Morayfield East State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

Purpose

At Morayfield East State School, the **Student Code of Conduct** serves as a foundational document that outlines our shared expectations for student behaviour, fostering a safe, respectful, inclusive, and productive learning environment. It reflects our commitment to the Department of Education's vision that every student succeeds and aligns with state-wide procedures for promoting positive behaviour and managing disciplinary matters.

The Code of Conduct provides clear guidance on:

- **Expected standards of behaviour** for all students;
- **Staff responsibilities** in supporting students to meet these expectations;
- **Processes for responding to unacceptable behaviour**, including fair and consistent disciplinary actions;
- **Consideration of individual circumstances**, ensuring equity and respect for diversity, including cultural, linguistic, and disability-related needs.

Developed in consultation with our school community, the Code is publicly available on our website and shared with all new students and their families. It supports a whole-school approach to discipline, encouraging collaboration between staff, students, parents, and carers to uphold our school values: **Be Respectful, Be a Learner, Be Safe and Responsible**.

By embedding these principles into daily practice, we aim to nurture a learning environment where every student feels valued, supported, and empowered to achieve their full potential.

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Endorsement

Principal Name:	Mrs Karen Herburg
Principal Signature:	
Date:	1 December 2025
P/C President and-or School Council Chair Name:	Christine Williams
P/C President and-or School Council Chair Signature:	
Date:	1 December 2025

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Contents

Principal's Forward	5
P&C Statement of Support	6
Data Overview	7
Consultation	8
Learning and Behaviour Statement	9
Student Wellbeing and Support Network	11
Whole School Approach to Discipline	14
Consideration of Individual Circumstances	16
Differentiated and Explicit Teaching	18
Disciplinary Consequences	24
School Policies	26
1. Student Dress Code	27
2. Temporary Removal of Student Property	28
3. Use of Mobile Phones and Other Devices by Students	30
4. Preventing and Responding to Bullying	32
5. Appropriate Use of Social Media	36
Restrictive Practices	39
Critical Incidents	41
Legislative Delegations	42
Related Procedures and Guidelines	44
Resources	45
Conclusion	46

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Principal's Foreword

At Morayfield East State School, we are proud to present our updated **Student Code of Conduct**, a key document that supports our staff, students, and broader community in fostering a safe, respectful, and inclusive learning environment. This Code reflects our shared commitment to high standards of behaviour and aligns with the Queensland Department of Education's policies and procedures for promoting positive behaviour and student wellbeing.

Established in 1991, Morayfield East has grown into a vibrant and diverse learning community, with current enrolments exceeding 1000+ students from Prep to Year 6. Our school vision—**"A school of choice committed to high standards of learning and celebrations of success"**—guides our daily practice. Students are at the heart of our work, and our dynamic curriculum prepares them for the challenges and opportunities of the 21st Century.

Our school values - **Be Respectful, Be a Learner, Be Safe and Responsible** - are embedded in every aspect of school life. These values underpin our expectations for behaviour and guide our interactions, decisions, and relationships. The Student Code of Conduct outlines how these values are enacted daily, ensuring consistency, fairness, and clarity for all members of our school community.

Morayfield East is a professional learning community committed to continuous improvement. Our staff engage in collaborative inquiry and reflective practice, driven by high expectations and a shared belief in every student's potential. We maintain a **relentless pursuit of strong teaching and pedagogy**, placing high-quality instruction at the forefront of our practice to ensure every student receives the best possible learning experience.

We recognise that learning is a partnership between home and school. This document supports that partnership by clearly articulating the roles and responsibilities of students, staff, and families in maintaining a positive school culture. It is designed to be accessible, transparent, and supportive—ensuring that every student has the opportunity to thrive in a safe and nurturing environment.

Together, we continue to build a school where students are proud to belong, where learning is celebrated, and where every child is empowered to be the best they can be.

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P&C Statement of Support

As president of the Morayfield East State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Liam Hackwood, Mrs Karen Herburg, Mrs Natalie Arthur and their PCL Committee, has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Morayfield East State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Morayfield East State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Morayfield East State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 35 provides an excellent starting point to understand how to approach the school about these types of problems.

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

Name: Christine Williams

Signature:

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Data Overview

At Morayfield East State School, our **Student Code of Conduct** is underpinned by a strong commitment to evidence-based practice and continuous improvement. As a data-informed school, we draw on a range of system-level and school-based data sources to guide our decision-making, support student wellbeing, and maintain a safe, respectful, and inclusive learning environment.

OneSchool
OneSchool is the Department of Education's secure, centralised platform for managing student information across Queensland state schools. It captures a wide range of data including behaviour incidents, attendance, academic performance, and student support records. This platform enables staff to monitor individual and cohort trends, identify students requiring additional support, and implement targeted interventions. Behaviour data from OneSchool is critical in evaluating the effectiveness of our positive behaviour strategies and ensuring consistency in our responses to both positive and inappropriate behaviours.

School Online Reporting Dashboard (SORD)
SORD provides schools with detailed, real-time data on student attendance patterns. It allows staff to analyse trends across year levels, time periods, and student groups, helping to identify early signs of disengagement or chronic absenteeism. This tool supports proactive planning and resource allocation to improve attendance and engagement, which are closely linked to student behaviour and academic success.

School Opinion Survey (SOS)
Conducted annually, the School Opinion Survey gathers feedback from students (Years 5 and 6), parents/caregivers, and staff on key aspects of school life. It provides valuable insights into perceptions of school climate, safety, teaching quality, and student wellbeing. The data informs school improvement planning and helps us understand the strengths and areas for growth from the perspective of our community.

Queensland Engagement and Wellbeing (QEW) Survey
The QEW Survey is a system-wide tool that measures students' wellbeing, engagement, and school experience. It captures data on resilience, relationships, belonging, motivation, and overall life satisfaction. This information is used to monitor school culture and inform strategies aligned with the Student Learning and Wellbeing Framework. The survey results help us tailor our wellbeing programs and ensure that every student feels supported and connected.

Australian Early Development Census (AEDC)
Every three years the AEDC census is conducted to collect national data on the developmental health and wellbeing of all children starting school. The AEDC measures the development of children in Australia in their first year of full-time school and provides important information to communities, governments and schools to support their planning and service provision. Results from the 2024 survey help to inform the programs and supports we provide for our students, particulaly in the Early Years.

By integrating these data sources into our planning and practice, Morayfield East State School ensures that our Student Code of Conduct is not only reflective of departmental policy, but also responsive to the unique needs of our students and community. This approach supports our vision of being **"a school of choice committed to high standards of learning and celebrations of success"**, and reinforces our core values: **Be Respectful, Be a Learner, Be Safe and Responsible.**

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Consultation

At Morayfield East State School, the development of the **Student Code of Conduct** has been a collaborative and inclusive process, reflecting our commitment to shared leadership, community voice, and data-informed decision-making. This document has been shaped through meaningful consultation with all key stakeholders, ensuring it is representative of our school's values, culture, and expectations.

The process began with our **Positive Culture for Learning (PCL) Committee**, a dedicated team of staff members who each took on specific roles in the formation of the Code. This committee led the initial drafting phase in close collaboration with the **Principal and Leadership Team**, ensuring alignment with departmental policy and school priorities.

Once the initial draft was completed, it was presented to the **Leadership Team** for review and feedback. This step allowed for strategic input and refinement of the document's structure, language, and alignment with school-wide practices.

Following this, the draft was shared with **teaching staff** during a scheduled staff meeting, and with **teacher aides** during a dedicated aide meeting. These sessions provided opportunities for all staff to contribute their insights and ensure the document reflected the realities of classroom and playground practice. Feedback from these sessions was used to make further edits and improvements.

The revised draft was then returned to the **PCL Committee** for review and endorsement of the changes. From there, the document was shared with **parents and carers** through a **consultation workshop**, providing families with the opportunity to engage with the content, ask questions, and offer feedback. This step reinforced our commitment to transparency and partnership with our school community.

Subsequently, the draft was presented to the **Parents and Citizens' (P&C) Association** for formal consultation and endorsement. Their feedback was incorporated into a near-final version of the document.

The final draft was then returned to the **PCL Committee** for final approval and ratification. This thorough and inclusive process has ensured that the Student Code of Conduct is a living document—one that reflects the collective values, expectations, and aspirations of the Morayfield East State School community.

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Learning and Behaviour Statement

At Morayfield East State School, we believe that every student has the right to learn in a safe, supportive, and inclusive enrvironment and that every teacher has the right to teach without disruption. Our approach to behaviour is grounded in the belief that student learning and behaviour are deeply interconnected, and that both must be explicitly taught, modelled, and reinforced to ensure success.

We understand that behaviour is not innate—it is learned. Just as we teach literacy and numeracy, we must also teach students how to behave in ways that support their own learning and the learning of others. This belief drives our commitment to **explicit instruction of behavioural expectations**, consistent reinforcement, and a whole-school approach to positive behaviour support.

Our School Expectations
Our behavioural expectations are positively stated, clearly defined, and consistently reinforced across all settings.

