



Miami State High School



Student Code of Conduct

2025

Equity and Excellence: realising the potential of every student

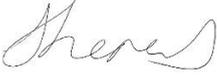
Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contact Information

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Endorsement

Principal Name:	Clint Curran
Principal Signature:	
Date:	28/01/2025
P/C President:	Sheree Ly
Signature:	
Date:	28/01/2025
School Council Chair Name:	John Campbell
Signature:	
Date:	28/01/2025

Purpose

Miami State High School is committed to providing a **Positive Culture for Learning** for all students, staff, parents and visitors. The Miami State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to learning and engagement. Its purpose is to facilitate high standards of behaviour from all in the school community. This will ensure that learning and teaching in our school is prioritized, where all students and staff enjoy a **Positive Culture for Learning** and experience success.

Whole School Approach – Positive Culture for Learning Expectations - Students

Our teachers connect with and safely challenge students daily to reach their full academic potential, never forgetting the importance of educating also on our core values of **Respect, Connect and Inspire**. These values are expected to be modelled by every community member daily in their behaviour and attitude.

 Miami State High School Positive Culture for Learning Matrix 		
Respect	Connect	Inspire
I will show RESPECT for: <ul style="list-style-type: none"> • myself • others • school property • the environment 	I will CONNECT with our school's expectations by following: <ul style="list-style-type: none"> • adult instructions • school rules • school routines <i>first time, every time</i>	I will INSPIRE others to value achievement by: <ul style="list-style-type: none"> • participating enthusiastically in all activities • working to the best of my ability • modelling adaptability • completing all work by the set deadline
I will be RESPECTFUL by modelling behaviour that is: <ul style="list-style-type: none"> • responsible • safe • kind and considerate (including appropriate language) 	I will CONNECT with my learning by: <ul style="list-style-type: none"> • being prepared for every lesson • seeking and acting upon feedback 	I will INSPIRE others by representing the school with pride: <ul style="list-style-type: none"> • at school • on excursions (including sport) • outside the school gates
I will demonstrate RESPECT to myself, my teachers, and my peers by: <ul style="list-style-type: none"> • being punctual • attending all lessons 	I will CONNECT with the community positively by: <ul style="list-style-type: none"> • modelling acceptable social standards • forming positive relationships with members of the community 	I will INSPIRE others by role modelling Miami State High School's: <ul style="list-style-type: none"> • Uniform expectations • Technology device expectations

Student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and use behavioural incidents as opportunities to re-teach these expectations.

The Miami State High School Student Code of Conduct is an opportunity to explain our school's values with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our school's values can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.



Our Classroom Expectations

Respect-Connect-Inspire



In our Class:

1. We are prepared and ready to learn
2. We actively listen when others are speaking
3. We follow the teacher's instructions without complaint
4. We complete all the work to the best of our ability
5. _____
6. _____
7. _____



Miami State High School Effort and Behaviour Matrix



	A	B	C	D	E
BEHAVIOUR	The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.	The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.	The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.	The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.	The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.
EFFORT	The student is a model learner , demonstrating personal commitment, persistence and adaptability. They always model the expectations set out in the Student Behaviour for Learning Matrix.	The student consistently demonstrates personal commitment, persistence and adaptability in their learning. They consistently model the expectations set out in the Student Behaviour for Learning Matrix.	The student typically demonstrates commitment, persistence and adaptability in their learning. They mostly model the expectations set out in the Student Behaviour for Learning Matrix.	The student sometimes demonstrates commitment, persistence and/or adaptability in their learning. They sometimes model the expectations set out in the Student Behaviour for Learning Matrix.	The student requires frequent encouragement to persist and persevere with learning. They rarely model the expectations set out in the Student Behaviour for Learning Matrix.

Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in our school

Our school prides itself on the collaboration between parents and the broader community. The purpose of our Parent and Community Code of Conduct is to outline to all community members our expectations of conduct. We will continue to:

- Welcome parents¹ and other members of our diverse community into our school
- Work together with the school community
- Ensure that school staff and students are provided with a safe and supportive teaching and learning environment

The expectation of parents & community members is that they uphold our core values: Respect–Connect–Inspire.

