

Calamvale Community College

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

Purpose

Calamvale Community College is a P-12 school community committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. We are a school with a deliberate focus on building positive relationships and a sense of belonging for all learners in our community. Our values are **Respect**, **Responsibility**, **Resilience** and **Initiative** and these underpin our work on a daily basis.

The Calamvale Community College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to learning and behaviour support. It's purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and all staff enjoy a safe workplace.

The International Baccalaureate Learner Profile attributes describe the learning dispositions of our Junior School learners under the Primary Years Program (PYP). These attributes describe the aspiration for our learners to be: **inquirers**, **knowledgeable**, **thinkers**, **communicators**, **principled**, **open-minded**, **caring**, **risk-takers**, **balanced** and **reflective**.

Contact Information

Postal address:	PO Box 1653, Sunnybank Hills Q 4109
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Phone:	(07) 3712 6333
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Email:	admin@calavalecc.eq.edu.au
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School website address:	www.calamvalecc.eq.edu.au
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Contact Person:	Jo Hughes, Executive Principal
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Endorsement

Principal Name:	Jo Hughes
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Principal Signature:	
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Date:	November 2025
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P/C President Name:	Karen Richmond
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P/C President Signature:	
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Date:	November 2025
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Principal's Foreword

Introduction

The Calamvale Community College vision of "Building on Success" informs our way of working on a daily basis. Our agreed focus is on establishing and developing a culture of learning, where belonging is essential to flourishing as individuals, as learners and as members of our school and wider community.

We believe that student behaviour is education based and that appropriate behaviour is taught and learned through daily interactions at school. In the Junior School this is via the PBL (Positive Behaviour for Learning) program. In the Secondary School, this is via the Connect, Care and Communicate (CCC) program, complementing the Wellbeing curriculum and PBL incorporating our teaching and understanding of the Non-Negotiables for Calamvale Community College and **actioned** through our understanding of and building of our individual strengths.

Calamvale Community College has four key values:

Respect

Every student has a place in our diverse school community. We all belong and we build this belonging by being kind, respecting self and others and recognising that by working collaboratively we positively contribute to the school and the community. We view education as critical to growth. We consider respect is best shown when we value ourselves, we appreciate the contributions and differing opinions of others, and we celebrate the diversity of our school community and world.

Responsibility

We recognise that growth and success is dependent upon commitment. We consider responsibility is shown when we follow the Calamvale Community College Student Code of Conduct, when we are accountable for our own learning and actions and when we appreciate and continue through service to the College and wider CCC community.

Resilience

We recognise that growth and success is dependent upon resilience. As a community we commit to our learners, and our learners commit to their learning. We do not waver in our efforts and we have courage to overcome challenges by building positive connection with self and others.

Initiative

We consider initiative to include being an active participant in College life. When we seek positive solutions to challenges (learning and personal) we demonstrate initiative. When we are aspirational for ourselves and others, we demonstrate initiative by taking control of our learning.

These values have been used in the development of this Student Code of Conduct with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. The Student Code of Conduct outlines the school education, supports and strategies with respect to how we work, learn and play. It clearly articulates the roles and responsibilities of individuals within our school community.

Our Student Code of Conduct provides an overview of the school's policies on the use of mobile telephones, wearable devices, technology, possession of items which are considered unsafe, removal of student property and addressing and supporting incidents of bullying. It details the consequences that may apply when students breach the expected standards of behaviour, including the use of School Disciplinary Absences (SDA).

P&C Statement of Support

Calamvale Community College P&C supports the Student Code of Conduct. The Code of Conduct sets expectations for behaviour and provides a framework for their implementation. Parents have an important role to play working with College staff to ensure their students meet these expectations. The Code of Conduct covers a number of important topics including bullying and cyber-bullying which are community and society-wide issues of concern. It is important that parents and students know that Calamvale Community College provides support and advice to address all instances of bullying through a multi-tiered approach and in accordance with Department of Education processes.

Learning and Behaviour Statement

At Calamvale Community College, our Student Code of Conduct is underpinned by our moral purpose and the PBL and positive education wellbeing activities that exist in all areas of the school.

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment for each school.

Our expectations of student conduct are grounded in the primacy of facilitating a safe, supportive and inclusive learning environment, where all students can thrive. We have an unrelenting focus on uninterrupted teaching and learning in the classroom and a harmonious and safe out of class environment, where the rights and responsibilities of all members of our school community are supported.

Student Wellbeing and Support Network

Calamvale Community College offers a range of programs and services to support the wellbeing and engagement of students within our school.

Our ongoing wellbeing work at Calamvale CC, is underpinned by a co-ordinated team-based approach to student support and intervention. Our wellbeing vision is informed by the Department of Education's 'Learning and Wellbeing Framework' as we strive to: "provide inclusive environments that nurture the wellbeing of all students, so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence".

We believe the wellbeing of the whole child is essential and that higher levels of wellbeing tend to achieve stronger academic outcomes. We want every individual to realise their full potential and contribute positively to their community, both at school and beyond.

Student support is provided both within the curriculum as well as through our strong support service provision. This includes:

- **Assemblies** – Whole College (P-12), Junior School, Secondary School and Year level assemblies provide opportunities for connection with Year Level Co-ordinators, CCC Teachers and School Leaders
- **Care, Connect, Communicate (CCC) check-ins** – Secondary Scshool - daily morning sessions in the Secondary School fosters connection between students and their CCC teachers
- **Positive Behaviour for Learning (PBL) Lessons** – Junior School students participate with their classroom Teacher and Secondary students with their CCC and classroom teachers, reinforcing College expectations and values
- **Wellbeing lesson** – delivered each Monday to Secondary students by CCC teacher, to strengthen connections with CCC teachers and support student wellbeing
- **Support of classroom teachers and Heads of Department** – promoting strong curriculum connection and engagement
- **Support of First Nations, Community Education Counsellor** – ensuring cultural connection and educational support
- **Support from the Year Level Co-ordinators** – providing targeted support to secondary students in their year level cohort
- **Support from Inclusive Learning Case Managers and staff** – providing tailored strategies and adjustments for our students with diverse learning needs
- **Specialist support** from the Year Level Deputy Principals, Deputy Principal Inclusion and Principals (Junior School and Secondary School) as well as the Executive Principal
- **Classroom teaching & curriculum** – embedded focus on the PYP Units of Inquiry, 'Who We Are', and a focus on the General Capabilities within the Australian Curriculum and the 21st Century skills in the Senior QCE Curriculum.

- **Specialist support through our Coaching HQ team (Secondary School) and Developmental Guidance Officer (Junior School)** with the provision of support provided by:
 - Guidance Officers
 - School Social Worker
 - School Chaplain (3 days/week)
 - Buddy, our Support Dog
 - Community Education Counsellor (CEC)
- **Opportunities for student connection, student voice and peer support** are provided through the Calamvale Community College Student Union and by the Junior School Student Leaders – Captains and Vice-Captains, Ambassadors and other student leaders.
- **STYMIE** supports the provision of an online anonymous *reporting system to give a voice to members of the community* who have a concern for the wellbeing and safety of a student. STYMIE may be used when a student feels they cannot raise the issue face-to-face with one of our existing supports. It provides a voice to bystanders who may not be able to speak up. Stymie is only available during the school term.