They are:

- **Be Respectful**
- **Be a Learner**
- **Be Safe and Responsible**

These expectations are embedded in our daily routines, classroom practices, and school-wide systems. They guide how we interact with one another, how we respond to challenges, and how we celebrate success. They are not just rules—they are values that shape our school culture and reflect our shared commitment to excellence.

Explicit Teaching of Behaviour
At Morayfield East, we take a proactive and preventative approach to behaviour. We explicitly teach expected behaviours through:

- **Whole-school lessons and routines** that introduce and reinforce behavioural expectations;
- **Modelling and role-play** to help students understand and practise appropriate behaviours;
- **Visual supports and signage** throughout the school to remind students of expectations;
- **Consistent language and cues** used by all staff to reinforce expectations;
- **Opportunities for reflection and feedback**; helping students learn from their experiences.

This approach ensures that students are not only aware of what is expected, but also equipped with the skills and strategies to meet those expectations.

Curriculum, Pedagogy, and Engagement
We recognise that **high-quality teaching and learning** is the most powerful influence on student behaviour. When students are engaged, challenged, and supported in their learning, they are more likely to behave positively and achieve success.

Our implementation of the **Australian Curriculum** is guided by a commitment to **explicit instruction**, which ensures that learning is clear, purposeful, and accessible to all students. We draw on the work of **Barak Rosenshine**, whose principles of instruction—such as daily review, clear explanations, guided practice, and checking for understanding—are embedded in our teaching practices.

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We also incorporate **engagement norms** that promote active participation, collaboration, and cognitive challenge. These norms help create classrooms where students are not only compliant but deeply involved in their learning. Our teachers use strategies that foster curiosity, resilience, and a growth mindset, ensuring that every student feels valued and capable.

Berry Street Educational Model (BSEM) Implementation

In 2026, Morayfield East State School will begin the staged implementation of the **Berry Street Educational Model**, starting with the **Body module**. This model provides a trauma-informed, strengths-based framework for supporting student wellbeing and engagement. It focuses on building students' capacity for self-regulation, resilience, and positive relationships.

Over 2027 and 2028, we will implement the remaining modules—**Relationship, Stamina, Engagement, and Character**—to create a comprehensive approach to wellbeing and behaviour. This model complements our existing practices and strengthens our ability to support every student, particularly those with complex needs or experiences of trauma.

A Professional Learning Community

Our staff are committed to continuous improvement and professional growth. We operate as a **professional learning community**, where collaboration, reflection, and data-informed decision-making drive our practice. Teachers engage in regular professional development, coaching, and peer learning to refine their pedagogy and enhance student outcomes.

We believe that **every student can succeed**, and that it is our responsibility to create the conditions for that success. This includes maintaining high expectations, building strong relationships, and providing consistent support. Our behaviour support practices are aligned with departmental policy and informed by data from OneSchool, the School Online Reporting Dashboard (SORD), the School Opinion Survey (SOS), and the Queensland Engagement and Wellbeing Survey.

Conclusion

At Morayfield East State School, our beliefs about learning and behaviour are not just theoretical—they are lived every day in our classrooms, playgrounds, and community. Through explicit teaching, high-quality instruction, and a shared commitment to our school values, we create a learning environment where every student is empowered to be the best they can be.

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Student Wellbeing and Support Network

At Morayfield East State School, we are committed to providing a safe, inclusive, and supportive environment where every student can thrive. We recognise that student wellbeing is foundational to learning success, and we take a proactive, preventative approach to supporting our students and families. Our school offers a wide range of programs and services—both internal and external—that are designed to meet the diverse needs of our community and ensure that every child feels safe, connected, and empowered.

Internal School-Based Supports

- **Guidance Officer (GO)**
  Our Guidance Officer provides psychological assessment, counselling, and case management for students with complex needs, working closely with families and staff.

- **Head of Diverse Learners (HoDL)**
  This leadership role oversees inclusive education, ensuring students with disabilities and learning differences receive appropriate support and adjustments.

- **Diverse Learning Teachers (1 per year level)**
  These teachers support inclusive practices across all year levels, providing targeted instruction and adjustments for students with diverse learning needs.

- **Family Support Coordinator**
  This role supports families, students and school staff to navigate access to early intervention, allied health services and supports the coordination of paperwork and appointments for families. This role focusses on students in the Early Years Prep to 2.

- **Student Support Officer**
  This role supports students with attendance, engagement, and wellbeing needs, acting as a key liaison between families, staff, and external services.

- **Student Engagement Teachers**
  These teachers work intensively with students who require behavioural support, implementing individualised plans and coaching strategies to promote positive engagement.

- **Student Engagement Teacher Aides**
  These aides provide in-class and playground support, helping students regulate behaviour, follow routines, and engage positively with peers and staff.

- **Community Education Counsellor (CEC)**
  The CEC supports First Nations students and families, promoting cultural safety, engagement, and success through mentoring, advocacy, and connection to community.

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- **First Nations Teacher Aide**
  This aide provides in-class and cultural support for Aboriginal and Torres Strait Islander students, helping to build identity, pride, and engagement.

- **Deadly Choices Program**
  A health and wellbeing initiative for First Nations students, Deadly Choices promotes healthy lifestyles, leadership, and cultural pride through workshops and mentoring.

- **Social Worker (0.7 FTE)**
  Our school-based social worker supports students and families through case management, referrals, and direct intervention. They play a key role in connecting families with community services and supporting students experiencing social or emotional challenges.

- **Act for Kids Psychologist**
  Delivered two days per week and accessed by up to eight students, this program provides trauma-informed therapeutic support for children who have experienced harm or are at risk. It focuses on emotional regulation, safety, and healing.

- **Kids Youth Community (KYC) Worker**
  The KYC worker provides outreach and engagement support for students, particularly those at risk of disengagement. They work closely with families and external agencies to ensure continuity of care and support.

- **Onsite GP (1 day per week)**
  Our partnership with a local general practitioner ensures students have access to medical care on-site, reducing barriers to health and wellbeing and supporting early intervention.

- **Youth Support Coordinator**
  This role provides early intervention for students, supporting transitions, engagement, and social-emotional development.

- **Occupational Therapist**
  The OT supports students with sensory, motor, and functional needs, helping them access learning and participate fully in school life.

- **Speech and Language Pathologist (SLP)**
  Support for speech pathology in school, working across Prep to 6, for five days a week on site.

- **Regional Therapy Teams**
  These teams provide specialist support in speech pathology, physiotherapy, and occupational therapy, working collaboratively with school staff to implement strategies and programs.

External Supports and Partnerships

- **Kurbingui Youth and Family Development**
  Provides small group intervention and mentoring for students experiencing social-emotional challenges, with a focus on cultural connection and resilience.

- **Encircle – Superpowered Relationships**
  A program focused on building respectful relationships, emotional literacy, and conflict resolution skills among students.

- **Yarning Circles with Police Liaison Officer (PLO) Support**
  These culturally safe spaces allow students to share, reflect, and connect with community leaders, promoting belonging and respectful dialogue.

- **Community Liaison Officers**
  These officers support engagement between school and families, particularly those from culturally and linguistically diverse backgrounds, ensuring access to services and promoting inclusion.

Together, these programs and services form a comprehensive wellbeing framework that supports the academic, social, emotional, and physical development of every student at Morayfield East State School. By investing in preventative and responsive supports, we ensure that our students are safe, successful, and ready to learn.

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Whole School Approach to Discipline

At Morayfield East State School, we believe that every child deserves to learn in an environment that is safe, inclusive, and supportive. Our whole-school approach to behaviour is grounded in a **student-centred philosophy**, recognising that behaviour is a form of communication and that all students can learn appropriate behaviours when they are explicitly taught, supported, and understood.

A Moral Imperative to Support All
We hold a strong moral imperative to support every student in our care. This means recognising the unique strengths, needs, and circumstances of each learner and responding with empathy, consistency, and high expectations. We are committed to ensuring that no student is left behind due to behavioural challenges, trauma, disability, or disadvantage. This commitment extends to our staff, who are supported to work collaboratively and compassionately in the face of complex student needs.

Alignment with the Australian Professional Standards for Teachers
Our approach aligns with **Standard 4** of the Australian Professional Standards for Teachers, which outlines the importance of:

- Supporting student participation;
- Managing classroom activities effectively;
- Responding to challenging behaviour constructively;
- Maintaining student safety;
- Using ICT safely, responsibly, and ethically.

Teachers at Morayfield East are supported to develop and refine these skills through ongoing professional learning, coaching, and collaboration. We believe that **high-quality teaching** is the most powerful influence on student behaviour, and we invest in pedagogical excellence to ensure that every classroom is a place of engagement and growth.

Berry Street Educational Model (BSEM)

Beginning in 2026, Morayfield East will implement the **Berry Street Educational Model**, a trauma-informed framework that supports student wellbeing and engagement. This model will be introduced in stages:

- **Body (2026)**: Focuses on self-regulation, physical wellbeing, and readiness to learn. Students are taught strategies to manage stress and prepare their bodies for learning.

