



COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

PARENT HANDBOOK 2026

Columba Catholic College
6-8 Hackett Terrace
PO Box 274 Charters Towers QLD 4820
Ph: 07 4787 1744 Fax: 07 47874 986
Email: office@columba.catholic.edu.au
Web: www.columba.catholic.edu.au
Facebook: www.facebook.com/ColumbaCatholicCollegeChartersTowers

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MISSION STATEMENT

Columba Catholic College inspires day and boarding students, in a climate of Courage, Commitment and Compassion, to grow in faith, purpose and knowledge. Founded on Catholic traditions, the College community encourages students to use their gifts and talents to pursue excellence and to be a 'Light to the World.'

PRINCIPAL'S WELCOME

Dear Parents

Welcome to Columba Catholic College. We are a co-educational Catholic P-12 College administered by Townsville Catholic Education. Our motto "Light to the World", underpins all that we do and the way that we do it. We follow the example of Saint Columba and hope to instill in our students the values of Courage, Commitment and Compassion. As our Mission Statement indicates, we aim to enable each student to use their God given gifts to become successful lifelong learners who are self-directed, creative, confident and reflective; fully able to engage with and contribute to the community and the world in which they live.



A special feature of our College is that our P-12, two campus structure enables students and staff to get to know each other as individuals and to respond to individual needs including those requiring learning support or extension. In structured and appropriately designed lessons, emphasis is given to engaging in technology rich, 21st century learning. Flexible and innovative learning experiences are created where all students can develop a love of learning, a sense of curiosity, and an ability to be innovative, adaptable and resilient. A diverse and broad-based education in the middle years, leads to a variety of senior school study options and pathways including university (ATAR) and vocational options. We offer a full range of core and elective studies, including extension and excellence programs.

The current teachings of the Catholic Church, particularly as they relate to young people of today, together with the study of ethics, morality and ritual are covered in Religion classes. A Pastoral Care Program provides our students with opportunities for personal, interpersonal and social development while the extensive co-curricular program enables students to actively participate in cultural, sporting and community based activities.

Columba Catholic College has a team of highly professional, experienced, dedicated and caring staff. This is extremely important in ensuring that students are happy at school and are able to achieve their potential in whatever subjects or areas of study are chosen.

As your daughter or son enters Columba Catholic College, I can assure you of our strong support and our commitment to their personal success and well-being. We welcome you to our community and encourage your involvement in the life of the College.

Many blessings



Shayne Harrison
ACTING PRINCIPAL

COURAGE | COMMITMENT | COMPASSION

RELIGIOUS LIFE OF THE COLLEGE

The Religious life of the College, coexists with the Religion Curriculum, to create an environment illuminated by the light of faith.

Teaching people to be religious is identified with the religious life of the school and is a faith development activity focused on nurturing the religious, spiritual and faith growth of students. The structure of the Religious Life of the School includes four components. They are:

- *Religious Identity and Culture (Ethos and Charism; Authentic Christian Community; Sense of the Sacred)*
- *Prayer and Worship (Christian Prayer; Celebrating Liturgy and Sacraments; Ritualising Everyday Life)*
- *Evangelisation and Faith Formation (Living the Gospel; Spiritual Formation; Witness to the Wider Community)*
- *Social Action and Justice (Justice in the School Community; Action for Justice; Reflection on Action for Justice)*

The Religious Identity and Culture of Columba Catholic College comes from the identity and culture of its Catholic Christian character. Jesus Christ remains at the centre of all things, often viewed through the lens of the teachings and practice of St Columba, Blessed Edmund Rice, Catherine McAuley and John Bede Polding.

Prayer and Worship within the College empowers all to celebrate their life and identity as members of the Columba Catholic College and St Columba's Parish communities through relationship with God and one another. It provides the context for all people to develop/nourish spiritual growth in solidarity with others.

Evangelisation and Faith Formation exists in Columba Catholic College as both an educating and evangelising community. An awareness and understanding of scriptures calls all to respond to the call of Christ in daily life. When individuals and communities express in a simple and direct way who they are and what they do because of their relationship with Jesus Christ, they are engaging in the work of evangelisation.

Social Action and Justice has at its core, the premise of respect for the dignity of each human being, recognising we are all born in the image and likeness of God. This is recognised at Columba Catholic College through investigation of Catholic Social Teaching and engagement of Teen and Mini Vinnies. Students also can engage in immersion experiences, that offers rich spiritual, religious and cultural opportunities, as well as service learning and active outreach. Our students can complete a Certificate II in Active Volunteering as part of their studies in Religion and Ethics.

SAINT COLUMBA

Saint Columba, also known as Columcille, which means dove was born in Ireland and became a monk early in his adult life. The story of Saint Columba is one of the great redemption stories. After engaging in a fierce battle, Columba recognised the need to save as many souls as were taken. He banished himself to the island of Iona where his ministry, faith and leadership blossomed. He and his followers set out to preach the Good News to the pagans there and proceeded to walk with them in Christ for the rest of his days. Students and staff at Columba Catholic College are invited to be a 'Light To The World' by their good works and care for others each day.