ELEMENTS OF ENGAGEMENT	It is expected that staff, parents, community members and visitors to our school will:	Staff, parents, community members and visitors to our school demonstrate this by:
 Communication	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • (Parents) use the school's communication processes to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • demonstrating that all members of the school community should be treated with respect and therefore set a good example in their own behaviours • informing staff if the behaviour of others is negatively impacting them or their family • accepting that staff will respond to appropriate communication within 72 hours (unless for any unforeseen reason they cannot) • requesting a meeting to discuss any concerns about their student's education
 Collaboration	<ul style="list-style-type: none"> • (Parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school on time every day and ready to learn • reading and encouraging students to understand and follow the Student Code of Conduct • respect the School and the decisions that are made aligned to the relevant policy and/or procedure • seeking to clarify a student's version of events with the School in order to bring about a peaceful solution to any issue that may arise • (Parents) correcting their own student's inappropriate behaviour • approach the School, not other parents and community members, to help resolve any issues of concern
 School Culture	<ul style="list-style-type: none"> • recognise every student is important to the school • contribute to a positive school culture by working with the school community to enhance student outcomes • work together to resolve issues or concerns • respect people's privacy 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • understanding that both staff and parents need to work together for the benefit of our students • speaking positively about the school and its staff • not making negative comments about other school community members, including students – in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information

In order to provide a safe and supportive learning environment for our staff and students, the school will not tolerate parents and/or the broader community members exhibiting the following behaviours:

- **Disruptive behaviour** which interferes or threatens to interfere with the daily operations of the school
- **Using loud and/or offensive language**
- **Threatening** to do actual bodily harm
- **Damaging or destroying property** that is not theirs
- **Abusive or threatening communication** via e-mail, phone, social media or other relevant methods
- **Defamatory, offensive or derogatory comments** regarding the school

Consideration of Individual Circumstances

Miami State High School takes into account students' individual circumstances when teaching expectations and responding to inappropriate behaviour. We recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. For example, some students need additional support to interpret or understand an expectation. For some students, the use of certain disciplinary consequences may be considered inappropriate or ineffective.

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

Differentiated and Explicit Teaching

Miami State High School provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise. Teachers at Miami State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success. Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Miami State High School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

Research shows that approximately 5% of students require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Some students may require intensive teaching for a short period of time; other students may require intensive teaching for a more prolonged period.

For a small number of students who continue to display complex behaviours, individualised, functional behaviour assessment, support plans and/or multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Differentiated and Explicit Teaching Strategies

The teacher provides responses to minor behaviour problems by enacting:

1. The 10 Essential Skills for Classroom Management

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to certain behaviours
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

2. A Restorative Conversation

1. Which classroom expectation are you not following?
2. Which School Value is this aligned to?
3. How are you affecting teaching and learning?
4. What will happen the next time you choose not to follow a classroom expectation?
5. What do you need to do to ensure that you are meeting classroom expectations?

3. Miami Magic Points – Positive Student Reward System

Focused Strategies

Our teachers (and students) are supported by other school-based staff and school based policies and procedures to address in-class problem behaviour. This may include:

- The Classroom Engagement Referral Process (Multi-Tiered System of Support)
- A referral to a Dean, Guidance Officer or other support staff
- A stakeholder meeting with parents and/or external agencies
- A Chill Out Pass
- Case Management
- A Tier 2 Student Support Program
- A Student Behaviour Plan or Individual Student Support Plan
- Lunch time and/or after school Reteach Lessons
- A Discipline Improvement Plan

Intensive Strategies

The Executive Leadership Team works in consultation with our Support Staff and external agencies to address persistent or ongoing serious problem behaviour/s. This may include:

- Tier 3 Case Management
- A Functional Behaviour Assessment
- Stakeholder meeting with parents and external agencies including regional specialists
- Referral to the Transition Pathways Officer and/or Intensive Education Case Manager
- School Disciplinary Absence (Short Suspension, Long Suspension or charge related suspension)
- Suspension pending exclusion and/or an exclusion
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school

Disciplinary Consequences

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and the class teacher will enact our Multitiered System of Support (Classroom Engagement Referral Process). On occasion the behaviour of a student may be so serious, that the Principal may determine that a suspension or exclusion is necessary.