- **Relationship and Stamina (2027)**: Emphasise connection, trust, and persistence. Students learn how to build respectful relationships and maintain effort over time.

- **Engagement and Character (2028)**: Support students in developing intrinsic motivation, ethical decision-making, and a strong sense of identity.

This model complements our existing practices and strengthens our ability to support students with complex needs, including those impacted by trauma, disability, or disadvantage.

Inclusive and Trauma-Informed Practice
Morayfield East is committed to **inclusive education**. We recognise and respect the diversity of our students, including those with disabilities, mental health conditions, cultural and religious backgrounds, and varied home environments.

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Our responses to behaviour are informed by:

- Behaviour history and patterns;
- Documented support provisions;
- Personalised learning plans;
- Mental health and wellbeing needs;
- Cultural and religious considerations;
- Family and care arrangements.

We use **OneSchool** to record and monitor student behaviour, support provisions, and individualised plans. This ensures that responses are consistent, transparent, and informed by data. Staff regularly review these records to adjust supports and interventions as needed.

Our approach is also **trauma-informed**, recognising that some behaviours may be rooted in adverse experiences. Staff are trained to respond with empathy, patience, and restorative practices, rather than punitive measures. We prioritise safety, predictability, and connection in all interactions.

Collaborative Partnerships with Families and Community

We believe that behaviour support is most effective when it is collaborative. We work closely with **parents and carers** to build strong partnerships based on trust, communication, and shared responsibility. Families are involved in the development of support plans, invited to participate in restorative conversations, and encouraged to contribute to decision-making processes.

Our school also engages with a wide range of internal and external support services, including social workers, guidance officers, therapists, and community organisations. These partnerships enhance our capacity to respond to student needs and promote wellbeing across the school.

Staff Wellbeing and Support

We recognise that supporting students with complex behavioural and emotional needs can be demanding. As such, **staff wellbeing is a priority** at Morayfield East. We implement a range of strategies to support our team, including:

- **Regular professional development** in trauma-informed practice, behaviour support, and inclusive education;
- **Access to internal and external wellbeing supports**, including Employee Assistance Programs (EAP);
- **Structured debriefing processes** following critical incidents;
- **Collaborative planning and case management**, ensuring staff are not working in isolation;
- **Recognition and celebration of staff efforts**, fostering a culture of appreciation and support;
- **Opportunities for peer coaching and mentoring**, building professional confidence and resilience.

We believe that when staff feel supported, valued, and equipped, they are better able to support students effectively and sustainably.

Morayfield East State School's response to behaviour is holistic, inclusive, and grounded in evidence-based practice. Through a moral commitment to equity, trauma-informed frameworks, and collaborative relationships, we create a learning environment where every student is safe, supported, and empowered to succeed—and where every staff member is respected, resourced, and resilient.

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Consideration of Individual Circumstances

At Morayfield East State School, we are committed to ensuring that every student is supported to succeed—academically, socially, and emotionally. In line with the **Queensland Department of Education's Inclusive Education Policy** and **Student Discipline Procedures**, our staff take into account the **individual circumstances** of each student when teaching behavioural expectations, responding to inappropriate behaviour, and applying disciplinary consequences.

We recognise that students come to school with diverse backgrounds, experiences, and needs. These may include:

- Behaviour history and patterns;
- Disability or learning differences;
- Gifted and Talented;
- Mental health and wellbeing;
- Religious and cultural considerations;
- Home environment and care arrangements;
- Experiences of trauma or disadvantage.

In considering these factors, we acknowledge that the way we teach, support, and respond to students must be **differentiated and equitable**. This reflects our belief in **fairness over sameness**—that treating every student the same does not always result in equitable outcomes. For example, some students may require additional support to interpret or understand expectations, while others may benefit from more opportunities to practise a skill or behaviour and some students may require extension and enrichment of learning. For a small number of students, certain disciplinary consequences may be inappropriate or ineffective due to complex trauma or family circumstances.

Our staff use a range of tools and systems to support this individualised approach, including:

- **OneSchool records**, which document behaviour incidents, support provisions, and personalised learning plans;
- **Personalised Learning Records (PLRs)** and **Individual Curriculum Plans (ICPs)**;
- **Student Support Plans**, developed in collaboration with families and support staff;
- **Case management meetings**, involving internal and external professionals;
- **Restorative practices**, which focus on repairing relationships and building accountability.

This approach is consistent with our commitment to **trauma-informed practice**, which recognises that behaviour may be shaped by adverse experiences and that students require safety, predictability, and connection to thrive. Staff are trained to respond with empathy, patience, and consistency, using strategies that de-escalate conflict and promote emotional regulation.

Confidentiality and Privacy

In accordance with the **Information Privacy Act 2009 (Qld)** and departmental policy, our staff are legally and ethically bound to protect the privacy of all students. This means that we **do not disclose or discuss disciplinary consequences or personal circumstances** of any student with individuals other than the student's parent or legal guardian.

We understand that parents and carers may have concerns about incidents involving their child, such as bullying or conflict with another student. While we will always address these matters seriously and

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appropriately, we ask that families respect the privacy of other students and trust that staff are acting in the best interests of all involved.
If you have concerns about the behaviour of another student or the way our staff have responded to an incident, we encourage you to make an appointment with the Principal to discuss the matter confidentially.

At Morayfield East State School, we believe that every student deserves to be treated with dignity, respect, and understanding. By considering individual circumstances and applying a differentiated approach to behaviour support, we ensure that our responses are fair, effective, and aligned with our values: **Be Respectful, Be a Learner, Be Safe and Responsible**.

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Differentiated and Explicit Teaching

At Morayfield East State School, we are committed to ensuring that every student is provided with the support they need to succeed—academically, socially, and behaviourally. Our approach to behaviour is deeply embedded in our commitment to **inclusive education**, recognising that students have diverse learning profiles, backgrounds, and needs. We understand that behaviour is a form of communication and that students require differentiated support to learn and demonstrate appropriate behaviours.

Quality Differentiated Teaching and Learning

In alignment with the **Assessment and Moderation Hub's Differentiated Teaching and Learning framework**, our staff implement three levels of differentiation to support all students, as part of a Multi-Tiered Systems of Support (MTSS) approach.

1. **Differentiated and Explicit Teaching – Tier 1 (Universal strategies – 100% of students)**
   This level is provided to all students and includes clear, structured, and consistent instruction of behavioural expectations. Teachers use whole-class strategies such as modelling, guided practice, and visual supports to teach routines, social skills, and self-regulation.

   Behaviour expectations—**Be Respectful, Be a Learner, Be Safe and Responsible**—are explicitly taught and reinforced across all settings. This level ensures that all students understand what is expected and have opportunities to practise appropriate behaviours.

2. **Focused Teaching – Tier 2 (some students)**
   Some students require additional support to meet behavioural expectations. Focused teaching involves small-group instruction, targeted interventions, and scaffolded learning experiences. For example, students may participate in social skills groups, receive coaching from Student Engagement Teachers, or engage with the ACTIVATE Program. These supports are designed to address specific behavioural needs and build capacity over time.

3. **Intensive Teaching- Tier 3 (few students)**
   A small number of students require highly individualised support due to complex needs, including disability, trauma, or mental health challenges. Intensive teaching may involve one-on-one instruction, therapeutic intervention, and multi-agency collaboration. These students may have Personalised Learning Plans (PLPs), Individual Curriculum Plans (ICPs), or documented support provisions in **OneSchool**. Staff work closely with families, specialists, and external providers to ensure that interventions are appropriate, respectful, and effective.

Inclusive Education and Behaviour Support

Our inclusive approach ensures that students are not excluded or marginalised due to behavioural challenges. Instead, we seek to understand the underlying causes of behaviour and respond with empathy, consistency, and high expectations. This includes:

- Making **reasonable adjustments** to teaching, curriculum, and assessment;
- Using **trauma-informed practices** to support emotional regulation and safety;
- Considering **cultural, religious, and linguistic diversity** in our responses;
- Collaborating with families to develop and implement support plans;
- Engaging with internal and external services to provide wraparound support.

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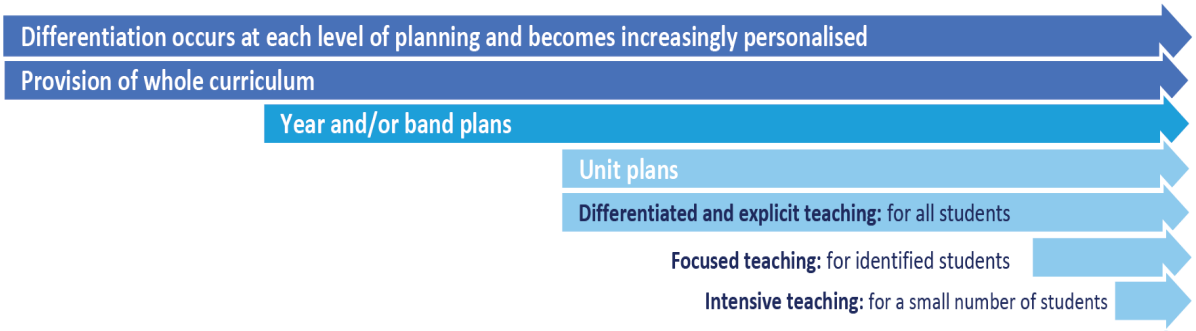
For example, a student with a diagnosed disability may require visual schedules, sensory breaks, or modified tasks to support engagement and reduce behavioural incidents. Another student experiencing trauma may benefit from predictable routines, relational support, and restorative practices rather than punitive consequences.