It is also important for students and parents to be aware that regional and statewide support services are available to compliment the school's own network. These include Principal Advisor Student Protection, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the College.

Whole School Approach to Discipline

At Calamvale Community College we believe in a holistic approach to the support of positive student behaviour. This involves fostering positive relationships and implementing comprehensive behaviour and wellbeing support systems throughout the school to benefit all students.

Through our comprehensive support systems, we ensure that we incorporate explicit and differentiated teaching to meet the needs of individual students.

We believe all members of the Calamvale CC community will:

- Enjoy a safe and supportive environment, free from fear, harassment or bullying of any form
- Show respect for self, others and the environment
- Support practices which enable equality of opportunity and participation in all spheres of learning and working
- Follow practices which promote a positive attitude to health and safety
- Have rights and responsibilities as partners in education
- Uphold practices which demonstrate respect for the laws and regulations of our society
- Be required to comply with all school-based policies and procedures with respect to discipline

In line with the Australian Professional Standards for Teachers – Standard 4, our teachers:

- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- Ensure students' wellbeing and safety within the school by implementing the school curriculum, school policies and legislative requirements
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

We consider our parent community to be partners in education. We provide two scheduled opportunities to meet formally, face-to-face via our Parent Teacher Interviews and Student Led Conferences (Junior School). We encourage our parents to establish open lines of communication with the teachers and the school outside of these times – via email or phone. We encourage parents to ensure the ease of this communication by providing up to date contact details.

Positive Behaviour for Learning

Calamvale CC uses PBL as the multi-tiered system of support for discipline. This is a whole of School approach, used in all classrooms and programs offered through the College, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

Our staff take pride in presenting the weekly PBL focus every Monday in the Junior and Secondary Schools. This focus is conveyed on our social media page and in our interactions throughout the week. The language of expectations of PBL can be used in any environment, including the home setting for students. We share the goal of success for our learners with their parents and caregivers.

If you would like more information about PBL or the wellbeing approach at Calamvale CC, please contact either the classroom teacher (Junior School), CCC teacher (Secondary School) or year level Deputy Principal.

PBL EXPECTATIONS

Our staff are committed to delivering a high-quality education and believe that all members of our school community (students and adults), whether visiting or working, should meet the same four school values and PBL expectations of *Respect, Responsibility, Resilience and Initiative*.



CCC Matrix of Expected Behaviours

Responsibility: Being accountable for own actions and contributing through service to the College and community.

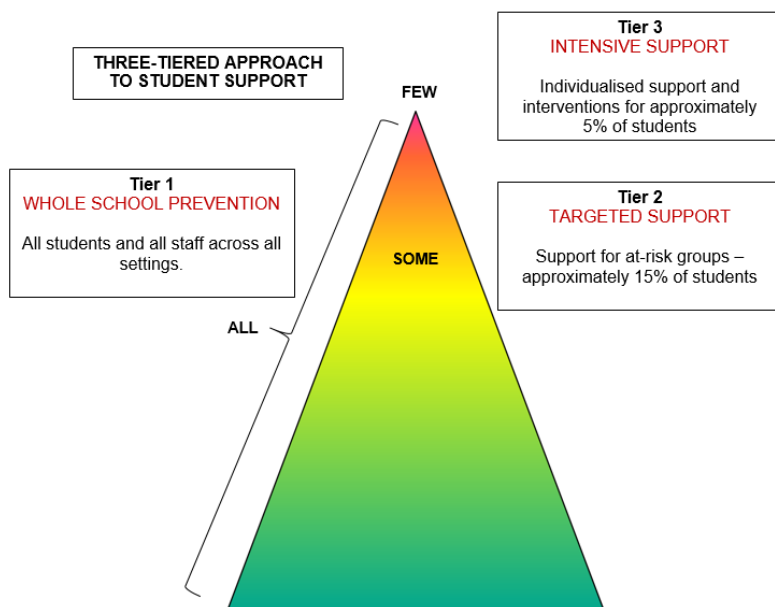
Respect: Valuing ourselves, others and the diversity of our world.

Initiative: Identifying opportunities with a readiness to respond with innovation to achieve a positive outcome.

Resilience: Having courage to overcome challenges by building positive connections with self and others.

CCC School Values	At all times	In the learning environment	In the College grounds	In the wider community	Online
Respect	<ul style="list-style-type: none"> Treat each other with respect using kind words and accepting difference Respect personal space, physically interacting appropriately with others Use school-appropriate language Take care of my own, others' and school property 	<ul style="list-style-type: none"> Be an active learner and allow others to learn without interruption. Listen to the opinions of others with respect and consideration. 	<ul style="list-style-type: none"> Move quietly in transitions, especially during others' learning time 	<ul style="list-style-type: none"> Treat members of the public and CCC students with dignity and kindness Build and maintain respectful relationships 	<ul style="list-style-type: none"> Seek not to cause harm in using devices and social media Ensure safety is the guide when sharing and accessing information
Responsibility	<ul style="list-style-type: none"> Accept responsibility for your choices and actions Look after your safety and safety of others Wear full College uniform Listen and follow instructions 	<ul style="list-style-type: none"> Bring learning materials ready for class Participate in learning Look after your belongings and the belongings of others Use College classrooms and equipment responsibly 	<ul style="list-style-type: none"> Be environmentally conscious e.g. put rubbish in the bin, conserve water Use equipment appropriately Use College facilities and grounds responsibly Be in the right place at the right time 	<ul style="list-style-type: none"> Follow community rules demonstrating CCC values by your actions 	<ul style="list-style-type: none"> Use technology according to CCC expectations Engage in safe and positive online interactions Represent your College and community positively
Resilience	<ul style="list-style-type: none"> Give positive, consistent effort Demonstrate perseverance; keep on trying 	<ul style="list-style-type: none"> Focus on my own learning Accept feedback as a way to grow and improve Have a growth mindset 	<ul style="list-style-type: none"> Learn and use strategies to cope with difficult social interactions Stop, Think, Speak Use 'Do the High Five' (Junior School) 	<ul style="list-style-type: none"> Accept and respond to feedback on behaviour Be understanding of opinions and ideas of others 	<ul style="list-style-type: none"> Take appropriate action (eg. screen shots, block, report, Stymie) Encourage resilience in others
Initiative	<ul style="list-style-type: none"> Help those in need Seek positive solutions to issues Report issues to College staff 	<ul style="list-style-type: none"> Be a risk-taker with learning. Take every opportunity to reach your potential 	<ul style="list-style-type: none"> Model appropriate behaviour Seek help for self and others 	<ul style="list-style-type: none"> Speak and behave positively about CCC Seek opportunities to positively represent the College 	<ul style="list-style-type: none"> Report online issues relating to yourself or others to College staff/parents

Multi-Tiered Systems of Support - Behaviour Support



Tier 1: Whole School Prevention (All students)

Tier 1 All students (100%) at Calamvale CC receive universal support for both their academic and behavioural development. Differentiated and explicit teaching for all students also serves as the essential foundation for Positive Behaviour for Learning (PBL). These are school-wide interventions designed to support every student across academic, social-emotional, and behavioural areas.