Minor Behaviours are those that:

- are minor breaches of the school rules (i.e. are not Red Zone Referrals)
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours, and
- do not require additional support from the Leadership Team

Minor problem behaviours may result in the following consequences:

1. A seating plan
2. Removal from the learning environment
3. A Restorative Conversation
4. A behaviour referral to the relevant Head of Department or Dean
5. Contact home
6. A lunch time or after school Reteach Lessons

Examples of minor and major problem behaviours can be located in Appendix 1



POSITIVE CULTURE FOR LEARNING: REFERRAL FORM			
Compulsory Steps if you (i.e. the teacher) want support:			
During Lesson		Following Lesson	
1. Contact Administration 2. Ask the student to stand outside the classroom 3. Complete Page 1 and provide to the member of Administration who collects the student 4. Ensure that the student knows the learning to complete		1. Contact home 2. Record OneSchool MAJOR Behaviour Incident 3. Refer to Heidi Clack	
Student Name:		Date:	
Referring Teacher:		Time:	
Were the Restorative Questions (see below) Asked?			
<input type="checkbox"/> Yes <input type="checkbox"/> No – Red Zone (Above the Line) Referral <input type="checkbox"/> No – Do not contact Administration		Restorative Questions: 1. Which classroom expectation are you not following? 2. Which School Value is this aligned to? 3. How are you affecting teaching and learning? 4. What will happen the next time you choose not to follow a classroom expectation? 5. What do you need to do to ensure that you are meeting classroom expectations?	
When is the Restorative Conversation to Occur?			
Date:		Location:	
<input type="checkbox"/> Before School <input type="checkbox"/> First Break <input type="checkbox"/> Second Break <input type="checkbox"/> After School <input type="checkbox"/> At the start of the next lesson		Recovery Phase – Steps: 1. Student to meet DP, HOD or Dean in Administration at the scheduled time 2. DP, HOD or Dean to initiate Restorative Conversation with teacher	
INITIAL BEHAVIOUR CONCERN			
This behaviour must be used as the MAIN BEHAVIOUR in your OneSchool entry.			
<input type="checkbox"/> Abusive Language <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect		<input type="checkbox"/> Disruption <input type="checkbox"/> Physical Aggression	
RED ZONE BEHAVIOURS			
<input type="checkbox"/> Repetitive disruption to the Positive Culture for Learning <input type="checkbox"/> Threatening or physical violence <input type="checkbox"/> Swearing at staff <input type="checkbox"/> Intimidating behaviour (Verbal and/or Non-Verbal) <input type="checkbox"/> Prohibited item <input type="checkbox"/> Workplace health and safety concern <input type="checkbox"/> Refusal to remove incorrect uniform <input type="checkbox"/> Refusal to hand in device			

POSITIVE CULTURE FOR LEARNING: SELF REFLECTION	
I had difficulty managing the demands of the school day because of NUMBER _____ (below):	
This is what I was thinking about when it happened (write AND circle the pictures):	
<input type="checkbox"/> angry <input type="checkbox"/> sad <input type="checkbox"/> frustrated <input type="checkbox"/> embarrassed <input type="checkbox"/> calm <input type="checkbox"/> happy <input type="checkbox"/> bored <input type="checkbox"/> worried	

These are the people who have been affected by the incident:

(your teacher, other students, your family, the school cleaner, anybody else?)
This is what I need to do to improve my learning (write AND circle the pictures):

<input type="checkbox"/> Ask for a break <input type="checkbox"/> follow my timetable <input type="checkbox"/> stay calm <input type="checkbox"/> Ask for help <input type="checkbox"/> Do what the teacher says <input type="checkbox"/> Focus on my work
This is what I need my teachers to support me with to enhance my learning:

<i>This Referral Form should only be signed if the issue has been resolved and a plan made to prevent the behaviour happening again.</i>
Deputy Principal Signature: _____ <i>*I am happy that the Self-Reflection has been completed adequately.</i>
Signatures: Student: _____ Teacher: _____

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland State School, applied by the Principal as a consequence to address problem student behaviour.