Data-Informed Decision Making
Staff use **OneSchool** to document behaviour incidents, support provisions, and individualised plans. This data informs our decision-making and ensures that responses are consistent, transparent, and tailored to student needs. Behaviour records are reviewed regularly to monitor progress, adjust interventions, and ensure accountability.

Confidentiality and Ethical Practice
In accordance with the **Information Privacy Act 2009 (Qld)** and departmental policy, staff are required to maintain the confidentiality of student information. This means that details about a student's behaviour, support needs, or disciplinary consequences are only shared with the student's parent or legal guardian. We ask that families respect the privacy of others and trust that staff are acting in the best interests of all students.

At Morayfield East State School, differentiation is not just an academic strategy—it is a cornerstone of our behaviour support model. By tailoring our teaching and responses to meet individual needs, we uphold our commitment to inclusive education and ensure that every student is given the opportunity to succeed. Through differentiated, focused, and intensive teaching, we create a school environment where all students feel safe, supported, and empowered.



Focused Teaching

At Morayfield East State School, **Focused Teaching** is a critical component of our differentiated approach to behaviour support. It provides students with targeted, structured opportunities to revisit key behavioural concepts and practise essential social-emotional skills in a supportive and intentional environment. This level of teaching is designed for students who require more than whole-class instruction to meet behavioural expectations and engage successfully in learning.

Focused Teaching is grounded in the principles of **inclusive education**, recognising that some students need additional time, support, and scaffolding to develop the skills necessary for success. It is also aligned with the **Assessment and Moderation Hub's Differentiated Teaching and Learning model**, which outlines the importance of providing multiple opportunities for students to achieve intended learning outcomes.

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Key Features of Focused Teaching

Explicit and Structured Instruction
Behavioural concepts, such as respectful communication, emotional regulation, conflict resolution, and following routines, are taught using clear, step-by-step instruction. Teachers and support staff use modelling, guided practice, visual aids, and repetition to ensure students understand and internalise expectations.

Small Group and Individualised Support
Students accessing Focused Teaching may work in small groups or one-on-one with a Student Engagement Teacher, LEAP Teacher, or Student Engagement Teacher Aide. These sessions allow for personalised feedback, coaching, and skill-building in a low-pressure environment.

Opportunities for Repetition and Mastery
Students are given multiple opportunities to practise skills across different contexts—classroom, playground, specialist lessons—ensuring that learning is reinforced and transferred. Staff use consistent language and cues to support generalisation of skills.

Use of Data to Inform Instruction
Behavioural data recorded in **OneSchool** is used to identify students who require focused support and to monitor progress over time. This includes tracking incidents, support provisions, and student responses to intervention.

Integration with Wellbeing Supports
Focused Teaching is often delivered in conjunction with wellbeing programs such as the **ACTIVATE Program**, **Act for Kids**, or sessions with the **Social Worker** or **KYC Worker**. These supports provide therapeutic and relational scaffolding that complements behavioural instruction.

Culturally Responsive and Trauma-Informed Practice
Staff delivering Focused Teaching are trained to consider cultural, linguistic, and trauma-related factors when planning and delivering instruction. For example, First Nations students may engage in Yarning Circles supported by the Community Education Counsellor (CEC) or First Nations Teacher Aide, where behavioural learning is embedded in culturally safe practices.

Examples of Focused Teaching at MESS

- A Year 4 student with emerging behavioural challenges participates in a weekly small-group social skills program led by a Student Engagement Teacher, focusing on turn-taking, managing frustration, and using respectful language.

- A student with a diagnosed disability receives daily check-ins with a Student Support Officer and uses a visual behaviour chart to reinforce positive choices.

- Students involved in playground incidents receive follow-up sessions with a Student Engagement Teacher Aide to revisit expectations and role-play appropriate responses.

Focused Teaching at Morayfield East State School ensures that students who need additional behavioural support receive it in a structured, respectful, and inclusive manner. By providing targeted instruction, multiple opportunities for practice, and integration with wellbeing supports, we uphold our commitment to equity and ensure that every student has the opportunity to succeed—academically, socially, and emotionally.

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Intensive Teaching

At Morayfield East State School, **Intensive Teaching** is provided to a small number of students who require highly individualised and sustained support to develop mastery of foundational behavioural concepts, skills, and knowledge. These students often present with complex and challenging behaviours that cannot be effectively addressed through whole-class or small-group instruction alone. Intensive Teaching is a critical component of our differentiated behaviour support model and reflects our commitment to **inclusive education**, **trauma-informed practice**, and **multi-agency collaboration**.

Purpose and Approach

Intensive Teaching involves **frequent, explicit instruction** delivered either one-on-one or in very small groups. The focus is on helping students build mastery of basic behavioural skills such as:

- Emotional regulation;
- Social interaction and communication;
- Conflict resolution;
- Following routines and instructions;
- Understanding and responding to behavioural expectations.

Instruction is highly structured, using visual supports, social stories, modelling, and real-time coaching. Staff delivering intensive support use consistent language and cues across settings to reinforce learning and promote generalisation.

Individualised Behaviour Support Plans

Students receiving intensive support typically have a **function-based behaviour assessment** completed to identify the underlying causes of their behaviour. This assessment informs the development of an **Individual Behaviour Support Plan (IBSP)**, which outlines:

- Specific behavioural goals;
- Teaching strategies and supports;
- Environmental adjustments;
- Crisis prevention and response strategies;
- Monitoring and review processes.

These plans are documented in **OneSchool** and reviewed regularly in consultation with families, teachers, and support staff.

Multi-Agency Collaboration

For students with complex needs, intensive support often involves collaboration with external agencies and specialists. This may include:

- **Act for Kids** – providing trauma-informed therapeutic support;
- **Kurbingui** – offering culturally responsive mentoring and small-group interventions;
- **Encircle** – delivering relationship-building programs;
- **GP and Occupational Therapist** – supporting physical and emotional wellbeing;
- **Guidance Officer and Social Worker** – coordinating case management and referrals.

This multi-agency approach ensures that interventions are holistic, coordinated, and responsive to the student's full range of needs.

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Examples of Intensive Teaching at MESS

- A student with a history of trauma receives daily one-on-one coaching from a Student Engagement Teacher, focusing on emotional regulation and safe behaviour. Their IBSP includes visual prompts, a calm space, and regular check-ins.

- A student with autism engages in weekly sessions with the Occupational Therapist to develop sensory regulation strategies, supported by in-class adjustments and a personalised visual schedule.

- A First Nations student engages in culturally safe Yarning Circles facilitated by the Community Education Counsellor, where behavioural learning is embedded in storytelling and relational connection.

- A student with significant behavioural challenges has a coordinated support plan involving the Guidance Officer, Social Worker, and external youth services, with regular review meetings and shared goals.

Monitoring and Review

Behavioural progress is tracked using **OneSchool**, where staff record incidents, support provisions, and adjustments. This data informs ongoing decision-making and ensures that interventions remain relevant and effective. Staff also engage in regular case management meetings to review progress, adjust strategies, and maintain consistency across settings.

Intensive Teaching at Morayfield East State School reflects our commitment to equity, inclusion, and student wellbeing. By providing frequent, explicit instruction and individualised support, we ensure that students with complex behavioural needs are not only safe but empowered to learn and grow. Through collaborative planning, trauma-informed practice, and multi-agency partnerships, we create a school environment where every student has the opportunity to succeed.

