking, sitting up straight no rocking chairs. - If you need to leave the classroom have your diary signed/or possess the red teacher out of class card.
End of the lesson	Pack and tidy up: - Wait for teachers' instruction to pack your equipment. - Check the floor around your chair for rubbish - Under teacher instruction return classroom furniture to original positions if moved. - Windows shut and locked - Waiting to be dismissed by the teacher

POLICY: ITEMS NOT PERMITTED AT SCHOOL

STRIVE TO ACHIEVE

ITEMS NOT PERMITTED AT SCHOOL

For the **Safety & Wellbeing** of yourself and others.....

Please remember the RISE Values and

School Policies regarding

 NO VAPES	 NO CIGARETTES	 NO CHEWING GUM	 NO ENERGY DRINKS
 NO MOBILE DEVICES	 NO AEROSOLS	 NO LIQUID PAPER	 NO PEAKED CAPS
 NO CANVAS SHOES	 PENCIL SHARPENER PROVIDED	 MINIMAL JEWELLERY (AS STATED IN THE SCHOOL UNIFORM)	

RESPECT
INTEGRITY
SAFETY
ENGAGE

Experience a Supportive Community ... Experience Academic Success ... Experience Sporting Excellence ... Experience Your Future ...

ENROLMENT AGREEMENT FORM

Enrolment Agreement Form

This enrolment agreement sets out the responsibilities of the student, parents or guardians and the school staff in regards to education of students enrolled at Miles State High School:

Responsibility of student to:

attend school regularly, on time, ready to learn and take part in school activities act at all times with respect and show tolerance towards others students and staff work hard and comply with requests or directions from the school staff abide by school rules, meet homework requirements and wear the school uniform respect the school environment

Responsibility of parents/guardians to:

- attend parent/teacher interviews and parent information sessions as required
- let the school know if there are any problems that may affect your child's ability to learn
- inform the school, in writing, of the reason for any absence
- treat school staff with respect
- support the authority and discipline of the school enabling your student to achieve maturity, self-discipline and self-control
- abide by the school's policy regarding access to school grounds before, during and after school hours
- advise the Principal if your child is in the care of the State or you are the carer of a child in the care of the State
- inform school if your child's living arrangement change and provide details of new home address and phone number

Responsibility of school to:

- develop each individual student's talent as fully as possible
- inform parents and guardians regularly about how their student is progressing
- teach effectively and to set a high standard in work and behaviour
- take reasonable steps to ensure the safety, happiness and self-confidence of all students
- be open and welcoming and offer opportunities for parents and guardians to become involved in the school community
- clearly articulate the school's expectations regarding the Responsible Behaviour Plan for Students
- advise parents and guardians of extra-curricular activities operations at the school in which their child may become involved
- set, mark and monitor homework regularly in keeping with the school's Homework Policy
- contact parents and guardians as soon as possible if the school is concerned about the student's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parent/guardians with respect

I accept the rules and regulations of the Miles State High School as stated in the school policies (as found in the Information for Parents Handbook) that has been provided to me as follows:

- Responsible Behaviour Plan for Students
- Student Dress Code
- Homework Policy
- Textbook and Resource Scheme
- Student usage of internet

ENROLMENT AGREEMENT FORM

- Absences
- School Excursions
- Complaints management
- Parent/Guardian Consent form for *Voluntary Student Participation of Program of Chaplaincy Services*
- Consent to use Copyright Material, Image, Recording or Name – *Media Release*
- School Social Guidelines
- Mobile Phone Policy

I acknowledge the information about the school's current programs and services has been explained to me.

Student Signature:

Parent/Carer Signature:

On behalf of Miles State High School:

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.....

Legislative Delegations

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)

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 Regulations 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