The aim of Tier 1 is to meet the needs of the entire school community by supporting all students and staff across all environments, including whole-school, classroom and non-classroom settings. At Calamvale Community College, this involves:

- **Explicit teaching of expectations** across all areas of the College through weekly PBL lessons (as per the Matrix of Expected behaviour- *in the learning environment, in the College grounds, in the wider community online and at all times*)
- **Consistent and aligned use of College Values and Non-negotiables** to communicate expectations
- **Re-teaching College expectations** when correcting behaviour
- **Teaching through Units of Inquiry** including 'Who We Are' (*Junior School*) and **weekly wellbeing lessons in Secondary School**, encompassing personal and social health
- **High 5 Strategy (Junior School)** - supporting students to take ownership of problem solving and responding to other student behaviour
- **Positively acknowledging** appropriate and expected behaviours at a ratio of at least 4:1 (four positive reinforcements for every one correction) to reinforce desired behaviours
- **Active supervision** both in and out of the classroom

Tier 2: Targeted Interventions (Some students)

Tier 2 Also known as ***focused*** or ***targeted*** interventions, supports around 15% of students in a typical school who require additional targeted interventions, in addition to Tier 1 supports and who demonstrate moderate, ongoing concerns in social, behavioural, or academic areas. These students receive additional assistance through targeted Tier 2 strategies.

At Calamvale Community College, the goal of Tier 2 is to decrease the number of students who require more intensive, individualised support by being proactive in addressing their needs early and effectively. This involves:

- **Individualised Behaviour Support Plans**
- **Individualised Engagement Plans**
- **Daily check-ins** with DP, Chappy, Social Worker, Year Level Co-ordinators, Buddy Support Dog
- **Self-regulation plan** (which includes the use of evidenced based strategies that respond to flight, fight, freeze or fawn responses)
- **Monitoring booklets**
- **Small group programs** through Coaching HQ – Bounce Back, Zones of Regulation, Respectful Relationships

If greater than 15% of students require Tier 2 support, this indicates a need to strengthen Tier 1 practices school wide.

Tier 3: Intensive Interventions (Few students)

Tier 3 Also referred to as ***intensive support***, is designed for approximately 5% of students who have not responded effectively to Tier 1 and Tier 2 interventions. These students require highly individualised strategies tailored to their specific needs, supporting them through a personalised learning plan. The main aim of Tier 3 is to lessen the severity and complexity of each student's unique challenges.

Students receiving Tier 2 or Tier 3 support also continue to benefit from the same high-quality Tier 1 instruction and interventions as all other students.

Tier 3 interventions include:

- A case management approach that involves the parent, teacher/s, DP, Guidance Officer, inclusion team and other support services where required
- Assessments including Functional Behavioural Analysis (FBA)
- Self-regulation plan (which includes the use of evidenced based strategies that respond to flight, fight, freeze or fawn responses)
- Individual Behaviour Support Plan (IBSP)
- Discipline Improvement Plans (DIP)
- Ongoing monitoring

If more than 5% of students need Tier 2 and 3 supports, this indicates a need to strengthen Tier 2 and 3 practices school wide.

Student Support Networks

A comprehensive range of student supports are in place across the College (Junior and Secondary Schools) to support the social, emotional and physical wellbeing of our students. Supporting the work of classroom teachers, CCC teachers we have a team of staff whose dedicated roles address the individualised support needs of students in an inclusive and nurturing environment.

Assistance, support and advice is readily available to all students in the College. Student needs are referred and supported in a planned and regular manner via student support referrals. Calamvale CC is committed to creating and maintaining productive, positive and inclusive learning environments where all members of our College feel supported and have a clear, consistent and supported understanding of our expectations.

The roles and responsibilities for staff in the student support network are summarised, below:

Role	Location	What they do and how to initiate contact
Executive Principal Junior School Principal Secondary School Principals	Administration Building	<ul style="list-style-type: none"> Overall leadership of Student Support Network across the schools (Junior and Secondary) to promote an inclusive and positive College culture. Analysis of overall attendance, achievement, behaviour data to identify areas of additional need and support. Decision makers regarding disciplinary consequences. Parents: initiate contact via email request for appointment or telephone request for appointment to College reception. Students: initiate contact via Deputy Principals.
Deputy Principals (Secondary)	HQ (Secondary School)	<ul style="list-style-type: none"> Provide and co-ordinate behaviour, social and emotional support to students in year levels of responsibility. Monitor the implementation of the Code of Conduct, including PBL lessons, Wellbeing lessons across year levels of responsibility. Monitor and respond to Oneschool behaviour data and referrals to ensure accuracy of incident. Monitor and refer student behaviour and wellbeing concerns in accordance with the appropriate referral process. Review behaviours, at appropriate junctures via PBL data to review behaviour responses pertinent to year levels. Access and support wider external support where required for tier 3 behaviours. Engage parents and carers in productive solutions-focussed partnership to create success for students. Parents: initiate contact via email request or telephone request Students: initiate contact via HQ student window

Role	Location	What they do and how to initiate contact
Deputy Principal Inclusion	Administration Building	<ul style="list-style-type: none"> • Provide and co-ordinate behaviour, social and emotional support for students who are captured under NCCD processes. • Monitor the implementation of the Code of Conduct, including PBL lessons and wellbeing lessons to ensure an inclusive approach and reasonable adjustments where required. • Monitor and respond to Oneschool behaviour data and referrals to ensure accuracy of incident. • Monitor and refer behaviour and wellbeing concerns in accordance with the appropriate referral process. • Review behaviours, at appropriate junctures for priority groups supported within the Inclusion Team. • Review behaviours, at appropriate junctures via data to quality assure supports and responses in line with Personalised Learning Records, Engagement Plans, Individual Student Support Plans and Individual Student Behaviour Plans. • Access and support wider external support where required for tier 3 behaviours. • Engage parents and carers in productive solutions-focussed partnership to create success for students. • Parents: initiate contact via email request or telephone request • Students: initiate contact via HQ student window
Deputy Principals (Junior)	Administration Building	<ul style="list-style-type: none"> • Provide and co-ordinate behaviour, social and emotional support to students in year levels of responsibility. • Monitor the implementation of the Code of Conduct, including PBL lessons across year levels of responsibility. • Monitor and respond to Oneschool behaviour data and referrals to ensure accuracy of incident. • Monitor and refer student behaviour and wellbeing concerns in accordance with the appropriate referral process. • Review behaviours, at appropriate junctures via PBL data to review behaviour responses pertinent to year levels. • Access and support wider external support where required for tier 3 behaviours. • Engage parents and carers in productive solutions-focussed partnership to create success for students. • Parents: initiate contact via email request or telephone request to College reception • Students: initiate contact via classroom teacher or student services.
Head of Department Senior Learners (Secondary)	CI	<ul style="list-style-type: none"> • Provides support and guidance for senior learning pathways for students, aligned to aspirations and progress. • Actively supports wellbeing for Senior Learners • Monitors and supports student progress and provides advice and pathway options for students at risk of disengaging. • Parents: initiate contact via email request or telephone request • Students: initiate contact via email to HOD or at CI HOD Office