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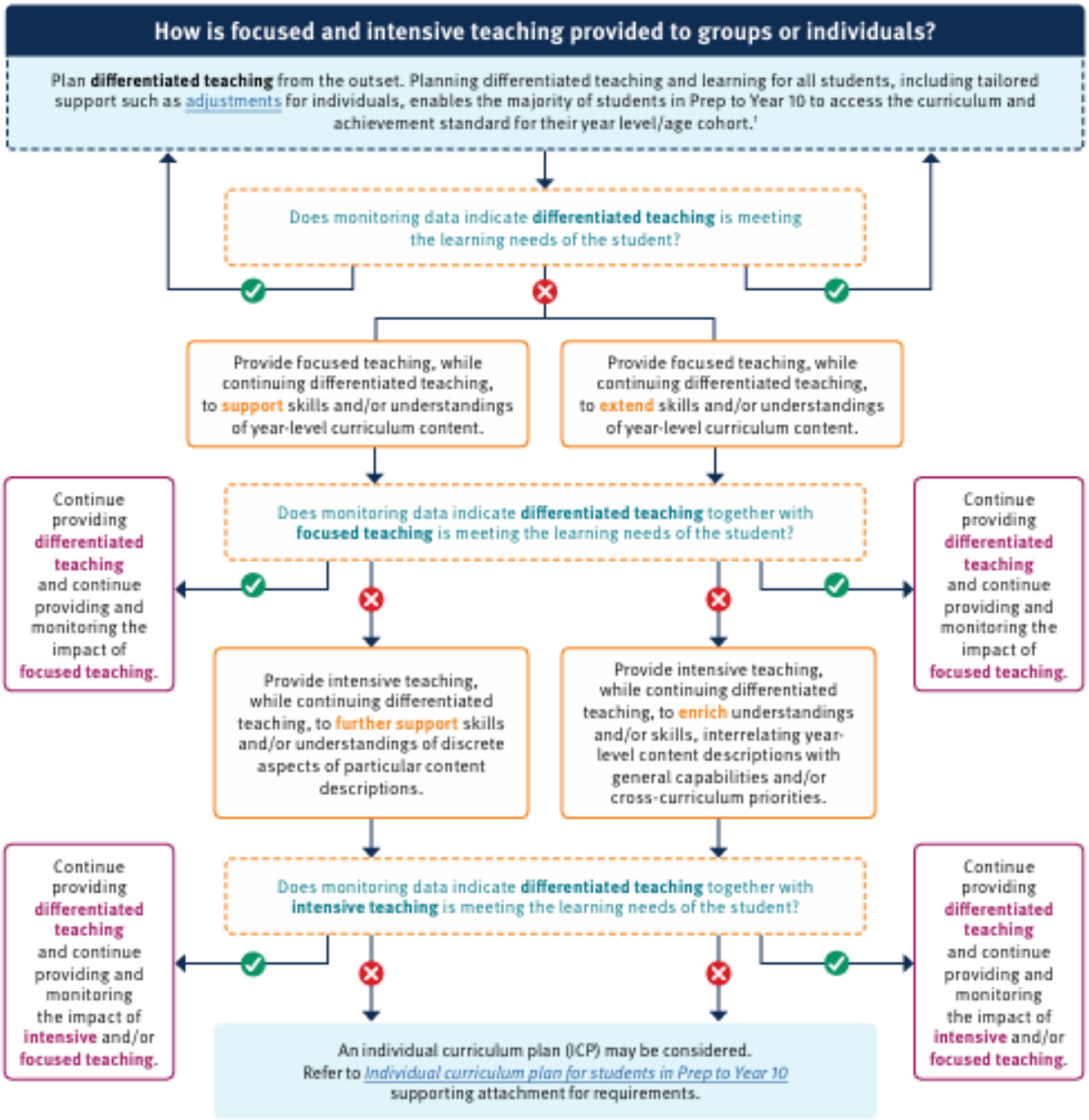
Prep to Year 10

Providing focused and intensive teaching flowchart

Schools use *A whole school approach to differentiated teaching and learning* to provide the curriculum in ways that meet the diverse learning needs of all students.

- Opportunities for focused and intensive teaching are planned for during unit planning.
- Focused and intensive teaching is provided during curriculum delivery in an organic way that responds to emerging needs.
- Unplanned focused and intensive teaching is provided incidentally as needs arise.



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Disciplinary Consequences

At Morayfield East State School, disciplinary consequences are applied with care, consistency, and a strong commitment to fairness. We recognise that behaviour is complex and often influenced by a range of individual circumstances. Therefore, **no single behaviour will automatically result in a predetermined consequence**, and we do not operate under a "three-strikes" rule. Each situation is assessed **case-by-case**, ensuring that responses are appropriate, proportionate, and aligned with the student's needs and context.

This approach is consistent with the principles of **natural justice**, as outlined in the Queensland Department of Education's Student Discipline Procedure, and reflects our school's commitment to inclusive and trauma-informed practice.

Case-by-Case Decision-Making
When responding to behaviour, staff and leadership consider:

- The nature and severity of the behaviour;
- The student's behaviour history;
- Disability, mental health, or wellbeing considerations;
- Cultural and religious background;
- Home environment and care arrangements;
- Support provisions documented in **OneSchool**.

This ensures that disciplinary decisions are not only fair but also **responsive to individual needs**. For example, a student with a history of trauma may require a restorative approach rather than a punitive one, while a student with a disability may need adjustments to understand and meet behavioural expectations.

Purpose of Consequences
Consequences at Morayfield East are designed to:

- Be **logically connected** to the behaviour;
- **Teach appropriate alternatives** to meet the student's needs;
- **Repair harm** and restore relationships;
- **Promote accountability** and reflection;
- **Support re-engagement** in learning.

We view consequences as part of a broader learning process, not simply as punishment. This means that students are supported to understand the impact of their behaviour, practise new skills, and make better choices in the future.

Types of Consequences
Consequences may include, but are not limited to:

- **Restorative conversations** and reflection activities;
- **Time-out or withdrawal** from the classroom (short-term, supervised, and documented);
- **Detention**, conducted in line with departmental guidelines;
- **Loss of privileges**, such as participation in extracurricular activities;
- **Parent/carer contact** and collaborative planning;
- **Referral to support staff**, including Student Engagement Teachers, Social Worker, or Guidance Officer;

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- **Suspension or exclusion**, authorised only by the Principal and used when necessary to maintain safety and wellbeing.

All consequences are applied with **consistency**, and staff follow agreed procedures developed collaboratively through consultation and professional learning.

Use of Behavioural Data
Staff use **OneSchool** to record behaviour incidents, support provisions, and interventions. This data is used to:

- Identify patterns and trends;
- Evaluate the effectiveness of consequences;
- Inform adjustments to support plans;
- Ensure consistency and transparency in decision-making.

Behavioural data also supports the development of **Individual Behaviour Support Plans (IBSPs)** for students requiring intensive intervention.

Placement Away from the Classroom
In some cases, students may be temporarily placed away from the classroom to allow for de-escalation, reflection, or targeted support. These placements are:

- **Time-limited and purposeful**;
- **Supervised by trained staff**;
- **Documented in OneSchool**;
- **Aligned with departmental policy**.

Examples include supervised time-out spaces, reflection rooms, or short-term withdrawal for focused teaching.

Re-Entry Following Suspension
Morayfield East State School has a structured **re-entry process** for students returning from suspension. This includes:

- A **re-entry meeting** with the student and their parent/carer;
- Review of behavioural expectations and support strategies;
- Adjustment of support plans if necessary;
- Reintegration into the classroom with clear goals and monitoring.

This process ensures that students return with clarity, support, and a renewed opportunity to succeed.

Staff Collaboration and Agreement
Our disciplinary system has been developed through **consultation with staff, students, and the broader school community**. All staff have contributed to its design and are in broad agreement with its deployment. Regular professional development and collaborative planning ensure that staff are confident, consistent, and aligned in their approach.

Disciplinary consequences at Morayfield East State School are applied with fairness, empathy, and a focus on learning. By responding to behaviour on a case-by-case basis and using consequences to teach, support, and restore, we uphold our school values: **Be Respectful, Be a Learner, Be Safe and Responsible**. Our approach ensures that every student is given the opportunity to reflect, grow, and succeed.

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School Policies

1. Student Dress Code
2. Temporary Removal of Student Property
3. Use of Mobile Phones and Other Devices by Students
4. Preventing and Responding to Bullying
5. Appropriate Use of Social Media

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Student Dress Code

Purpose:
This policy aims to promote equality amongst all students, develop a sense of pride in and identification with our school, provide duratble clothing that is cost effective and practical for our school environment and maintain and enhance the positive image of our school in the community.

Importance:
It ensures appropriateness, safety and equity for all students in our school community.

(Please refer to the separate document entitled 'Student Dress Code 2025 – 2028'

The Morayfield East State School '***Student Dress Code'*** provides guidance to our school community on the agreed uniform and standards for student personal presentation.

The uniform dress code reinforces in students a pride in their own appearance and instils a strong sense of belonging within Morayfield East State School and assists in developing pride when students are representing the school. Issues of equality, health and safety, and expense, are also factors that contributed to the establishment of the *Student Dress Code*.

Any variation to the approved dress items must gain prior approval from the principal so an exemption can be provided.

The aim is to:

- Promote equality amongst all students
- Develop a sense of pride in and identification with our school
- Provide durable clothing that is cost effective and practical for our school environment
- Maintain and enhance the positive image of our school in the community

Benefits
Morayfield East State School believes as a school community that there are benefits in students following an agreed dress code and these benefits include:

1. **Appropriateness**: Guarantee that all students are dressed appropriately for school activities.
2. **Safety**: Uniforms are sun safe and promote a safe environment for learning by enabling easy identification of our students in the school grounds and while travelling to and from the school on a daily basis, as well as attending excursion off site.
3. **Equity:** Promotes a sense of equality and belonging amongst students in our school and eliminates the distraction of competition between students to wear expensive, fashionable or popular clothing, and avoids the pressure on parents to purchase fashionable clothing. This supports the focus of students to be on the teaching and learning taking place each day.