GENERAL INFORMATION

The name of the College:

- Reflects the relationship of the College to the local Church;
- Retains links with the name of the Primary school, St Columba's, the earliest established of the three amalgamating schools;
- Reflects the Irish heritage of the Christian Brothers at Mt Carmel and links with the presence of Sister Columba sgs, a woman of powerful memory in the St. Columba's, St. Mary's and Charters Towers communities in general.

History and Traditions

Charters Towers is a city of 10 000 people situated 135 km south-west of Townsville. The city has a long history of providing quality education to the people of the Charters Towers community and to families from across North Queensland. In recent years, that provision has been available to people from a wider background, including students from overseas. The city has a number of day and boarding schools, as well as State Primary and Secondary schools. The economy of the town is otherwise built on mining, (gold in particular), and on the beef industry.

In 1998, the three Catholic Schools in Charters Towers amalgamated to form a single school, Columba Catholic College, operating from the three existing campuses. The new school came under the authority of the Diocese of Townsville, through the Catholic Education Office. The school now operates on two campuses – St Mary's Campus accommodates Prep to Year 6 along with Girl's Residential and the Mt Carmel Campus hosts Years 7 to 12 as well as Boy's Residential.

The three schools which formed Columba Catholic College were:

St. Columba's Primary School Previously a Parish school under Diocesan authority, with co-educational classes from Prep to Year 7, St. Columba's was founded in 1876 by the Sisters of Mercy, was later administered by the Good Samaritan Sisters, and then by lay staff from 1988. Primary students continue to board in the facilities at St. Mary's Campus (girls) and Mt. Carmel Campus (boys).

St. Mary's College Diocesan Secondary school founded in 1882 by the Sisters of Mercy. From 1900, the Sisters of the Good Samaritan administered the College. This continued until 1979 when the first lay Principal was appointed. Prior to 1978, girls continued their education at St. Mary's through to Year 12, but since that time, the Year 7 to 12 girls move each day to Mt. Carmel for their classes. Until 1997, St. Mary's offered Junior Secondary (Years 8-10) classes to girls, and in later years to a small but growing number of boys. On the same site, a well-appointed boarding facility catered for girls only from Year 5 to Year 12.

Mount Carmel College was founded in 1902 and was owned and operated by the Christian Brothers until 1997. In 1998, the Brothers relinquished control of the school to the Diocese, but the Congregation retained ownership of the site and continued to provide some Brothers to the Staff. Until amalgamation, Mt. Carmel offered a comprehensive education for boys, (with an increasing number of girls), from Years 8-10 and co-education in Years 11 and 12. The boarding facility catered for boys only from Year 5 to Year 12, a situation which continues to exist on the Campus.

College Badge

The design is based upon four symbols, all of which are linked to form the Motto “Light to the World”.



THE SYMBOLISM:	These symbols placed in harmony represent Columba Catholic College.
Celtic Cross:	The specific Irish Christian influence on the establishment of Catholic Schools in Australia.
Book:	The Word of God, our source of light and life.
Stars:	The three schools – St. Columba’s, St. Mary’s, Mt. Carmel – which joined to become one.
Dove:	The symbol of St. Columba, whose peaceful ways and love of learning are our model.
Motto:	The Motto comes from the Sermon on the Mount, where Jesus calls us to be “light to the world” (Matthew 5:14). We see Christian learning as a gift to be shared and used for the good of all people. There is a subtle reference to Charters Towers, known in its gold rush beginnings as “The World”.

College Prayer

Loving God, like Jesus, call us to be light to the world every day.
God of all creation (Gaya nganhangu mirangara), as we walk with the Gudjal people, unite us through our shared stories to shape a just future for all.
God of commitment, like Edmund Rice, enable us to build a Catholic community where all learn and flourish.
God of compassion, like Archbishop Polding, inspire us to be giving neighbours and share country warmth.
God of courage, like Columba, guide us to grow in faith, forgive each other and care for nature.
God of mercy, like Catherine McAuley, fill us with the desire to serve all, and to care for the poor and vulnerable.
Peaceful God, show us Your way as we walk in Jesus’ footsteps.
Amen.

College Pledge

As students of Columba Catholic College – may we,
honour and praise our God;
love our neighbour; and
like Columba,
be kind and forgiving.

College Song

LIGHT TO THE WORLD

(words and music: Michael Mangan)

**We are called to be light every day,
Burning bright in all we do and say.
We've got to stand up
And shine, shine, shine
Columba Catholic College,
Light to the world.**

We gather here from places near and far
As Columba College Charters Towers.
We come to share our dreams,
To discover who we are,
Knowing that the future is ours.
We follow in the footsteps of those
who've led the way

We share our gifts, let everybody shine,
Our differences we celebrate.
I'll see your light and you'll see mine
As we do our best every single day.
Together we are building a family of faith
And Jesus shows us the way.

We care for creation and everyone we meet,
We feel welcome, supported and safe.
We're working together for justice and peace,
Sharing the message of our faith.
Country warmth and the common touch
We're always proud to show,
At Columba, our home away from home.