Role	Location	What they do and how to initiate contact
Head of Department (Secondary Curriculum)	Various	<ul style="list-style-type: none"> Provides support to student for behaviour referrals from curriculum classes Liaises with teachers to ensure student learning needs are best accommodated Liaises with parents for monitoring of student engagement in teaching and learning Parents: initiate contact via email request or telephone request Students : initiate contact via email to HOD or attendance at HOD Staffroom
Head of Department (Junior School & Prep)		<ul style="list-style-type: none"> Liaises with teachers to ensure student learning needs are best accommodated Liaises with parents for monitoring of student engagement in teaching and learning Parents: initiate contact via email request or telephone request Students : initiate contact via Student Services
Head of Department (Inclusion P-6)		<ul style="list-style-type: none"> Provide and co-ordinate behaviour, social and emotional support for students who are captured under NCCD processes Monitor the implementation of the Code of Conduct, including PBL lessons and wellbeing lessons to ensure an inclusive approach and reasonable adjustments where required. Monitor and respond to Oneschool behaviour data and referrals to ensure accuracy of incident. Monitor and refer behaviour and wellbeing concerns in accordance with the appropriate referral process. Review behaviours, at appropriate junctures for priority groups supported within the Inclusion Team. Review behaviours, at appropriate junctures via data to quality assure supports and responses in line with Personalised Learning Records, Engagement Plans, Individual Student Support Plans and Individual Student Behaviour Plans. Access and support wider external support where required for tier 3 behaviours. Engage parents and carers in productive solutions-focussed partnership to create success for students. Parents: initiate contact via email request or telephone request •Students: initiate contact via HQ student window

Role	Location	What they do and how to initiate contact
Guidance Officer - Developmental (Junior School)	Administration Building	<ul style="list-style-type: none"> • Advocate, provide counselling, psychoeducational assessment and individual student support recommendations to students, teachers and parents. • Works as part of a multi-disciplinary team in order to provide comprehensive support, case management and referral service that optimises students access and engagement at school. • Liaises with parents, teachers, external partners as required as part of counselling process. • Ensures referrals to external support providers as required. • Parents: initiate contact via email to Guidance Officer or by telephone request
Social Worker	HQ (Secondary School)	<ul style="list-style-type: none"> • Provide support, individual and group counselling with parents, students and families to assist in resolving personal or relationship concerns. • Provide professional assessment, interventions and follow up support to students, parents/carer as required. • Participate in the referral and planning of services for young people, parents/carers. • Participate as a member of a multi-disciplinary school based team, providing support to the school community and inter-agency networks relevant to the school community • Parents: initiate contact via email to Social Worker or by telephone request • Students: initiate contact via email to Social Worker or via HQ student office.
School Nursing Service		<ul style="list-style-type: none"> • Works with school staff to build competence and confidence to safely manage procedures and interventions required by students with specific health needs. • Provide assessment, health management planning and training to ensure ongoing support and supervision for students with specialised health needs. • Referrals via Deputy Principal, Inclusion, Guidance Officers, or Principals.

Consideration of Individual Circumstances

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

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

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

We expect that parents and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the year level deputy principal or Junior Principal, Secondary Principal or Executive Principal to discuss the matter.

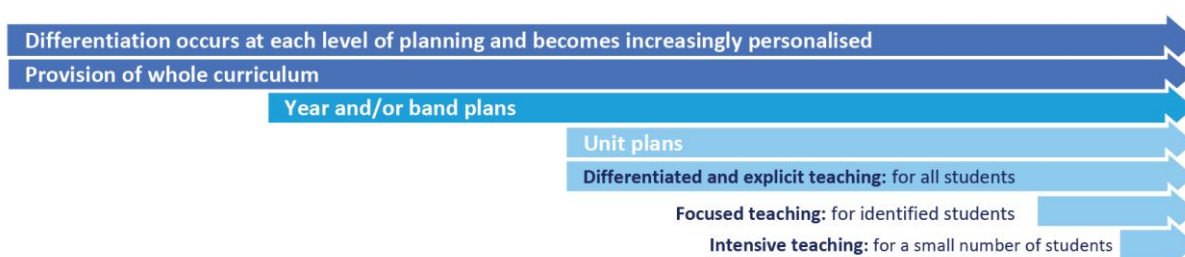
Differentiated and Explicit Teaching

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

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

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

Individual needs or circumstances of students are addressed through reasonable adjustments to teaching, curriculum and assessment. The implementation of reasonable adjustments applies to both curriculum and behaviour needs. Our teachers use the Essential Skills of Classroom Management (ESCM) to focus on productive learning environments on a daily basis.



Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, Deputy Principal Inclusion or the Wellbeing Team work collaboratively with class teachers at Calamvale CC to provide focused teaching.

Calamvale CC has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school prepares, as required Student Monitoring Cards, Individual Behaviour Support Plans, Individual Safety Plans, and Discipline Improvement Plans.

At the focussed stage, where a behaviour strategy or consequence is required, staff employ strategies which may include:

- Referrals to Heads of Departments, Wellbeing Team, Deputy Principal Inclusion, Deputy Principals
- Intervention programs (internal or external) and external agency referrals
- Consideration of flexible learning arrangements
- School Disciplinary Absences

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

Students who require intensive teaching will be assigned a case manager at the school (Deputy Principal/Deputy Principal Inclusion) who will oversee the coordination of their support, communicate with stakeholders and directly consult with the student. This support includes, but is not limited to the following options:

- Developing an Individual Support Plan – articulating strengths, interests, approaches for positive results
- Communicating of agreed behaviour support strategies to all teachers to ensure continuity and consistency of expectation and response
- Engaging and working in a stakeholder approach – with parents, staff and external agencies
- Provision of ongoing student monitoring
- Regular contact with parents/carers via the Case Manager (Deputy Principal/Deputy Principal Inclusion) to maximise opportunities for positive behaviours

At the intensive stage, where a behaviour strategy or consequence is required, staff employ strategies which may include:

- Intervention by Deputy Principal or Principal
- Referral to external agencies
- School Disciplinary Absences (including Long Suspensions 10-20 days, Recommendations for Exclusion, Exclusion)

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 responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals however the Deputy Principals have the delegated ability to notify parents of the decisions

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

Calamvale Community College uses a proactive and preventative approach when managing behaviour. At times, disciplinary actions may be used as part of a student's learning process. Their purpose is to help students understand behavioural expectations and develop more appropriate ways of interacting and engaging with others.

Disciplinary consequences can involve in-class strategies managed by the teacher, such as verbal warnings, restating rules or expectations, providing reminders and practice of routines, limiting or removing classroom privileges, restorative conversations, implementing behaviour monitoring systems, using time-out, assigning detention, and communicating with parents.

For ongoing and more serious infringements, school disciplinary infringement may require the involvement of Heads of Department, Deputy Principals, Guidance Officers, Junior School Principal, Secondary School Principals or Executive Principal.

Behaviour management at Calamvale Community College follows a multi-tiered approach. When addressing inappropriate behaviour, staff first assess whether the behaviour is minor or major. Minor behaviours are immediately managed by the staff member, repeated classroom based behaviours are referred to the Head of Department, while major behaviours are escalated to the appropriate deputy principal for further investigation.

Minor Behaviours

Minor behaviours are those that:

- Are minor breaches of the school rules
- Are minor disruptions to the teaching and learning in a classroom, impacting the ability of the teacher to teach and other students to learn
- Do not seriously harm others or cause concern 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
- Do not require involvement of specialist support staff or Administration

Minor problem behaviours may result in the following consequences:

A minor consequence logically connected to the problem behaviour, such as:

- complete removal from an activity or event for a specified period of time,
- partial removal (time away),
- impacting Good Standing (at review junctures) for repeated minor behaviours – Senior Secondary Students,
- individual meeting with the student to address behaviours,
- apology and/or restitution,
- detention for work completion.