There are four types of SDA:

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

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

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

Re-entry Meeting following Suspension

Students (and parents) who are suspended from Miami State High School will be invited to attend a re-entry meeting on the day of their return to school. The aim of the re-entry meeting is for school staff to set the student up for future success. It is **not a time** to review the student's behaviour or the decision to suspend.

Structure

The structure of the re-entry meeting should be as followed:

- Check in on student wellbeing
- Check in on student learning whilst suspended
- Discuss any recent changes to school routine or staffing
- Complete Student Re-entry Plan
- Present or complete Student Support Plan or Discipline Improvement Plan (if applicable)
- Offer information about supports available (if applicable)
- Set a date for a follow-up (if required)

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

Targeted School Policies

Miami State High School has tailored school discipline policies designed to ensure students, staff, parents and visitors work cooperatively to create and maintain a safe and supportive environment.

Temporary Removal of Student Property

**Excluding Mobile phones, AirPods and Wearable Devices*

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors. This procedure is based on the legislative framework outlined in Division 2, Education (General Provisions) Regulation 2017 (Qld). The staff member will determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Miami State High School and will be removed if found in a student's possession:

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

* No knives (or any item that can be used as a weapon) of any type are allowed at school. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

Principal:

1. Ensures state school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:
 - **consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
 - **consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school staff who temporarily remove a mobile phone from a student are **not authorised to unlock the phone or to read, copy or delete messages stored on the phone**.
 - where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's **access** prior to seeking search consent **or calling the police. Under no circumstances should the student be permitted to go into the bag themselves**.
 - under normal circumstances, principals and state school staff members **are not permitted to search** student property (e.g. a student's school bag) unless they have the consent of the student or their parent.

- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
 - principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.
2. Ensures parents and students are:
 - informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school
 - aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided
 - provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school.
 3. Ensures information about this procedure is clearly detailed in the Student Code of Conduct, including:
 - that state school staff may in certain circumstances remove student property without the consent of parents or students
 - the limits on state school staff accessing information from temporarily removed student property, such as mobile phones
 - examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives
 - examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week)
 - that student property may be seized by the police.

State School Staff: follow appropriate processes outlined in the Student Code of Conduct regarding:

- temporary removal of student property
- access to information on temporarily removed student property (e.g. messages or photos on student mobile phone)
- return of temporarily removed student property
- circumstances where temporarily removed student property need not be made available for collection
- deciding a reasonable time to make temporarily removed student property available for collection.

Students:

1. Must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that is:
 - prohibited according to the school's Student Code of Conduct
 - is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines) puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
 - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
 - does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).
2. Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Parents:

1. Ensure their children do not bring property onto school grounds or other settings used by the school that:
 - is prohibited according to the Student Code of Conduct
 - is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
 - puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
 - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
 - does not maintain and foster mutual respect (e.g. printed materials with offensive language).
2. Collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Use of Mobile Phones, Headphones and Wearable Devices

“Gate to Gate”

From 2024, all state school students must keep their mobile phones, headphones and wearable devices switched off and ‘away for the day’ during school hours. **This commences from the time a student enters our gates to the time they depart our gates (i.e. “Gate to Gate”).** Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

‘Away for the day’ will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use

Bringing mobile phones, headphones and wearable devices to school

If a student is required to bring their mobile phone to school for the following reasons, they must submit their mobile phone to Administration at the commencement of the school day:

- Support safe travel to and from school
- Make contact with parents, friends and part-time employers. This contact must be made outside of our school gates