Endorsement
In line with the Education General Provisions Act 2006, school staff and the Parents and Citizen's (P&C) Association have endorsed the following *Student Dress Code* for all students.
Morayfield East State School has a dress standard in relation to:

- Clothing worn by students including headwear and footwear
- Students' personal grooming and hygiene

Queensland Government

Temporary Removal of Student Property

Purpose:
This policy outlines the circumstances under which school staff may temporarily remove property from a student to ensure safety and order. This includes items that may be used inappropriately, pose a risk to others, or disrupt learning.

Importance:
It ensures that staff act within legal and ethical boundaries when managing student possessions and provides clarity on procedures for return, storage, and communication with families. It supports a safe and respectful school environment by preventing harm and maintaining focus on learning.

Department Policy – Temporary Removal of Student Property

At Morayfield East State School, the safety, wellbeing, and respectful engagement of all students and staff are paramount. In accordance with the **Department of Education's Temporary Removal of Student Property Procedure,** authorised school staff may temporarily remove student property when necessary to maintain a **caring, safe, and supportive learning environment**.

This procedure is designed to foster mutual respect between students, staff, and visitors, and to ensure that learning is not disrupted by inappropriate or unsafe items.

Items Considered Inappropriate to Bring to School
Students must not bring items to school that:

- Are **prohibited by law**, such as knives, weapons, illegal substances, or fireworks;
- Are **banned under school rules**, including aerosol cans, toy weapons, laser pointers, or vaping devices;
- May be **used inappropriately or disruptively**, such as mobile phones (which must be handed in at the office upon arrival), portable speakers, or gaming devices;
- Pose a **safety risk** to students or staff, including sharp objects, lighters, or glass containers;
- Are **valuable or easily damaged**, such as expensive jewellery, large sums of money, or personal electronics not required for learning.

Authority to Remove Property
School staff may temporarily remove student property **without the consent of the student or parent/carer** if the item:

- Is being used contrary to school rules;
- Poses a risk to safety or wellbeing;
- Disrupts the learning environment;
- Is suspected to be unlawful or dangerous.

All removals will be conducted in a **calm, respectful, and non-confrontational manner**, and the item will be stored securely until it is returned or handed over to the appropriate authority.

Limitations on Searches and Access
Staff are **not permitted to search a student's person or belongings** without consent. If there is reasonable suspicion that an item poses an immediate risk, staff may request the student to open their bag or container. Consent must be **freely given** and not coerced.

Staff **must not access personal information** stored on devices such as mobile phones (e.g. messages, photos, apps) unless required by law or in coordination with police.

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Examples of Property That May Be Temporarily Removed:

- **Bags**, if there is a safety concern or need for inspection;
- **Mobile phones and smartwatches**, if used in breach of school rules;
- **Jewellery**, if deemed unsafe for physical activity or school events;
- **Prohibited items**, such as knives, tobacco products, e-cigarettes, energy drinks and alcohol

Duration of Removal

The length of time property is retained depends on the nature of the item:

- **Mobile phones** may be held until the end of the school day or week;
- **Dangerous or illegal items** may be handed directly to police;
- **Repeated breaches** may result in property being returned only to a parent or carer;
- **Valuable items** may be held until a parent can collect them to ensure safe return.

Police Involvement

In cases where an item is suspected to be illegal or poses a serious threat, the school may involve the **Queensland Police Service**. Items may be seized and retained by police, and the school will cooperate fully with authorities. Parents/carers will be informed as appropriate.

Commitment to Fairness and Safety

Morayfield East State School is committed to ensuring that all property removals are handled **fairly, respectfully, and in accordance with departmental policy**. Our goal is to maintain a safe and productive learning environment while upholding the rights and dignity of every student.

For further details, please refer to the **Temporary Removal of Student Property Procedure**.

Queensland Government

Use of Mobile Phones and Other Devices by Students

Purpose:
This policy governs the appropriate use of mobile phones, smartwatches, and other personal electronic devices during school hours. It sets expectations for when and how devices may be used, including restrictions during class time and assessments.

Importance:
It helps minimise distractions, protect student privacy, and promote responsible digital behaviour. The policy also supports the wellbeing of students by reducing exposure to cyberbullying and inappropriate content during school hours.

Department Policy – Use of Mobile Devices

Morayfield East State School is committed to providing a safe, respectful, and focused learning environment for all students. In line with the **Queensland Department of Education's "Away for the Day" approach**, the use of mobile phones and personal electronic devices is strictly regulated during school hours.

This policy outlines the expectations for students and families regarding the **access, storage, and use of mobile phones, tablets, laptops, smartwatches, and other wearable or sensing technologies** while at school.

General Expectations

- All **mobile phones and personal devices** (including smartwatches) must be **switched off and handed in at the school office upon arrival**.
- Devices are **signed in and securely stored** for the duration of the school day, including recess and lunch breaks.
- Devices are **signed out and returned to students at the end of the school day**.
- Students are **not permitted to use devices** during school hours unless explicitly approved by the Principal for health, safety, or learning purposes.
- **Recording, messaging, or accessing content** on personal devices during school hours is strictly prohibited.

Permitted Devices

Students may bring the following devices to school **only if required for health or safety reasons**, and with prior approval from the Principal:

- **Mobile phones** (for emergency contact purposes);
- **Smartwatches** (with communication functions disabled);
- **Tablets or laptops** (only if part of an approved learning program).

All other personal devices, including gaming consoles, portable speakers, and wearable sensing devices, are **not permitted** at school.

Technology-Free Spaces and Times

Morayfield East State School promotes **technology-free zones and times** to encourage social interaction, physical activity, and mindfulness. These include:

- All **classrooms and learning spaces**;
- **Playgrounds and outdoor areas** during breaks;
- **School events and excursions**, unless otherwise approved.

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Consequences for Breaches
Breaches of this policy will be managed in accordance with the **Student Code of Conduct** and may include:

- Temporary removal of the device;
- Parent/carer contact and collection of the device;
- Loss of privilege to bring devices to school;
- Behaviour support interventions or disciplinary consequences.

Repeated or serious breaches may result in the device being returned only to a parent or carer and further review of the student's access to personal technology at school.

Privacy and Security
Students must not use devices to record, photograph, or communicate with others during school hours. Staff will not access personal content on devices unless required by law or in coordination with police. All devices are stored securely and handled respectfully.

Supporting Documentation
This policy is supported by the following departmental procedures and guidelines:

- **Use of Mobile Devices Procedure**
- **Advice for State Schools on Acceptable Use of ICT Facilities and Devices**
- **Use of ICT Systems Procedure**

Families are encouraged to review and sign the **Student and Parent ICT Agreement**, which outlines expectations for responsible digital behaviour and device use.

Queensland Government

Preventing and Responding to Bullying

Purpose:
This policy outlines the school's commitment to preventing bullying and responding effectively when it occurs. It includes definitions, reporting procedures, investigation processes, and support strategies for both victims and perpetrators.

Importance:
It ensures that all students feel safe, respected, and supported. The policy promotes a culture of inclusion and kindness, and aligns with the school's values of **Be Respectful, Be a Learner, Be Safe and Responsible**. It also ensures compliance with legal obligations and departmental procedures.

Department Policy – Preventing and Responding to Bullying

At Morayfield East State School (MESS), we are committed to fostering a safe, respectful, and inclusive learning environment where every student feels valued, supported, and empowered. Bullying, including cyberbullying, is not tolerated in any form. Our approach is proactive, evidence-informed, and aligned with the **Queensland Department of Education's Student Learning and Wellbeing Framework**, the **Positive Culture for Learning (PCL)**, and the **Student Protection Procedure**.

Promoting Social and Emotional Competencies
MESS actively promotes social and emotional learning through:

- **Explicit teaching** of social-emotional skills using age-appropriate resources;
- Integration of wellbeing programs such as **Day for Daniel**, **Respectful Relationships Education**, and **Kids Helpline @ School**;
- Whole-school participation in events like the **National Day of Action Against Bullying and Violence**; **Harmony Day**
- Embedding our school values—**Be Respectful, Be a Learner, Be Safe and Responsible**—into daily routines, classroom practices, and community interactions.

These initiatives help students build empathy, resilience, self-awareness, and respectful relationships.

Whole-School Anti-Bullying Program
Following consultation with staff, students, and families, MESS has adopted a whole-school approach to bullying prevention informed by the **Be You Programs Directory** and the **STEPS decision-making tool**. Our selected programs include:

- **Friendly Schools Plus** – a research-based program that builds social-emotional competencies and reduces bullying through structured lessons and whole-school engagement;
- **Be You Professional Learning Modules** – supporting staff in mental health promotion and bullying prevention;
- **STEPS Framework** – used to evaluate and select programs that are sustainable, evidence-based, and contextually appropriate for our school.

These programs are reviewed annually to ensure relevance and effectiveness.