Minor behaviours involve a re-direction procedure. The staff member takes the student aside at an appropriate time and, employing the Essential Skills for Classroom Management (ESCM):

- Names the behaviour that the student is displaying
- Asks student to name expected school behaviour
- States and explains expected school behaviour if necessary
- Gives positive verbal acknowledgement for expected school behaviour

Major Behaviours

Major behaviours are those that:

- Significantly violate the rights of others
- Show repeated disregard for school policies, property or routines
- Put others/self at risk of harm
- Require the involvement of school Administration

Major behaviours result in an immediate referral to Deputy Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then makes contact with Administration.

There may be occasions when one-off behaviour is of such a serious nature that a recommendation for cancellation of enrolment or immediate recommendation for exclusion may be made by the principal.

Such behaviour may include but will not be limited to:

- The possession, use or supply of prohibited and/or illegal substances and materials
- The possession, brandishing or use of a weapon/item used as a weapon
- The distribution or sale of items prohibited at school/illegal substances/weapons
- Violent or dangerous behaviour directed towards self and others
- Vilification on the basis of race, sex, religion, gender identity and/or sexual orientation
- The instigation of, and/or participation in potentially violent situations within the wider school community
- The deliberate use of digital media through the school network for downloading, distributing or viewing of inappropriate and unacceptable material for the school context
- The deliberate and malicious use of digital media for harassment, denigration, trickery, exclusion, cyber-stalking, cyber-bullying by proxy or other activities designed to breach a person's privacy
- The use of personal devices and other electronic equipment to download, distribute or view inappropriate and unacceptable material for a school context
- The deliberate and malicious use of social media carriage services to engage in behaviours and actions that are inappropriate and unacceptable within the wider school community

It should be noted that the above breaches of the Student Code of Conduct need not happen during school hours as long as the student/s can be identified as a member of the Calamvale CC community and their conduct:

- Adversely affects, or is likely to adversely affect, students enrolled at the school, or;
- Brings the school's name into disrepute

(Please note, behaviours listed in alphabetical order, not severity)

MAIN UNACCEPTABLE BEHAVIOUR	DEFINITION
Abusive language (inc abusive language or gestures)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way in person or online.
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 or using Artificial Intelligence (AI).
Bomb threat/False Alarm	Student delivers a message of possible threat or use of explosive materials being on campus, near campus, and/or pending explosion.

MAIN UNACCEPTABLE BEHAVIOUR	DEFINITION
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause continuous and ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
Defiance	Student refuses to follow directions given by school staff.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.
Disruption (classroom or activity based)	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.
Disruption (school impact)	Student engages by encouraging or facilitating the presence of outsiders (adults, non-Calamvale CC students) on school grounds, or nearby the school for the purpose of causing disruption and causing a situation that is prejudicial to the good order and management of the school.
Dress Code	Student wears clothing that is not within, the dress code guidelines defined by the school.
Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Harassment	<p>Student engages in the delivery of harmful messages or communication in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics to a student, member of staff or community.</p> <p>Student encourages/facilitates/incites violence by online actions on social media or filming/recording violence/threats.</p>
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, staff, adults, visitors or animals; or flora or fauna.
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property of the school, staff or other students.
Property Misuse causing risk to others	Student engages in low intensity misuse of property. Student engages in misuse of property which may cause a risk of injury or ill health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Refusal to participate in the educational program	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.

MAIN UNACCEPTABLE BEHAVIOUR	DEFINITION
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations/vapes or implements.
Substance misconduct involving legal substances	Student is in possession of, has supplied or is using tobacco, vapes, alcohol, other prohibited substances or implements.
Technology Violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing network/device attacks, use of key loggers, impersonating staff or other students.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.
Truancy (Out of class)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).
Truancy (Out of School)	Student is present at school but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (including, but not limited to: matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons	Student is in possession of knives and guns (real or replica/toy), or other objects readily capable of causing bodily harm.
Other – Charge related suspension	Principal is reasonably satisfied that the student has been: • charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

Disciplinary Consequences

Responding to Minor Behaviours (Universal/Differentiation Level)

Classroom teacher provides in-class or in-school disciplinary consequences to low-level or minor problem behaviour, these may include:

- Use of ESCMs to address and re-engage students in learning
- Use of verbal reminders and re-stating expected behaviours to re-engage students in learning
- Reminder of non-negotiables for learning and classroom routines and expectations
- Revision of seating plan and relocation of student within classroom to reduce distraction and re-engage students in learning
- Demonstrate requested and appropriate behaviour
- Private discussion with student about behaviour
- Warning of consequences for further escalation
- Detention
- Communication with parents as partners in learning
- Referral to curriculum Head of Department (for repeated classroom/curriculum based issues), with HOD communication with parents as partners in learning

Upon re-engagement in learning, classroom teacher acknowledges as appropriate:

- Positive reinforcement/praise of appropriate behaviours eg. Catch student doing something good
- Appropriate use of C Points for meeting classroom expectations

Responding to Repeated Minor Behaviours (Focussed Level)

Classroom teacher is supported by school-based personnel to address in-class problem behaviour. This may include:

- Referral to HOD for escalating classroom based behaviours (secondary school only)
- Referral by HOD to Deputy Principal after initial intervention at initial referral and communication (secondary school only)
- Individual Student Behaviour Support Plans
- Individual Student Monitoring Booklets
- Targeted skills teaching in groups eg. Zones of Regulation – Social Worker, Bounce Back etc.
- Check in and Check out – readiness for learning checks
- Teacher debrief for return to class
- Referral to Wellbeing Team, as necessary by Deputy Principal
- Stakeholder meeting with teachers of individual students, Case Manager (if CM involvement) and DP
- School based sanctions, including detention, after school detention
- Consideration of SDA for ongoing, unchanged minor behaviours impacting others or teaching and learning.

Responding to Major Behaviours (Intensive Level)

Calamvale CC Leadership Team, working in consultation with Wellbeing Team and student supports to address persistent on ongoing serious problem behaviour. Responses may include some of the following. This list is not exhaustive and is not a continuum of response.

- Functional Behaviour Assessment to guide individual support
- Classroom profiling to support classroom dynamic
- Complex case management and review
- Stakeholder meetings with parents
- Temporary removal of student property – see policy re Temporary Removal or Student Property and Use of Mobile Phones and Devices.
- School Disciplinary Absences – Cancellation of Enrolment – for students in post compulsory schooling phase (>16 years or completed year 10) who refused to participate in the educational program provided at the school
- School Disciplinary Absences – Short Suspension – up to 10 school days
- School Disciplinary Absences – Long Suspension – 11 – 20 school days
- School Disciplinary Absences – Long Suspension pending Exclusion – suspension for 20 school days with a proposal to exclude the student.
- School Disciplinary Absences – Charge Related Suspension

School Policies

Current Policies are shown at Appendix A.