Students who choose to bring mobile phones, headphones or wearable devices to school, do so at their own risk and are responsible for ensuring their security. The school and school staff will not accept any responsibility for any loss or damage to technology devices **nor will they investigate loss or damage.**

Exemptions

Students with an approved exemption must only use their mobile phone, headphones or wearable device for the intended, approved purpose. **The exemption application form can be located at <https://miamishs.eq.edu.au/>**

Exemptions - Example Individual Circumstances

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students’ health support needs at school procedure)
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or
- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Consequences for Breaching “Gate to Gate”

First Offence

If a device is sighted or heard, the student will be required to hand their device in to Administration where it will be securely stored until a student's family member (i.e. registered as a OneSchool Contact) can collect the device from Administration. If a family member (i.e. registered as a OneSchool Contact) is unable to collect the device, they may grant permission for another family member or family friend to collect the student's device. **A sibling who attends Miami State High School will not be permitted to do so.**

Second Offence

First offence consequences will be applied. In addition, the student's device will be required to be handed in to Administration each morning for one week. **This is the student's responsibility and Miami State High School staff will not pursue a student if they fail to do so.**

Third Offence

Second offence consequences will be applied. In addition, the student will be receive 5 Reteach Lessons for continual defiance of the Student Code of Conduct.

Fifth Offence

A fifth breach will result in the student being suspended for 5 school days.

***Offences are accumulative (i.e. are based on breaches for mobile phones, headphones and/or wearable devices).**

Refusal to Hand a Device in to Administration

If a student fails to follow staff instructions and refuses to hand in their device to Administration, the student will be referred to Administration (Red Zone) and the student will receive 5 Reteach Lessons for defiance. **In addition, the student will receive First, Second or Third Offence consequences, respectively.**

Parents wishing to urgently contact their students, or vice versa, are required to do so through the school office on 5554 0333.

Our School's Student Code of Conduct outlines the consequences of inappropriate use of technology devices including the filming, photographing and distributing of content obtained without consent.

Recording Private Conversations and the Invasion of Privacy Act 1971. It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which she/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students using personal technology devices to record inappropriate behaviours for the purpose of dissemination among the student body inside or outside the school, by any means (including distribution by phone or internet posting), builds a culture of distrust and disharmony and will not be tolerated. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school and/or bullying or harassment.

Appropriate use of Social Media

While technologies provide positive platforms for sharing ideas, they also have the potential to cause harm to individuals, groups or whole communities. It is important to remember that negative comments posted about the school community have a greater impact than expected. Reputations of students, staff, the school and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Appropriate use of Social Media - Strategies:

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

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

Parental and community feedback is important. If you have a compliment, complaint or enquiry about an issue at school, please **speak directly to the school about the matter, rather than discussing it in a public forum** due to privacy considerations. If you encounter negative or derogatory content online which involves the school, hinders a child’s learning and/or affects the school community at large, contact the school Principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people’s privacy?

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

What if I encounter problem content?

1. Refrain from responding
2. Take a screenshot or print a copy of the concerning online content
3. If you consider the problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
4. Block the offending user
5. Report the content to the social media provider
6. If required, report the content to the school

Preventing and Responding to Bullying

The agreed national definition for Australian schools describes bullying as *ongoing and deliberate misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.*

Single incidents, conflict or fights between equals, whether in person or online, are not defined as bullying. **Behaviours that do not constitute bullying include:**

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

Miami State High School students have access to Stymie. Stymie “empowers young people to ask for help when they need support, or if they are seeing or experiencing harm. Stymie provides online reporting for schools. Encrypted, anonymous notifications are delivered within seconds to authorised recipients, who respond according to Miami State High School’s Multi-Tiered System of Support for behaviour and/or Wellbeing.



Miami State High School uses the Student Learning and Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.



*Please note that any indicative timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of the immediate risk to student/s.