Staff Professional Development
All staff at MESS engage in ongoing professional development focused on:

- Recognising and responding to bullying and cyberbullying;
- Understanding the psychological and social impacts of bullying;
- Implementing restorative practices and trauma-informed strategies;

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- Accessing resources from the **eSafety Commissioner**, **CyberSafety Hub**, and **Classroom Management Hub**.

Professional learning is embedded into our annual calendar and supported by the **Education Futures Institute (EFI)**.

Reporting Procedures
MESS has clear and accessible reporting pathways for students, staff, and parents:

- **Students** can report bullying to any trusted adult, via classroom check-ins, or through a confidential reporting form available at the office;
- **Staff** follow the school's internal reporting flowchart, escalating concerns to the Principal or Student Protection Contact;
- **Parents** can report concerns directly to the Principal or via the school's complaints process.

Flowcharts outlining these procedures are displayed in classrooms, the administration office, and on the school website.

Thresholds for Police and Child Protection Reporting
In accordance with the **Student Protection Policy**, bullying incidents involving:

- **Sexual abuse or likely sexual abuse** must be reported to the **Queensland Police Service**;
- **Significant harm or risk of harm** must be reported to the **Department of Child Safety**;
- **Cyberbullying involving threats, harassment, or illegal content** may also be referred to police.

All staff are trained in mandatory reporting obligations and follow departmental procedures.

Disciplinary Consequences
Students who engage in bullying behaviour may face consequences such as:

- Restorative conversations and reflection activities;
- Loss of privileges or withdrawal from activities;
- Detention or time-out;
- Suspension or exclusion (as determined by the Principal);
- Referral to support services such as the **Guidance Officer**, **Social Worker**, or **Student Engagement Team**.

Consequences are applied **case-by-case**, with consideration of the student's individual circumstances, behaviour history, and support needs.

Support for Students Affected by Bullying
Students who have experienced or witnessed bullying are supported through:

- Access to wellbeing staff including the **Guidance Officer**, **Social Worker**, and **Youth Support Coordinator**;
- Participation in resilience-building programs;
- Restorative meetings to rebuild relationships;
- Ongoing monitoring and check-ins with classroom teachers and support staff.
- Support is tailored to the student's needs and may include referrals to external services if required.

Single Point of Contact and Communication Compact
The **Principal** is the designated **single point of contact** for managing bullying investigations. The Principal's delegate as the Deputy Principals will be used to support investigations along with parent contact when required. Parents and students will receive:

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- Acknowledgement of the report within **48 hours**;
- Updates on the investigation process;
- A summary of outcomes and support strategies within **10 school days**.

This compact ensures transparency, accountability, and timely communication between the school and families.

Complaints Management Process
If a bullying matter remains unresolved, families may follow the **Department's Complaints and Grievances Management Policy**:

1. Discuss the concern with the classroom teacher;
2. Escalate to the Deputy Principal;
3. Escalate to the Principal;
4. Contact the regional office;
5. Request an independent review via the **Queensland Ombudsman**.

All complaints are handled respectfully, confidentially, and in accordance with human rights and procedural fairness.

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Bullying Response Flowchart for Teachers

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

Key contact for students and parents to report bullying is the Classroom Teacher.

First hour: Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Concerns will be addressed immediately, in the circumstance where the staff member believes the student is likely to experience harm (from self or others) within the next 24 hours

Day One: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day Two: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day Three: Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day Four: Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day Five: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Queensland Government

Appropriate Use of Social Media

Purpose:
This policy provides guidance on the responsible use of social media by students, including expectations around respectful communication, privacy, and digital citizenship. It applies to both school-related and personal use that may impact the school community.

Importance:
It helps students understand the consequences of online behaviour and supports the development of safe and respectful digital practices. The policy also protects the reputation of the school and ensures that online interactions do not disrupt learning or wellbeing.

Department Policy – Appropriate Use of Social Media

The Queensland Department of Education acknowledges the increasing use of social media as a tool for communication, collaboration, and learning. Morayfield East State School supports the appropriate and responsible use of social media by students, while recognising the potential for harm when these platforms are misused.

Students must understand that they are personally responsible for the content they publish online. Inappropriate use of social media can cause significant harm to individuals, groups, and the broader school community, and may result in disciplinary or legal consequences.
This section outlines the expected behaviours, reinforcement strategies, and consequences related to student use of social media, along with guidance on cybersafety and reputation management.

Expected Student Behaviour
Students are expected to:

- Use social media respectfully and responsibly at all times, including outside school hours;
- Refrain from posting content that is offensive, threatening, harassing, defamatory, or harmful;
- Not engage in or encourage cyberbullying;
- Protect their own personal information and the privacy of others;
- Seek consent before sharing images, videos, or personal details of others;
- Avoid impersonating others or creating fake accounts;
- Report inappropriate content or behaviour to a trusted adult or school staff member;
- Use social media during school hours only with teacher permission and for educational purposes.

Reinforcement of Expectations
MESS reinforces appropriate social media use through:

- Digital citizenship education embedded in classroom programs;
- Cybersafety lessons aligned with the Australian Curriculum and eSafety Commissioner resources;
- Whole-school campaigns such as Safer Internet Day and eSmart Week;
- Regular discussions about online ethics, respectful communication, and digital footprint awareness;
- Partnerships with parents and carers to promote safe online behaviour at home.

Students are taught to reflect on how their online actions represent their character and values, and how their digital footprint can affect future opportunities.

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Cybersafety and Reputation Management
Students learn to:

- Recognise and respond to unsafe or inappropriate online behaviour;
- Understand the long-term impact of their digital footprint;
- Use privacy settings and tools to manage their online presence;
- Develop resilience and strategies to manage negative online interactions;
- Seek help when encountering harmful or distressing content.

Parents are encouraged to supervise their child's online activity and model respectful digital behaviour.

Managing Incidents
If inappropriate social media use is reported or observed, the school will follow a structured response process:
Student Social Media Incident Flowchart

1. Report received from student, parent, or staff member
2. Initial review by Principal or designated staff
3. Investigation and collection of evidence (e.g. screenshots, URLs)
4. Parent/carer contact and student interview
5. Support offered to affected individuals
6. Consequences applied based on severity and context
7. Follow-up and monitoring

Serious incidents may be referred to external agencies, including the Queensland Police Service or Department of Child Safety, in accordance with the Student Protection Procedure.

Consequences for Inappropriate Use
Failure to meet expectations may result in:

- Temporary or permanent loss of access to school devices or platforms;
- Restorative conversations or targeted cybersafety education;
- Parent/carer contact and behaviour review;
- Formal disciplinary action under the Student Code of Conduct;
- Referral to external support services or law enforcement in serious cases.

Inappropriate online behaviour may constitute a criminal offence under the Criminal Code Act 1995 (Cth) or result in civil action under the Defamation Act 2005 (Qld).

Supporting Documentation
This policy is supported by:

- Appropriate Use of Social Media Guidelines
- Use of ICT Systems Procedure
- Advice for State Schools on Acceptable Use of ICT Facilities and Devices

Families are encouraged to review and sign the Student and Parent ICT Agreement, which outlines shared responsibilities for safe and respectful digital engagement.

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Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

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

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

NO

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

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

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

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

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

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

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

OR

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

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

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

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Restrictive Practices

At Morayfield East State School, we are committed to providing a safe, supportive, and inclusive learning environment for all students. In very rare and exceptional circumstances, where there is an **immediate risk of physical harm** to a student, staff member, or others, and **all other strategies have failed**, staff may be required to use a **restrictive practice** as a last resort.

Restrictive practices are **never used as punishment or discipline**, and their use is governed by strict departmental guidelines to ensure the protection of **human rights, safety, dignity, and wellbeing**.

Guiding Principles
The use of restrictive practices at MESS is guided by six key principles:

1. **Respect for human rights** of all students;
2. **Safeguarding** students, staff, and others from harm;
3. **Transparency and accountability** in decision-making and reporting;
4. **Communication and consultation** with parents and carers;
5. **Maximising positive outcomes** for students;
6. **Reducing or eliminating** the use of restrictive practices wherever possible.

Types of Restrictive Practices
Restrictive practices include:

- **Physical restraint** – using physical force to prevent or subdue movement;
- **Seclusion** – isolating a student in a space where they cannot freely exit;
- **Containment** – planned restriction of movement in a supervised space;
- **Mechanical restraint** – use of devices to prevent self-injury;
- **Clinical holding** – physical support for medical or personal care needs;
- **Chemical restraint** – not permitted unless prescribed medication is administered under medical guidance.

Examples of Use at MESS
Restrictive practices may be used only when:

- A student attempts to run into traffic and must be physically guided to safety;
- A student is physically attacking another person and must be held to prevent harm;
- A student is engaging in repetitive, serious self-injury and requires immediate intervention.

These responses must be **reasonable, proportionate, and discontinued as soon as the risk has passed**.

Planned Restrictive Practices
In rare cases, restrictive practices may be **planned** for individual students based on a **Functional Behaviour Assessment** and documented in an:

- **Individual Behaviour Support Plan (IBSP)**;
- **Individual Student Safety Plan (ISSP)**.
- These plans are developed in consultation with parents/carers and relevant professionals, and include strategies to **reduce reliance** on restrictive practices over time.