UNIFORMS

COLUMBA CATHOLIC COLLEGE STUDENT UNIFORM DAYS			
	PREP	YEARS 1-6	YEAR 7-12
MON	Sport	Sport House Shirt	Sport House Shirt
TUE	Sport	Day	Day
WED	Sport	Sport	Sport
THU	Sport	Day	Day
FRI	Sport	Sport	Sport

ST MARY'S CAMPUS	GIRLS	BOYS
	PREP DAY UNIFORM	
	College Sports Shirt College Sports Shorts Navy School Hat Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) Plain Navy Pullover / Windcheater for Winter	College Sports Shirt College Sports Shorts Navy School Hat Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) Plain Navy Pullover / Windcheater for Winter
	PRIMARY DAY UNIFORM (Years 1 to 6)	
	College Dress or Over Blouse with Navy Culottes Black leather lace-up Shoes Plain white short Socks Navy College Hat College Pullover / Vest or Plain Navy Pullover / Windcheater for Winter Navy Tights for Winter	College Shirt Navy Shorts Black leather lace-up Shoes College grey Socks Navy College Hat College Pullover / Vest or Plain Navy Pullover / Windcheater for Winter
	PRIMARY SPORTS UNIFORM (Years 1 to 6)	
	College Sports Shirt College House Shirt College Sports Shorts Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) White Socks (with school emblem - no ankle socks) Navy College Hat Plain Navy or School Track Suit Navy Bike Pants (for specific track & field events)	College Sports Shirt College House Shirt College Sports Shorts Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) White Socks (with school emblem - no ankle socks) Navy College Hat Plain Navy or School Track Suit
	SECONDARY DAY UNIFORM (Years 7 to 12)	
	College Dress Plain white short Socks Black leather lace-up Shoes Formal Hat College Pullover or Vest for Winter Navy tights for Winter	College Shirt Navy Shorts Black leather lace-up Shoes Grey Socks Formal Hat College Pullover or Vest for Winter
	SECONDARY SPORTS UNIFORM (Years 7 to 12)	
MT CARMEL	College Sports Shirt College House Shirt College Sports Shorts College Track Suit (OPTIONAL) Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) White Socks (with College emblem - no ankle socks) House Hat (Yrs 7-12) (Purchase from MT CARMEL OFFICE)	College Sports Shirt College House Shirt College Sports Shorts College Track Suit (OPTIONAL) Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) White Socks (with College emblem - no ankle socks) House Hat (Yrs 7-12) (Purchase from MT CARMEL OFFICE)
	PLEASE NOTE - THE TRACK SUIT IS NOT PART OF THE DAY UNIFORM	
	SECONDARY FORMAL UNIFORM (Years 7 to 12)	
	Formal Hat White College Blouse College Tie College Check Skirt Black Leather Lace-up Shoes (not court shoes) White Coloured Socks Blazer (Years 11 & 12)	Formal Hat Navy Long Pants with Black Belt White Shirt College Tie Black leather lace-up Shoes Black / Navy Socks Blazer (Years 11 & 12)

The College Formal Uniform will be worn by students in Years 7 to 12 on at least the following days each year: • Opening School Year Ceremony (February) • ANZAC Day Dawn Service and March (25 April) • School Class & Family Photos (Term 2) • Catholic Education Week Mass (July) • Awards Night (October) • Parish Rostered Masses	Other occasions some students in Years 7 to 12 will require a full Formal Uniform include: • Year 7 & 8, Junior and Senior Debating • Lions' Youth of the Year and Rostrum • Eisteddfods and other Performing Arts events • Attendance at other Charters Towers schools' Awards and Speech ceremonies • College representation at formal occasions and events
Date and further details regarding the listed events will be provided in the College Calendar, Website, Newsletter and Facebook page throughout the year.	

DALRYMPLE TRADE TRAINING CENTRE UNIFORM
For students completing Certificate II in Automotive Preparation, Certificate II in Engineering Pathway or Certificate II in Resources & Infrastructure
Pilbara French Navy Mens closed front Work Shirt RM2000CF with College Crest Navy Original Cotton Drill Workpant BP6007 Steel Capped Boots
For students completing Certificate II in Health Support Services
College Uniform indicated for that particular day

UNIFORM - SPECIFIC INTER-SCHOOL SPORTS

SWIMMING (GIRLS AND BOYS)	ATHLETICS (GIRLS AND BOYS)
College Swimsuit College Track Suit	College Sports Shirt College Sports Shorts Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) White Socks (with school emblem - no ankle socks) Athletics Singlet (provided by College for special events) Navy College Hat (Primary) or House Hat (Secondary) Navy Bike Pants
TENNIS (GIRLS AND BOYS)	
College Sports Shirt College Sports Shorts Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) White Socks (with school emblem - no ankle socks) Navy College Hat (Primary) or House Hat (Secondary)	
BASKETBALL / TOUCH / SOCCER / HOCKEY (GIRLS AND BOYS)	FOOTBALL
College sports uniform (or a special numbered uniform supplied by the College) are to be worn for these team sports	Blue Jersey (All teams, except First XIII) Rugby League Shorts College Football Socks Football Boots Mouthguard FIRST XIII: Red Jersey, White Shorts, First Football Socks, Football Boots NOTE: Jerseys / Shorts / Socks are supplied by the College
NETBALL / SOFTBALL	CRICKET
College Sports Shirt College Sports Shorts (First Softball Team supplied by the College with longer length Pants / First Netball Team supplied by the College with Skirts) Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) White Socks (with school emblem - no ankle socks) Navy College Hat (Primary) or House Hat (Secondary)	College Sports Shirt College Sports Shorts Joggers (recognised sports shoe - no 'ankle' or 'basketball high top' shoes) White Socks (with school emblem - no ankle socks) Navy School Hat (Primary) FIRST & SECOND XI AND UNDER 15: Long-sleeved White Shirt, Long Cricket Whites, Navy School Hat (First XI – Special Cricket Cap)