2026 - 2029	Preventing & Responding to Bullying Policy
2026 - 2029	Mobile Phone and Wearable Device Policy
2026 - 2029	Temporary Removal of Student Property Policy
2026 - 2029	Appropriate Use of Social Media Policy

Restrictive Practices

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

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

The department's [Restrictive Practices Procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Conclusion

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

The department is committed to responding to customer complaints in an accountable, transparent, timely and fair way that is compatible with human rights. Information about how the department manages customer complaints is available on our website, including links to relevant policies and procedures.

For customer complaints about school matters, you are encouraged to use the following three-step approach:

1. **Early resolution:** the best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint, or make your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
2. **Internal review:** if, after taking the early resolution step, you are dissatisfied with the way your complaint was handled or if you believe the outcome to be unreasonable, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 20 days of receiving the complaint outcome.
3. **External review:** if you are dissatisfied after the internal review, you can contact a review authority, such as the [Queensland Ombudsman](#) or [Queensland Human Rights Commission](#), and request an external review.

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

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

Appendix A

2026-2029 Preventing and Responding to Bullying Policy

2026-2029 Mobile Phone and Wearable Device

2026-2029 Temporary Removal of Student Property Policy

2026-2029 Appropriate Use of Social Media Policy

Preventing and Responding to Bullying Policy

Calamvale Community College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Our values are **Respect**, **Responsibility**, **Resilience** and **Initiative**.

Our moral purpose is *"To engage our community by creating opportunities for growth and belonging so that all learners thrive"*. Central to belonging and achievement at Calamvale CC is connecting with others, engaging in learning and developing healthy habits.

Calamvale Community College references the [Student Learning and Wellbeing Framework to promote positive relationships and the wellbeing of students, staff and visitors to the College](#).

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. **Students** who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. **Teachers** who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. **Parents/caregivers** who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to our community.

[Calamvale CC has a Student Union](#), with diverse representatives from each year level meeting regularly with the school team to promote strategies to improve student wellbeing, safety and learning outcomes. We are committed to providing a safe supportive and inclusive environment. We do this by:

- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- providing learning opportunities and environments that promote healthy lifestyle choices

Bullying

The agreed national definition for Australian schools describes bullying as:

- **ongoing** and **deliberate** misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).
- Bullying behaviour is repeated, or has the potential to be repeated, over time (eg through sharing of digital records).
- Having immediate, medium and long-term effects on those involved, including bystanders.

Behaviours that do not constitute bullying include:

- Conflict, fights or arguments between equals
- one-off acts of meanness, spite or social rejection, or not liking someone
- isolated incidents of aggression, intimidation or violence.

However, these conflicts (that do not constitute bullying) are still considered serious and need to be addressed and resolved. At Calamvale CC our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Key contacts for students and parents to report bullying:

Prep to Year 6: Class teacher → Deputy Principal

Year 7 to Year 12: Class/CCC Teacher, Year Level Coordinator or Deputy Principal

Process	Support response for bullying incidents:
Step 1 Listen	<ul style="list-style-type: none">• 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. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
Step 2 Document	<ul style="list-style-type: none">• 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
Step 3 Collect	<ul style="list-style-type: none">• 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
Step 4 Discuss	<ul style="list-style-type: none">• 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

Step 5 Implement	<ul style="list-style-type: none"> • 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
Step 6 Review	<ul style="list-style-type: none"> • 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
Step 7 Ongoing Follow Up	<ul style="list-style-type: none"> • 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

Cyberbullying:

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](#).

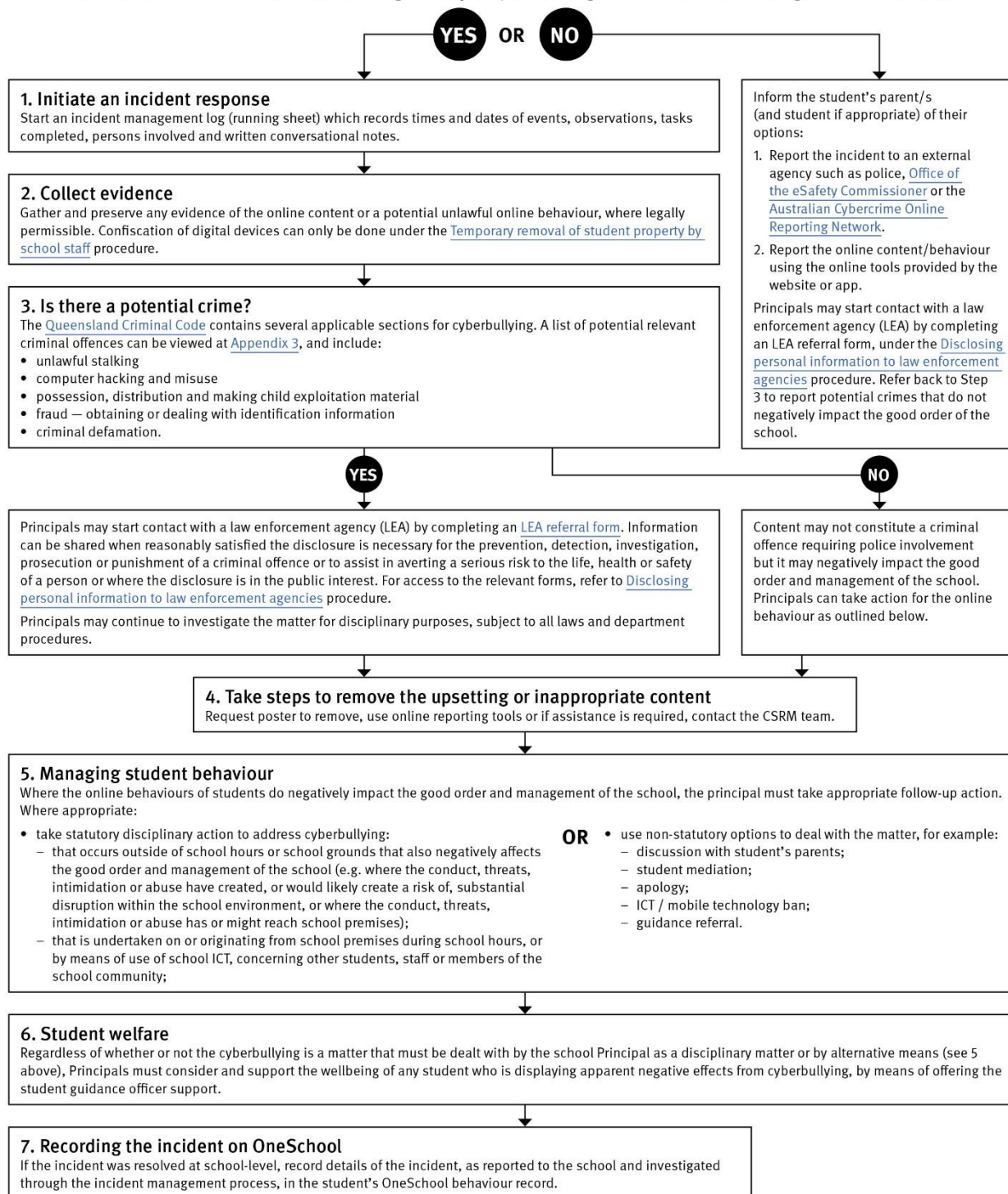
Explicit images

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?



Student Intervention and Support Services:

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section in the Student Code of Conduct, page xxx.

Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

Staff at Calamvale Community College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative strategies. School disciplinary measures may also be used to reinforce the seriousness (major behaviour) with which the community takes all incidents of bullying.