Preventing and Responding to Cyberbullying

Cyberbullying is treated at Miami State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays. **In the first instance, students or parents who wish to make a report about cyberbullying should approach the Dean of Students.**

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Student involved in recording; and/or disseminating material and/or; knowingly being a subject of a recording are in breach of the Student Code of Conduct and may be subject to consequences (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS. The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking and will subject the sender to disciplinary action and possible referral to QPS. **Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of their Dean of Students.**

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes. This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Student Intervention and Support Services

Miami State High School recognises the need to provide intervention and support to all students involved in incidents of bullying. Students who have been subject or witness to bullying have access to a range of internal support staff. Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours.

Cyberbullying Response Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

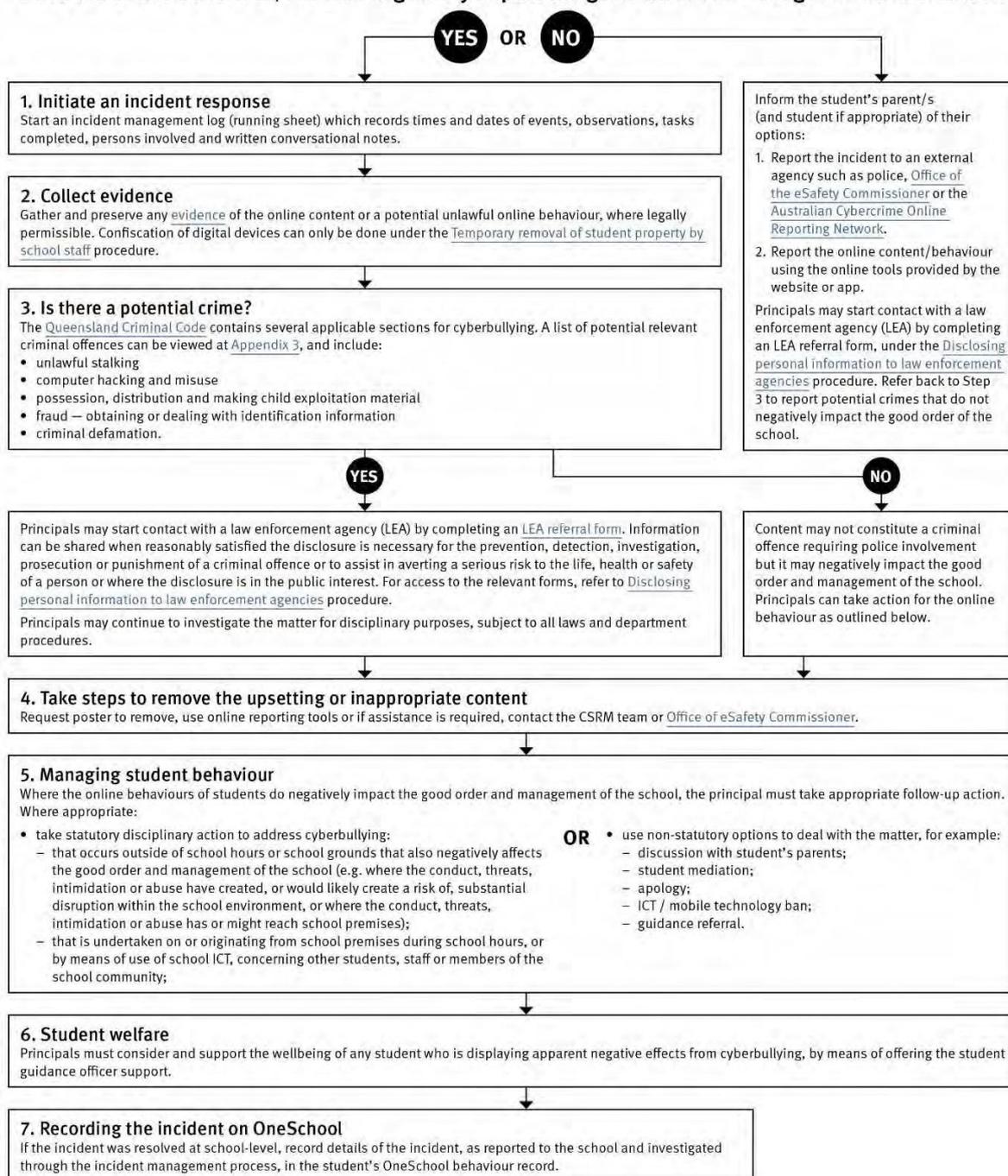
Explicit images

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

Report

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

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



Anti-Bullying Compact

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

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



The agreed national definition for Australian schools describes bullying as;