General Information and Grooming Expectations

Uniforms MUST be worn neatly and correctly. It is the responsibility of every parent/caregiver, teacher and student to ensure that the College is presented well within our community. Correct wearing of the school uniform demonstrates pride in the College, respect for ourselves and respect for others. Columba Catholic College has a school uniform that must be worn correctly at all times during school hours and travelling to and from school.

- Uniform worn should follow the full uniform requirements for the occasion. It should be worn with pride, respect and dignity.
- Sunscreen and school hat must be worn at all times whilst outdoors. Caps are not part of the school uniform because of sun safety reasons. The rule is no hat, no outside activity during the school day. Students should be under a shade structure unless wearing a clean, neat and graffiti free College hat or College House Hat.
- The navy wide brimmed College Hat or House Hat (for students on the Mt. Carmel Campus) is to be worn for sun safety purposes (Sun Safety Policy).
- Sunglasses may be worn outdoors.

- Jewellery is limited to the following items; only girls may wear plain gold or silver ear studs/sleepers, (two small, plain studs or sleepers per ear only – must be a matching pair worn in the ear lobe),
 - o one signet, gold or silver band ring,
 - o one watch,
 - o one simple gold or silver chain with a Christian religious medallion may be worn.
- Teachers may request students to remove items of jewellery and secure hair from face, during school activities.
- Make-up, nail polish, artificial nails and false eyelashes are NOT permitted.
- Gentlemen must maintain a clean shaven face each school day.
- Hair colourings/styles should not be outlandish. Long hair on girls MUST be tied back. Boys to have short back and side hair style. Fashion extremes are to be avoided. Students who have excessive hair colouring or cuts may be required to wear a hat until the offending colour or style is removed.
- A white, red or blue ribbon or "scrunchie" is the only hair adornment permitted with any uniform.
- All students are required to have a Columba Catholic College backpack.
- All uniforms (particularly hats) and personal property must be clearly marked with the student's name. All unclaimed clothing and unnamed property will be given to a charity at the end of each term.
- During Term 2 & Term 3 full tracksuits may be worn with the sports' uniform, otherwise the specified winter uniform is to be worn. Tracksuit tops ARE NOT part of the formal uniform.
- Special event clothing (e.g. shirts for special teams, trips, senior jerseys etc) are not to be worn as part of the uniform. When competing in team sports the specific uniform Colleges apply as listed.
- Day & formal uniform shirts must be tucked in at all times (with the exception of Jack Shirts for Year 1 to 6 only).

Student Coloured Clothes Day

Throughout the year the College will host various 'coloured clothes' days to raise money for different events or charities. Students are expected to adhere to the following guidelines:

- Shorts and skirt length MUST be at least half way down your thigh (i.e. no shorter than your Columba sport shorts).
- Sun safe hats must be worn.
- Jewellery and makeup rules still apply as per the uniform policy.
- No mixing of the College uniform with coloured clothes.
- Clothes must be good casual and presentable.
- No strapless, sleeveless or midriff tops to be worn.
- No see through items or items that are low cut or revealing.
- No singlets/basketball shirts or shirts with offensive language and/or pictures.
- No cross-dressing.
- Closed in shoes MUST be worn. School shoes, joggers and sandshoes are acceptable. Thongs, sandals, slip-on shoes, masseurs and the like are NOT acceptable.

Footwear for practical classes (e.g. wood & metal) is only ever closed in footwear so this MUST be worn on these days for applicable students.

CURRICULUM

Columba Catholic College provides a robust school program based upon framework from both the Australian Curriculum and Queensland Curriculum and Assessment Authority (QCAA).

In our Primary year levels priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Following on our students in Years 7 to 12 will have the opportunity to experience a wide range of subjects paving the way for further education

Students with IEP's or ELP's will be provide with modified learning experiences and assessment opportunities to enable them to meet their learning objectives.

Learning enrichment and homework help is offered for those students who experience difficulty. Students who excel in their studies are challenged further by way of extension in order to build on what they have already learnt.

The Pedagogical Framework (Appendix 1) outlines the College's aims for Learning and Teaching.

Assessment

Assessment is a continuous record of what students can achieve. Learning achievement encompasses the assessment of students' skills, knowledge and understanding. Assessment takes many forms – it can be observational, written, small tasks, or larger tasks that may take an extended period of time. Teachers will assess students both formatively (in class, or through small tasks with feedback given to students to enhance further learning) and summatively (through tasks that contribute towards end of term results and is a confirmation of achievement throughout the term).

It is expected that students perform to their best in each task. Non-completion, or not to potential tasks that display sub-standard effort is not our expectation nor standard at Columba Catholic College. To support students in this endeavour, teachers will provide specific, timely and constructive feedback to students, both in written and verbal forms.