Student Support Programs:

Across Calamvale Community College, the following programs are in place to support young people:

- Positive Behaviour for Learning (PBL)
- Bounce Back Junior School/Junior Secondary
- Zones of Regulation Junior School/Secondary School

Mobile Phone & Wearable Device Policy

Calamvale Community College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Our values are **Respect**, **Responsibility**, **Resilience** and **Initiative**.

Our moral purpose is *"To engage our community by creating opportunities for growth and belonging so that all learners thrive"*. Central to belonging and achievement at Calamvale CC is connecting with others, engaging in learning and developing healthy habits.

Calamvale Community College is a mobile telephone and wearable device-free school. From the beginning of 2024, all Queensland state school students are required to keep their mobile phones switched off and "away for the day" during school hours. 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. All headphones required for learning at school are those suitable for wired connection to a school-approved BYOD learning device. The [Student Use of Mobile Devices Procedure](#) applies in the development of this policy.

Our focus for mobile phones and wearable devices is to develop student agency – where students exercise personal responsibility within the policy expectations. The intent of this policy is to establish and maintain an interruption-free focus on educational achievement, and a healthy approach to 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 interactions 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 and social media use.

This policy applies to mobile phones and hand-held or wearable electronic devices. This includes Bluetooth devices, AirPods/headphones, smart watches, personal gaming stations, and hand-held devices that do not meet the requirements of the school approved BYOD learning equipment.

All students are expected to comply with this policy – this includes at all times where students are present on school grounds, representing the school, or on a school activity, camp or excursion.

The school expectations with respect to mobile phones and wearable devices is as follows:

- **Responsibility** – every student will be required to turn off and put away their device upon entering the school grounds. Smartwatches must be set to flight mode.
- **Resilience** – students will be required to self-manage their access to their mobile device, by ensuring they do not use it during the school day. This includes during lessons, transiting between classrooms and at break times.
- **Respect** – students will be required to follow the instructions of all staff (including teachers, teacher aides, administration support staff) if they are in breach of this policy. These instructions will include handing in their device to Student Services or HQ.
- **Responsibility** – students in breach of the policy, who are directed to hand in their device will be able to collect their device at the conclusion of the school day from Student Services or HQ. If this is a repeated

behaviour, parents/caregivers may be required to collect the device at the conclusion of the school day. Collection details will depend on the frequency of the non-compliance (see processes for non-compliance)

- **Initiative** – students are required to ensure that they are prepared for learning each day, as communication from school to home can only be made by school based telephone systems or via email on a BYOD device.

Medical Requirements

Where access to a personal device is required to support the management of a medical condition, eg. Blood glucose monitoring – this will form part of the school medical management plan and will be recorded under the student's Medical Conditions and Support on Oneschool. Students with a medical condition will be issued with an exemption card and will be expected to only access their device in accordance with the timeline and conditions as agreed to in their signed medical management plan (eg. Diabetes management plan).

Processes for Non-Compliance with the Mobile Phone and Wearable Device Policy (Secondary School)

Processes for Non-Compliance with the Mobile Phone and Wearable Device Policy This Mobile Phone and Wearable Device Policy has been developed in line with the Queensland Government advice.

Education and Preparation at the commencement of each year (week 1): Preventative measures for understanding.

All students will have the policy clearly articulated at the initial CCC lesson (Secondary School) each year. The requirements for mobile phone and wearable devices will be clearly articulated in the Student Organiser (Secondary School) and taught during the PBL lesson in the Junior School.

Non-Compliance with Policy – First Infringement (after week 1 of school year):

- Students found using/accessing a device will be directed by the staff member to hand their device into Student Services or HQ. Student Services/HQ Staff will log this submission as an item handed in and a receipt and key will be returned to the student. This will be logged on Daymap.
- Students may collect the device at the end of the school day – minor behaviour.

Non-compliance with Policy – Second Infringement:

- Students found using/accessing a device will be directed by the staff member to hand their device into Student Services or HQ. Student Services/HQ Staff will log this submission as an item handed in and a receipt and key will be returned to the student. This will be logged on Daymap. Student will be referred to the Year Level Co-ordinator via Oneschool entry and student will be required to read and complete a reflection sheet based on the eSafety Commissioner's advice regarding *Balancing your time online*:
<https://www.esafety.gov.au/young-people/balancing-your-time-online> or
<https://www.esafety.gov.au/young-people/pressures-from-social-media>
- Year Level Co-ordinators will make contact with parents/caregivers with supports and information and arrange an after-school detention to complete the eSafety sheet.
- Students may collect the device at the end of the school day.
- Senior Students note that a repeated non-compliance with policy may contribute to a loss of Good Standing.

Non-compliance with Policy – Subsequent Infringements:

- Students found using/accessing a device will be directed by the staff member to hand their device into Student Services or HQ. Student Services/HQ Staff will log this submission as an item handed in and a receipt will be issued to the student. This submission will be logged on Daymap.
- Student will be referred for repeated behaviour to afterschool detention by referral to Deputy Principal.
- Repeated non-compliance, past DP intervention, will be considered a refusal to comply with policy.
- Major behaviour will be entered on Oneschool
- Deputy Principal will contact parent/caregiver to notify collection of the device is required.
- Administration Officer ensures collection by parent/caregiver.

Refusal to Comply with Policy:

- Student refusal to submit a device as required on first or second infringement, or a refusal to complete the reflection sheet:
 - This behaviour will be considered a refusal to follow a school instruction which impacts the good order and management of the school and may result in consideration of a School Disciplinary Absence (suspension).
 - Where this behaviour forms part of an ongoing pattern of misbehaviour outside of device management, further SDA consequences may be considered.

Parental advice of detentions/consequences:

- Parents/caregivers of students who receive a consequence (reflection sheet/detention) will receive this advice via SMS/Email
- Parents/caregivers of students where consideration of an SDA is made, processes, considerations and requirements will be discussed upon the advice of the SDA and return from suspension interview.

Special Considerations:

- Parents/caregivers should contact the Year Level Deputy Principal to discuss the options available if there are specific circumstances that need to be considered.
- Parents/caregivers should contact the Year Level Guidance Officer for recommendation of external agencies/supports for supporting their child if there are ongoing online behaviours of concern.
- An interpreter or support person can be arranged, if required, to attend a meeting with the principal or delegate regarding student concerns and supports.

Special Considerations:

This policy has been developed in accordance with and with consideration of the:

- Education (General Provisions) Act 2006 (Qld) Chapter 12, Part 9 ss.360-363
- Disability Standards for Education 2005 (Commonwealth)
- Department of Education and Training Inclusive Education

Temporary Removal of Student Property Policy

Calamvale Community College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Our values are **Respect**, **Responsibility**, **Resilience** and **Initiative**.

Our moral purpose is *“To engage our community by creating opportunities for growth and belonging so that all learners thrive”*. Central to belonging and achievement at Calamvale CC is connecting with others, engaging in learning and developing healthy habits.

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.