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

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

By signing below I agree I have scanned the QR Code and understand I must:

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



	Name	Signature	Date
Student:	_____	_____	_____
Parent:	_____	_____	_____

Restrictive Practices

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

In some very rare situations, where there is an immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be used as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. All incidents of restrictive practices will be recorded and reported in line with Departmental procedures.

Critical Incidents

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to discipline the student; it is a crisis management period only. Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool. **For unexpected critical incidents, staff should use basic defusing techniques:**

1. Avoid escalating the problem behaviour
2. Maintain calmness, respect and detachment
3. Approach the student in a non-threatening manner
4. Follow through
5. Debrief

Student Dress Code

Miami State High School is a uniform school and each student is a school ambassador. The Student Dress Code reflects standards approved by the Parents and Citizens Association and is consistent with occupational health and safety and anti-discrimination legislation. A student dress code is an agreed standard of school uniform that students wear when (1) attending or representing their school; (2) travelling to and from school; and (3) engaging in school activities out of school hours.

The Student Dress Code contributes to a safe and supportive teaching and learning environment through (1) ready identification of students at school; (2) fostering a sense of belonging; and (3) developing mutual respect among students by minimising visible evidence of economic or social differences.

IF A STUDENT BREACHES THE STUDENT DRESS CODE:

Students who are breaching the student dress code will be recorded as non-compliant with school routine and items will be requested to be removed by a staff member and these items will be confiscated for the day. **Failure to do so will result in the student being sent home until corrected and the student will receive 5 Reteach Lessons for defiance.** If a student is recorded as breaching the student dress code for a **third time or more** (i.e. for the same item), the student's parents will be contacted to collect the item from Administration.

Formal School Uniform

The formal school uniform is compulsory when representing Miami State High School at Special Assemblies/Evenings and Excursions (when specified by the teacher).

Formal Uniform	Sport Uniform
Years 7-9: Shirt (Blue): <i>Tie or Pip (optional)</i>	Years 7-9: Polo Shirt – Blue
Years 10-12: Shirt (White): <i>Tie or Pip (optional)</i>	Years 10-12: Polo Shirt - White
Skirt or Shorts – Navy	Shorts – Navy
Trousers – Navy (optional)	Trousers – Navy (optional)
Socks – Short White Socks	Socks – Short White Socks
Stockings – Navy or Black	
Shoes - All black and fully enclosed	Shoes - All black and fully enclosed

* *Shorts and skirts are to be worn as intended; not rolled or altered*

***No long sleeve undershirts are to be visible.*

****Shoes: high tops, slip-ons, ballet flats, platforms, boots and shoes where the top of the foot is exposed are not permitted.*

Jewellery

- One watch
 - Two Flat rings (total)
 - A maximum of two earrings per ear (i.e. maximum diameter is 2cm). No spacers, expanders or spikes.
 - One nose stud is permitted (with a maximum diameter of 2mm)
 - One necklace
 - One bracelet
- *No other body piercing is allowed whether it be covered or disguised.**

Makeup

- Only makeup of a natural appearance is permitted.
- Fingernails are to be of a natural tone and length (Workplace Health and Safety will be considered by teachers in relevant subjects).

Tattoos

- Any visible tattoo must be covered with a skin toned sleeve at all times.
- Any exceptions to the above policies will need to be approved by the Principal.

Miami State High School Cap/Bucket Hat

- It is strongly recommended that the Miami Cap/Bucket Hat is worn for all outdoor timetabled class activities and during break times when out in the sun.
- No beanies, scarves or hoodies are permitted.