Teachers provide lunchtime tutorial support to assist students with assessment and work completion and the weekly Homework Club is another support for students.

Assignment support access for students who do not submit work or submit assessments to a poor standard. This occurs after school, as per Assessment Guidelines Procedure found in Appendix 2.

Application for Extension

Students need to access an Application for Extension form that requires parent signature and documentation **at least two days** before the assessment is due. This can be collected from the College office.

Homework and Study

As students' progress through their schooling at Columba Catholic College, and subjects increase in rigor and complexity, so does the expectation that students will be well disciplined and prepared when it comes to homework, study and revision. Learning is enhanced through the provision of opportunities outside of school hours to review, reinforce and apply what has been learned during the day. Understanding the difference between completing daily homework, and studying for long term retention and comprehension is crucial for academic success.

LEARNING AT HOME

Learning at home consists of 2 main activities: homework and study.

Homework is general work set by the teacher for completion at home. Examples of homework may include:

- Literacy - reading and spelling
- Short focussed tasks or activities which relate directly to what is being taught and which are built upon in school
- Activities appropriate to the phase of learning
- Options that encourage student ownership and choice. For example, homework menu.
- Consolidating and reinforcing learning / class work
- Enhancing and extending students' abilities
- Developing long term memory for important information
- Developing student independence as a learner
- Preparing for future lessons

Prep - Year 6 Homework Focus

YEAR LEVEL	FOCUS	ACTIVITIES
PREP - YEAR 3	Daily reading, spelling and fluency passage, as well as other activities required for focus areas.	• Home readers • Fluency passage • Literacy and numeracy tasks
YEARS 4 - 6	Reading for enjoyment, as well as students developing choice, ownership and independent work habits.	• Reading • Homework Menu • Literacy and numeracy tasks

Study is revision and reinforcement of work covered. Study can include but is not limited to:

- Work on assignments (chunking of assignments to complete by due date)
- Revision of past work
- Study for exams
- Daily review of work covered in class
- Reading of reference material and wider reading

QUANTITY OF STUDY TIME

The following is a guide to the quantity of home learning to be undertaken at each year level. There will be times when these suggested timings are exceeded, especially prior to examinations and the submission of major assessment work. In Years 11 and 12 the amount of time devoted to homework and individual study will vary according to the student's individual learning program and needs. Care should be taken to maintain balance between study, sporting, recreational and part-time work commitments.

YEAR LEVEL	QUANTITY OF HOMEWORK	YEAR LEVEL	QUANTITY OF HOMEWORK
Prep	5-15 minutes, 4 nights per week	7	1-1.5 hours, 5 days per week
1	5-15 minutes, 4 nights per week	8	1.5 hours, 5 days per week
2	5-15 minutes, 4 nights per week	9	1.5hrs, 5 days per week
3	15-30 minutes, 4 nights per week	10	1.5-2 hours, 5 days per week
4	15-30 minutes, 4 nights per week	11	2 hours, 5 days per week
5	15-30 minutes, 4 nights per week	12	At least 2 hours, 5 days per week
6	15-30 minutes, 4 nights per week		

RESPONSIBILITIES

TEACHERS:

Teachers help students establish a routine of regular, independent homework and study by:

- Setting homework regularly and setting realistic due dates
- Providing timely and useful feedback
- Supporting students in developing effective time management and study habits
- Teaching students study skills to prepare for an exam
- Breaking down assessment tasks into chunks for students to complete
- Communicating the purpose, benefits and expectations of homework
- Contacting parents / guardians / house parents if homework is not complete
- Encourage students to attend Homework Support (St Mary's Campus) and Homework Club (Mount Carmel Campus)

STUDENTS

Students take responsibility for their own learning by:

- Recording all homework and assessment in their diary during each lesson
- Accepting responsibility for completing homework / study by due dates and submitting for marking / feedback
- Asking parents / caregivers / house parents / teachers for assistance when required
- Attending Homework Support (St Mary's Campus) or Homework Club (Mount Carmel Campus) if assistance is required
- Completing a study plan so as to organize and manage time to complete homework, study, assignments as well as balancing home obligations, sporting, recreational and cultural activities and part time work
- Revising homework and classwork regularly to enhance understanding and learning.

PARENTS / CARE GIVERS / HOUSE PARENTS

Parents / caregivers and house parents can assist students by:

- Monitoring and checking student diary regularly for homework / study requirements and to communicate with College staff
- Encouraging children to organise their time and take responsibility for their learning
- Liaising with class teacher if difficulties with homework completion arise
- Encouraging reading and writing
- Encouraging students to attend Homework Support (St Mary's Campus) or Homework Club (Mount Carmel Campus) either at lunch time or after school.

Laptop Program

PURPOSE AND PRINCIPLES

The world in which we live and learn is increasingly shaped by technological advancements. The current Australian Curriculum has been written to provide a foundation for learning across seven general capabilities; one of which is competence in Information and Communication Technologies. Students develop competence within this general capability when they learn to use ICTs effectively and appropriately to access, create and communicate information & ideas to solve problems within a collaborative environment. Hence, learners are required to be flexible and adaptive who can gather and analyse information from a wide variety of sources. Students in Years 7 to 12 are to have a laptop to College specification.