The [Temporary removal of student property by school staff procedure](#) outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

The principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. The following items are explicitly prohibited at Calamvale Community College and will be removed if found in a student's possession:

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains, items intended or with potential to be used as weapons)
- mobile telephones** and wearable devices used/seen on school property as per mobile device policy
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)
- drugs*** (including tobacco, e-cigarettes, vapes)
- alcohol
- aerosol 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)
- any other item determined to be unsafe for a school environment

Illegal/illicit items will not be returned to students or parents, these will be surrendered to the QPS or other appropriate agency. All other items will be returned only to a parent/caregiver under an arrangement between the school and parent/caregiver.

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

****Mobile telephones and wearable devices, in accordance with Government policy must be “Away for the Day”** as per the Calamvale CC policy. Mobile telephones must be off and out of sight in accordance with school policy once the student enters school grounds and must remain off and out of sight, not used for the duration of the school day and until the student exits school grounds. See further information in the Calamvale CC Mobile Device Policy.

***** 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

School staff at Calamvale Community College:

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

Parents of students at Calamvale Community College:

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

- is prohibited according to the Calamvale Community College Student Code of Conduct,
- is illegal,
- puts the safety or wellbeing of others at risk,
- does not preserve a caring, safe, supportive or productive learning environment,
- does not maintain and foster mutual respect.

Parents are requested to collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Calamvale Community College:

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

- is prohibited according to the Calamvale Community College Student Code of Conduct,
- is illegal,
- puts the safety or wellbeing of others at risk,
- does not preserve a caring, safe, supportive or productive learning environment,
- does not maintain and foster mutual respect.

Students are to collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Retaining temporarily removed student property:

Principals or state school staff can retain temporarily removed student property if;

- they are in the process of notifying the Queensland Police Service because the property is deemed to be illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime,
- a police officer has informed the principal they will come to the school to investigate matters relating to the temporarily removed student property,
- a police officer has seized the property under the [Police Powers and Responsibilities Act 2000 \(Qld\)](#) [External link](#) - noting under these circumstances the student and their parent/carer should be advised of this action and that the temporarily removed student property is no longer in the possession of the principal or state school staff,
- the principal or state school staff knows or reasonably suspects the student is not the owner of the property - in this case the principal or staff member must then make reasonable efforts to return the property to the owner,

- state school staff have made reasonable efforts to notify the student or their parent/carer that the property is available for collection (e.g., multiple phone calls, emails or meetings) and has not been able to contact the student or their parent/carer.

Special Considerations:

This policy has been developed in accordance with and with consideration of the:

- Education (General Provisions) Act 2006 (Qld) Chapter 12, Part 9 ss.360-363
- Human Rights Act 2019 (Qld)

Appropriate Use of Social Media Policy

Calamvale Community College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Our values are **Respect**, **Responsibility**, **Resilience** and **Initiative**.

Our moral purpose is *"To engage our community by creating opportunities for growth and belonging so that all learners thrive"*. Central to belonging and achievement at Calamvale CC is connecting with others, engaging in learning and developing healthy habits.

For the purposes of this policy, the term Social Media includes all social networking or direct messaging sites including, but not limited to Facebook, Instagram, SnapChat, Twitter, LinkedIn, Google, YouTube, Discord, MSN and includes all email and mobile device applications. This policy is designed with the wellbeing and safety of all students at the forefront of consideration.

In determining what constitutes appropriate use of social media, the school acknowledges the following considerations:

- Australian Laws regarding social media access are currently pending change.
- A large percentage of young people use social media and apps on a daily basis to keep in contact with friends, for entertainment purposes and sometimes to support learning.
- Social media, by its nature, provides situations where disclosure and sharing of personal information occurs. By signing up for social media, users are providing their personal information.
- Social media sites and apps are designed to share online content widely and rapidly. Digital footprints are not easily erased - once students place information and images online, they have little to no control over how that content is used.
- Images and content that are deleted can be archived by some media sites and still be searchable into the future.
- Inappropriate online behaviour has the potential to embarrass and impact students, staff, parents, the school and others for years to come.
- Inappropriate online behaviour is a breach of the Calamvale Community College Student Code of Conduct where it adversely affects students enrolled at the school, the good order and management of the school or where it poses an unacceptable risk to the safety or wellbeing of other students or staff at the school.

Responsibilities

Students of Calamvale Community College should:

- ensure that their engagement with social media is in accordance with the College's policy on Mobile Phones and Wearable Devices – that is students do not engage with social media via their mobile phone or BYOD device during school hours, or while on school site.
- ensure that they use social media safely, ethically and responsibly at all times, understanding that inappropriate/unkind/illegal actions taken in an after-hours private capacity may impact the good order and management of the College and pose an unacceptable risk to the safety or wellbeing of other students or staff at the school.

Students of Calamvale Community College should NOT use social media or online platforms to:

- bully, intimidate, abuse, harass, threaten or cause harm to others.
- Use offensive, threatening language or personal abuse towards each other or members of the College community.
- Post content that is considered disrespectful, defamatory, hateful, threatening, pornographic, AI generated to cause harm, or incites conflict with or between others.
- Post any material of an individual without consent. This includes filming or recording members of the CCC community without permission, as well as uploading content through any social media or online platform.

School staff at Calamvale Community College will:

- Inform parents/caregivers of the schools Mobile Phone and Wearable Device Policy as well as the Appropriate Use of Social Media Policy and the Student Code of Conduct.
- Explicitly teach students safe and responsible behaviour through the Australian Curriculum, the Respectful Relationships Behaviour Curriculum, PBL Curriculum and the wellbeing supports offered to all students.
- Monitor student use of digital technology at school and in class
- Ensure that staff adhere to and support the Appropriate Use of Social Media Policy.

Parents of students at Calamvale Community College should:

- Support their student to comply with the College's Mobile Phone and Wearable Device Policy and the Acceptable Use of Social Media Policy.
- Assist the school by monitoring problematic online and social media behaviour by their students
- Talk to their students about being a courteous, respectful and safe user of social media.
- Consider participation in the parent information evenings concerning Digital Safety which are offered at various stages of the school year.
- Reach out to support services at the school to engage their young person if an issue or challenge arises.
- **Department of Education advice for parents and carers for Cybersafety can be found at:**
<https://behaviour.education.qld.gov.au/resources-publications/Documents/cyberbullying-parents-caregivers-guide.pdf>

Resolving problem content:

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

- Refrain from responding
- Take a screenshot or print a copy of the concerning material online. **Do not share problem content.**
- If you consider the problem content to be explicit, pornographic or exploitative of minors – keep a copy of the address of the content, but **do not** print or share it. The URL can be provided to the school principal or the Queensland Police Service, as needed for escalation of concerns.
- Block the offending user
- Report the content to the social media provider
- Report the content and concern to a staff member at school – Year Level Co-ordinator, Deputy Principal or Principal as soon as possible.
- Report the content to the eSafety Commissioner – available online 24 hours <https://www.esafety.gov.au/report>

Breach of Social Media Policy:

This policy has been developed to be read in conjunction with:

- Mobile Phone and Wearable Device Policy
- Calamvale Community College Student Code of Conduct
- Calamvale Community College Preventing and Managing Bullying Policy

Breaches of this policy will be considered on a case-by-case basis. Where appropriate, further referrals under Mandatory Reporting to Queensland Police Service, Child Safety, and other external agencies will occur.

A breach of this policy may be considered a major behaviour under the Student Code of Conduct and consequences including consideration of a School Disciplinary Absence (detention/suspension/proposal to exclude and exclusion) will apply.