Hair

- Hair is to be clean, neat and tidy. Only natural tones are allowed.
- Appropriate hairstyles will be determined by the Principal.



Miami
State High School
First Class Location, World Class Education

Attention Students!

Correct school uniform must be worn at all times



Junior Uniform



Senior Uniform

Remember!

- Black, Enclosed Lace Shoes
- White Anklet/Crew Socks
- 1 x Watch
- 2 x Flat Rings
- 2 x Earrings per ear - max 2cm diameter
- No Spacers, Expanders or Spikes
- 1 x Necklace
- 1 x Bracelet
- 1 x Nose Stud - max 2mm diameter
- Natural-looking makeup only

Appendix 1

The following table outlines examples of problem behaviours:

Main Behaviour	Explicit Student Behaviour <i>This is not an exhaustive list.</i>	Possible Consequence
Abusive Language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Swearing, name calling or use of words in an inappropriate way directed at another student Swearing, name calling or use of words in an inappropriate way directed at a staff member Swearing or use of words in an inappropriate way (not directed at anyone) 	Focused or intensive consequences including possible exclusion.
Academic Misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<ul style="list-style-type: none"> Cheating Disclosing/receiving assessment information Examination misconduct Non-submission of formative assessment and/or summative assessment Refusal to participate in the educational program of the school Plagiarism (including the inappropriate use of AI) Unprepared for class 	Focused or intensive consequences including possible exclusion.
Defiance Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Failure to attend teacher-issued detention Failure to attend Restorative Conversation Failure to provide a staff member their name Habitual misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the School's Code of Conduct) Inappropriate use/consumption, possession, or supply of intoxicating substances and/or utensils (including but not limited to illegal drugs, alcohol, tobacco, electronic cigarettes and prescription medicine) or assist another person to obtain, use/consume, possess such substances Refusal to follow teacher directions (including sitting in a seating plan) Refusal to hand in technology device Refusal to remove incorrect uniform as requested Repeated 1-10 day suspensions Repeated incidents of inappropriate targeted behaviour Repeated non-compliance in the Education Program (including but not limited to repeated late arrival to class and/or school, repeated non-compliance with uniform policy, repeated truancy, and repeated referrals through the Multitiered System of Support Substance misconduct involving illegal substances, tobacco and other legal substances 	Focused or intensive consequences including possible exclusion.
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Bullying Discrimination Leaving the classroom with or without permission and not returning Leaving the classroom with or without permission for an unwarranted amount of time. Student intentionally delivers socially rude or dismissive messages to adults and/or students Theft 	Focused or intensive consequences including possible exclusion.
Disruption Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> Arriving late to class Behaviour or action that is prejudicial to the good order and management of the school Behaviour or action in a private capacity that is prejudicial to the good order and management of the school Eating in class (including chewing gum) Inappropriate use of laptop/computer, electronic device and/or media (including the use to harass, intimidate or bully others) Inappropriate use of the school's IT Inappropriate noise with materials Not following class expectations (including WH&S expectations) Possession of prohibited items Repetitive disruption to the Positive Culture for Learning Sustained out-of-seat behaviour Talking when others are talking Touching other students 	Focused or intensive consequences including possible exclusion.
Physical Aggression Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> Behaviour that displays being a member of or affiliated with known gangs Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/devices to abuse or denigrate) Fighting Harassment (in learning time or outside learning time) Insight or encourage inappropriate/disrespectful behaviour toward others of a verbal, sexual, physical, aggressive, discriminatory, or indecent nature Physical contact with others where injury may occur Property damage (in learning time or outside learning time) Property misuse causing risk to others Riding electronic bikes, scooters, bicycles or other modes of transport in the school grounds with the potential to cause harm or injury to other students, staff or members of our community Throwing objects in the classroom Throwing objects at other people (in learning time or outside learning time) Use/possession of combustibles and/or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, firecrackers and explosives or any item deemed inappropriate or unsafe for school) 	Focused or intensive consequences including possible exclusion.

RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Anti-Discrimination Act 1991
- Commission of Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009