RESPONSIBILITIES

Students who participate in the LAPTOP program, understand that it is their responsibility to take care of their device and they do so at their own risk. They are also responsible for the maintenance and protection of their devices. Students must have an anti-virus software program loaded onto their machines. Parents are strongly encouraged to purchase insurance appropriate for the device.

The College does not take responsibility for the following:

- Any issues or faults associated with the purchase of devices through the School Portal;

- Student devices that are broken or damaged at school or during school related activities;
- Any loss or theft of student devices at school or during school related activities (Although the College will assist with investigating any matter where the malicious act of another student is involved);
- Any loss or damage to any data stored on personal devices;
- Any ongoing maintenance, virus protection or repair of student devices.

REPAIRS

All repairs are at a cost to parents. The College does not organise repairs, but can assist with information for parents.

DAMAGE

Students should report a damaged laptop to the IT Help Desk immediately. If the damage occurs outside of normal school hours, then the issue should be reported on the following school day at the earliest possible time. The IT Administrator will assess the damage and advise how to proceed with repairs.

In cases of malicious damage by another student, the College Principal will, having considered all circumstances of the matter, determine whether the other student is responsible for the damage and if repair costs should be borne by the other student. The loss of data or hardware malfunction cannot be grounds for the appeal of an extension of any assessment task or homework.

CARING FOR THE LAPTOP

Students are **expected to bring their laptop to College every day**, in the same way in which they are expected to bring exercise books. The laptop will be an essential component of their educational toolkit. For this to be effective, there are several routine practices which must be followed. These include:

- **Charging Batteries** – When fully charged, the battery will allow a student to conduct the educational work continuously for a full school day. **It is the student's responsibility to ensure that the battery is fully charged each night ready for the next school day.**
- **Sleep Mode** – Closing the lid of the laptop will place the device in sleep mode and will enable faster start up for your next class.
- **Graffiti** – Students are not to deface or graffiti any part of the laptop
- **Lunch time** – Students are only permitted to use their device in restricted areas of the campus during lunch breaks. These areas are limited to the Library and or otherwise instructed by the teacher.
- Students are not to use their laptop in the playground

IT HELP DESK

Students may access the IT Help Desk for any issues they may be having with their device. Students may access the Help Desk before and after school or during normal scheduled breaks.

If a student is experiencing issues during a lesson, it will be up to the discretion of the teacher as to whether they give the student the permission to visit the IT Help Desk.

The College based technician will only spend a short period of time attempting to resolve an issue presented by a student. If the diagnosis of the fault requires a longer period of time the College will recommend a course of action.

Backup of School Work must be on Google Drive. Laptops will not be accepted at the Helpdesk if they have not been backed up. The IT Department holds no responsibility for the loss of data.

BORROWING LAPTOPS FOR A DAY

If a student's laptop is in for repairs or is left at home, laptops can be borrowed from the Library. All loans are for short term only.

1. Complete Loan Register Laptop Form online in the Library.
2. Collect laptop from the Library before 8.20am on the day required.
3. Library Manager will record details of loan.
4. Laptop is returned to the Library by 3.05pm

Note: Students will not be allowed to leave classes to borrow laptops for one lesson.

Co-Curricular Opportunities

Columba Catholic College offers a wide range of academic, sporting and cultural activities in which students may participate.

Sports

- Swimming
- Athletics
- Cross Country
- Touch Football
- Tennis
- Netball
- Softball
- Rugby League
- Cricket
- Columba Academy-Athletics

Activities

- School productions/musicals
- Camps/Reflection Days
- Feast Day & special activities
- Debating
- Rostrum
- Student Representative Council
- Coders Club
- STEM Club
- Craft Club
- Debutante Ball
- Scrambled Legs
- Australian Schools Science Competition
- Australian Schools Mathematics Competition
- Australian Schools English Competition
- Teen Vinnies and Mini Vinnies
- Optiminds
- Reader's Cup
- Lions Youth of the Year
- Eco Warriors
- Charities

Instrumental Music Program

Students at Columba Catholic College, St Mary's campus are offered instrumental lessons before and after school.

PASTORAL CARE

Pastoral Care (PC) Class (Years 7 to 12)

Quality Pastoral Care is central to positive relationships. Our role is to work together to enable each young person to feel known, cared for and respected. The personal, social, academic and spiritual growth of our students is key. Students are provided with a range of opportunities to engage in activities that build their social capacity within a safe, pastorally supported environment. Please refer to our [Pastoral Care Policy](#) (Appendix 3) for further information.

Programs are in place to assist each student to develop into the best person they can possibly be. An underlying principle of Pastoral Care is that each student is an individual with particular needs and it is the day-to-day care of each student and their needs, which is of paramount importance.

As well as the day-to-day care of students, PC Programs address aspects of personal and social development, career education, health and wellbeing, study skills, cyber safety, personal organisation and time management.

Each student within Columba Catholic College is a member of a PC Group and will have a PC Teacher. PC Teachers will come to know students in their PC Group well so that they can be given the best care and support possible. The PC Teacher is the College's first port of call for students and parents/guardians. All stages of schooling can present challenges and a PC group can offer support and encouragement during the difficult times and as well as celebrate the good times of life.