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Seclusion and Containment

- **Seclusion** is only used in emergencies and must be monitored continuously. It is discontinued immediately if the student shows signs of distress or medical emergency.
- **Containment** may be used short-term for assessment or reintegration, with a clear plan for reduction and cessation. The student is never left alone, and the space must meet safety standards.

Mechanical Restraint and Clinical Holding

- **Mechanical restraint** is only used to prevent serious self-injury and must be prescribed by a qualified health professional.
- **Clinical holding** is used only when necessary for medical or personal care, and must be part of a **Clinical Holding Plan** developed by a health professional and approved by parents.

Training and Oversight

Staff involved in restrictive practices receive **specialist training** in:

- Positive behaviour support;
- De-escalation strategies;
- Safe and appropriate use of restraint techniques.

All incidents are:

- **Recorded in OneSchool** within 24 hours;
- **Reported to the Principal** immediately;
- **Communicated to parents/carers** on the same day;

Reviewed through a Focused Review within five school days.

Focused Review and Continuous Improvement

After any use of restrictive practice, a **Focused Review** is conducted to:

- Assess the appropriateness of the response;
- Identify improvements to support strategies;
- Ensure staff and student wellbeing;
- Update behaviour and safety plans as needed.

Oversight and Accountability

The Principal is responsible for ensuring compliance with the Restrictive Practices Procedure. Data on the use of restrictive practices is reviewed regularly by the Principal's supervisor or delegate. If a practice is deemed inappropriate, further action and support will be provided.

Further Information

For more details, refer to the Restrictive Practices Procedure and associated resources, including:

- Complaint Process for Restrictive Practices
- Guidelines and Standards for Focused Review
- Template for Individual Student Safety Plan

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Critical Incidents

All staff at Morayfield East State School are expected to respond to critical incidents with consistency, clarity, and urgency to ensure the safety and wellbeing of students, staff, and visitors. A **critical incident** is defined as a sudden, urgent, and often unexpected event requiring immediate action (e.g. natural disasters, intruders, hazardous spills, or community emergencies).

To ensure a unified and effective response, staff must follow the procedures outlined in the **School Emergency Response Plan (ERP)**. This plan provides detailed protocols for managing emergencies through **evacuation**, **lockdown**, or **temporary closure**, depending on the nature and severity of the incident.

Staff Responsibilities During a Critical Incident

- **Immediate Action**: Staff must prioritise removing students and others from imminent danger. This includes initiating evacuation or lockdown procedures as signalled.
- **Communication**: Notify the School Response Controller (SRC) and Emergency Services via Triple Zero (000). Follow the established communication tree and protocols.
- **Accountability**: Maintain accurate student rolls and ensure all individuals are accounted for at designated assembly points.
- **Special Considerations**: Refer to Section 18 of the ERP for students or staff requiring assistance during evacuation or lockdown.
- **Follow-Up**: Await the “All Clear” signal from the Principal or Emergency Services before resuming normal operations.

Emergency Response Procedures

- **Evacuation**: Triggered by a long siren. Staff lead students to assembly points (e.g. the oval), check rolls, and report to Fire Wardens. No one re-enters buildings until cleared by the Principal.
- **Lockdown**: Triggered by a police siren. Staff secure rooms, account for students, and await further instructions. Entry to rooms is restricted unless directed by administration or emergency personnel.
- **Temporary Closure**: Initiated by the SRC in consultation with the Regional Director and relevant authorities. Staff and students remain off-site until the school is deemed safe to reopen.

Training and Preparedness

- Emergency drills are conducted at least twice annually.
- Staff receive annual briefings on the ERP and Fire Evacuation Plan (FEP).
- Emergency maps and procedures are displayed in all rooms.
- Relief staff are provided with emergency summaries.

Compliance - All staff must:

- Be familiar with the ERP and their role within the School Response Team (SRT).
- Maintain confidentiality of ERP documents.
- Ensure emergency kits and contact lists are up to date.
- Adhere to Department of Education policies, including the Temporary Closure and Reopening of State Schools Procedure.

By following these protocols, staff uphold their duty of care and contribute to a safe and responsive school environment during critical incidents.

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Legislative Delegations

Legislation

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *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)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 2011* (Cwth)

Delegations

Under the **Education (General Provisions) Act 2006**, state school principals are legally responsible for **controlling and regulating student discipline** within their school. This responsibility is central to maintaining a safe, respectful, and inclusive learning environment for all students and staff.

At Morayfield East State School, the Principal holds **non-delegable powers** under this legislation. This means that certain disciplinary decisions—such as **suspension, exclusion, or cancellation of enrolment**—can only be made by the Principal and **cannot be delegated** to other staff members, including Deputy Principals or Heads of Department. These powers are designed to ensure that decisions regarding serious disciplinary matters are made with due consideration, consistency, and accountability.

Departmental Instruments of Delegation and Authorisation
The Queensland Department of Education provides formal instruments that outline the scope and limitations of these powers. These instruments are regularly updated and centrally managed to ensure compliance with legislative requirements. The relevant documents include:

- **Director-General's Delegations – Education (General Provisions) Act 2006**
- **Minister's Delegations – Education (General Provisions) Act 2006**
- **Director-General's Authorisations – Education (General Provisions) Act 2006**

Queensland Government

- **Minister's Delegations – Education (General Provisions) Regulation 2017**

- **Director-General's Delegations – Education (General Provisions) Regulation 2017**

These instruments provide clarity on who within the Department of Education is authorised to make decisions under the Act and Regulation, and under what conditions.

Implications for the School Community
It is important for all members of the school community—students, parents, carers, and staff—to understand that disciplinary decisions involving suspension, exclusion, or cancellation of enrolment are made solely by the Principal. These decisions are guided by departmental procedures and are informed by the student's individual circumstances, behaviour history, and support provisions documented in **OneSchool**.

While other staff members may be involved in behaviour support, documentation, and consultation, they do not hold the authority to enact these specific disciplinary consequences. This ensures consistency, fairness, and legal compliance in the application of discipline across Queensland state schools.

Transparency and Confidentiality
In accordance with the **Information Privacy Act 2009 (Qld)** and departmental policy, the details of disciplinary decisions and the individual circumstances of students are **confidential**. School staff are legally and ethically bound to protect student privacy. This means that disciplinary actions taken against a student will only be discussed with that student's parent or legal guardian.

We understand that incidents involving behaviour may affect other students and families. While we will always address these matters seriously and appropriately, we ask that families respect the privacy of others and trust that staff are acting in the best interests of all students.

If you have concerns about a disciplinary decision or the behaviour of another student, we encourage you to make an appointment with the Principal to discuss the matter confidentially.

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Related Procedures and Guidelines (Optional)

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. This may include reference to the following:

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

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Resources

This section of the plan should describe or link to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.

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

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Conclusion

At Morayfield East State School, we are proud to present this Student Code of Conduct as a reflection of our commitment to fostering a safe, inclusive, and high-performing learning environment for every student. This document outlines the shared expectations, responsibilities, and supports that underpin our whole-school approach to wellbeing, behaviour, and engagement.

Grounded in our school values—**Be Respectful, Be a Learner, Be Safe and Responsible**—this Code of Conduct serves as a guide for students, staff, and families to work together in building a positive school culture. It is informed by the **Queensland Department of Education's Student Learning and Wellbeing Framework**, the **Positive Behaviour for Learning (PBL)** model, and the principles of **inclusive education**, **trauma-informed practice**, and **data-informed decision-making**.

Throughout this document, we have outlined:

- Our belief that behaviour is learned and must be explicitly taught;
- The importance of differentiation in behaviour support, including **focused** and **intensive teaching**;
- The wide range of programs and services available to support student wellbeing;
- Our commitment to preventing and responding to bullying and cyberbullying;
- Clear expectations for the use of mobile phones, personal devices, and social media;
- The procedures for managing disciplinary matters, including the Principal's non-delegable responsibilities under the **Education (General Provisions) Act 2006**;
- The importance of fairness, consistency, and natural justice in applying disciplinary consequences;
- The role of parents and carers as partners in promoting respectful behaviour and digital safety.

This Code of Conduct is not just a policy document—it is a living framework that guides our daily practice, shapes our relationships, and supports every student to thrive. It reflects our belief that every child can succeed when they are safe, supported, and engaged in meaningful learning.

Raising Concerns or Complaints

We understand that from time to time, concerns may arise. Morayfield East State School is committed to resolving complaints respectfully, promptly, and in accordance with the **Department of Education's Customer Complaints Management Framework**, **Policy** and **Procedure**.

If you have a concern or complaint, we encourage you to follow these steps:

1. **Speak with the classroom teacher** to discuss the issue;
2. If unresolved, **contact the Deputy Principal** and then the **Principal** for further support;
3. If the matter remains unresolved, you may **contact the regional office**;
4. For independent review, you may lodge a complaint with the **Queensland Ombudsman**.

We value open communication and are committed to working with families to ensure that all students feel safe, respected, and supported.

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