The Pastoral Care teacher's role is to:

- Monitor student wellbeing and progress.
- Establish a prayerful classroom environment.
- Develop relationships with and within the class.
- Present the classroom as an exciting learning environment.
- Ensure that the college uniform is worn correctly.
- Communicate with parents (first port of call).
- Maintain classroom equipment.

Harrassment and Bullying

Harassment or bullying will not be tolerated and will be dealt with as a serious matter. If your child tells you that they are being harassed or bullied, it is important that you raise the matter with us – despite what your child might advise. The College's [Bullying Policy](#) (Appendix 4) along with the [Procedures for Addressing Student Bullying](#) (Appendix 5) are available on our website.

Guidance and Counselling Services

The effect of life's stressors on the personal, social and academic development of students is widely acknowledged. Schools exercise a central role in supporting and assisting student development by providing a guidance and counselling service. The College Guidance Counsellor works in partnership with the college community to promote and foster student development, mental health and resilience.

The Guidance Counsellor is available to meet with students, parents/guardians and staff to talk about concerns. This is a confidential service. An appointment can be made either by contacting the Counsellor directly or leaving a message with the office staff.

Camps and Retreats

In Term 4 our Year 5 students partake in a leadership camp held at the Gumburu Environmental Education Centre over a 3 day/ 2 night period. As an important part of the curriculum, our Year 6 students are fortunate to participate in a 5 day camp to Canberra in Term 3.

Students in Year 7, 8 and 9 participate in one camp and one reflection day per year. These camps are usually an outward bound style adventure where students may camp in tents, prepare their own food, and enjoy physical activity in the natural environment. Year 11 students attend a leadership retreat which is an integral component of the College's Leadership Program. The Year 12 retreat is held in Term 1 and focuses on the theme of discipleship and following in the footsteps of Jesus. It is a unique opportunity to reflect on one's religiosity and spirituality before focusing on the future. Camps, retreats and reflection days are an important and compulsory part of College curriculum and the Religious Life of the School.

House System

Each student and staff member is allocated to one of four Houses. These houses will form the basis of a variety of college-based competitions throughout the year.

House Name	RICE	BENJAMIN	McAULEY	POLDING
House Colour	RED	BLUE	GREEN	GOLD

Each of the Columba Catholic College house groups is named after a significant person in the Catholic tradition.

- RICE (Red):** Named after **Blessed Edmund Rice** who began a Religious Order which later became the Congregation of Christian Brothers. In 1802 Edmund converted a stable into established a makeshift school in where boys living in poverty were schooled for free.
- BENJAMIN (Blue):** Named after **Bishop Raymond Benjamin** who was born in Rockhampton on 24 February 1925. Bishop Benjamin served in many parishes around the Diocese and was elected as the Fourth Bishop of Townsville on February 14 1984. Was Bishop when the schools amalgamated to become one.
- McAULEY (Green):** Named after **Catherine McAuley** who was responsible for establishing the House of Mercy in 1924. Catherine and other lay women would shelter homeless women, reach out to the sick and dying, and educate poor girls. Soon after the House opened on September 24, 1827, hundreds of girls were enrolled in the school which was also being used as a home for young servant girls.
- POLDING (Gold):** Named after **John Bede Polding** who was the first Catholic Bishop to come to Australia, arriving at Sydney in 1835. After dividing his territory into missionary districts and swiftly providing them with priests, churches and schools he went on to be appointed Archbishop in 1843.

Positive Behaviour Expectations

Student Responsibilities and Expectations

All students at Columba Catholic College have the right:	All students at Columba Catholic College have the responsibility:
• to learn	• to contribute to an effective learning / living environment
• to courtesy and respect for person and property	• to recognise the God-given dignity of all members of the College community and to treat them and their property with courtesy and respect
• to a clean, tidy environment	• to assist in the maintenance of clean and tidy classrooms, residences, grounds and school property
• to work / live in a secure environment	• to refrain from actions or words which endanger or bully others
• to feel proud of their College	• to help build a good public image of the College
• to feel safe, be listened to and treated fairly	• to engage in safe behaviours and communicate with others respectfully

The 'Big Five' Values

At Columba, we focus on ensuring that all actions begin and end with 'Respect.' We relate all of our actions and behaviours to the 'Big Five.'

1. **Respect for Self**
2. **Respect for Others**
3. **Respect for Learning**
4. **Respect for Environment**
5. **Respect for Tradition**

At Columba, we demonstrate our values in particular ways, the table over the page gives examples of these.



COLUMBA CATHOLIC COLLEGE
POSITIVE BEHAVIOUR EXPECTATIONS

THE BIG FIVE POSITIVE BEHAVIOUR EXPECTATIONS AND WHAT THEY LOOK LIKE

	We demonstrate our values when we:	We see the Big Five in action when we:
Respect for Self	- Are honest, truthful and trustworthy - Are self-disciplined - Are resilient - Value the opportunity of education - Set and work towards personal goals which are realistic and achievable - Act with courage to prevent and report inappropriate behaviour - Take responsibility for our actions - Acknowledge consequences and recognise and adhere to self-morals despite external influences	- Use respectful and appropriate language with others including students, staff and members of the wider community - Display on-task and respectful classroom behaviour - Practise safe play behaviour - Are accountable for our own behaviour
Respect for Others	- Are kind, just, compassionate and inclusive - Take responsibility and lead by good example - Demonstrate acceptance of others and are supportive and encouraging of them - Show caring behaviour which reflects the respect we have for the person and property of all - Know and value others' stories	- Use respectful and appropriate language / actions with others including students, staff and members of the wider community - Engage co-operatively with others in the playground - Display on-task and respectful classroom behaviour - Practise safe play behaviour when interacting with others - Are honest and trustworthy in interactions with others - Follow staff directions and instructions
Respect for Learning	- Allow all students the opportunity to learn and teachers to teach - Show personal responsibility for learning - Participate and co-operate in class - Show respect and courtesy towards College staff, students and visitors - Are punctual and arrive at class with all materials needed for learning	- Complete homework and assessment on time - Leave or entering classroom with permission and being visibly present - Display on-task and respectful classroom behaviour
Respect for The Environment	- Take good care of the school and environment by being respectful of grounds and facilities - Are concerned with minimising waste and use of resources at school and in the wider community - Take pride in using God-given resources in a manner that shows dignity and respect, regardless of the venue or situation	- Play in designated areas - Keep grounds and buildings clean and tidy and graffiti-free - Use toilet amenities appropriately
Respect for Our Traditions	- Appreciate the need for an atmosphere of quiet reflection leading to prayer - Participate in community prayer, feast days, liturgy and spiritual formation opportunities - Follow Church customs and practices with dignity, respecting the sacred space - Are aware that our actions reflect on us, our families and our College - Observe all community expectations in our actions eg: public transport expectations and respect for the environment - Follow College uniform guidelines - Show courtesy and respect towards those within the College and wider community - Take all necessary actions to improve the public image and perception of the College within the wider community	- Wear the school uniform appropriately including College-supported jewellery - Wear the College hat in any school sport or outdoor activity - Talk positively about our school - Represent ourselves with appropriate decorum in school and the wider community

Positive Behaviour Rewards - Awards and Recognition

Students across Prep to Year 12 and in Residences will receive awards for demonstrating the College's Big Five Values including:

Respect for Self
Respect for Others
Respect for Learning
Respect for The Environment
Respect for Our Traditions

These awards will occur at Campus Assemblies, Residential Meetings and other whole College Celebrations.

Positive Behaviour Support Consequences

We realise that mistakes occur and at Columba these mistakes are seen as opportunities to learn, reflect and restore relationships. The Restorative Practice model is a model we use to do this.

The Principles of Columba Restorative Justice are:

- The importance of the student/teacher relationship as the fundamental key to holistic education and specifically, positive behaviour management.
- Students are required to reflect on how their behaviour impacts on others and will be given support on how to repair the relationship.
- Awareness should focus on an understanding of the impact the behaviour has caused and those it has affected (both positively and/or negatively). All parties involved in the breakdown of any relationship are actively involved in the Columba Justice process and can consider their accountability.
- A student's welfare throughout the Columba Justice process is paramount.
- Poor behaviour is recognised as an opportunity to grow and learn.
- All parties involved are clear on expected behaviour at Columba Catholic College.
- Parents are active parties in the process.

For further information pertaining to behaviour expectations please refer to our [Positive Behaviour Support Framework](#) available on our College website (Appendix 6).

DAILY ORGANISATION AND COMMUNICATION

Bell Times

Students are to be at school at least 10 minutes before Homeroom/Pastoral Care. Staff supervision begins at 8:00am.

ST MARY'S CAMPUS	
8.30	Morning Assembly
8.45	First Session
10.45 11.10	Morning Tea
11.10	Middle Session
1.10 2.00	Lunch
2.00 3.00	Afternoon Session

MT CARMEL CAMPUS	
8.30	Homeroom
8.45	Lesson 1
9.45	Lesson 2
10.45 11.10	Morning Tea
11.10	Lesson 3
12.10	Lesson 4
1.10 2.00	Lunch
2.00 3.00	Lesson 5

Homeroom/Pastoral Care

The Homeroom/Pastoral Care period at the beginning of each day allows for:

- Marking of rolls
- Passing on of important information
- Checking College uniforms and diaries
- Dealing with enquiries and minor problems
- Following up individual students by the homeroom teacher/pastoral care leader

Assembly

Assemblies are held every Thursday morning on the St Mary's Campus and once per fortnight on the Mt Carmel Campus. Parents are invited to attend.

Student Attendance

Columba Catholic College recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic outcomes.

Columba Catholic College has a responsibility to record student attendance and respond to instances of irregular attendance.

Our College, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school based activity. It is important for the College to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Legal guardians of children have a legal obligation, as set out in the Education (General Provisions) Act 2006, to ensure a child is enrolled at and attends school.

Class rolls can be required as evidence in court and assist in establishing that a school has met their common law duty of care to students. Attendance records are required as part of a school's Workplace Health and Safety requirements and can be a critical factor in identifying serious student protection concerns. In addition, student attendance records are used for student reporting, fee allocation and government reporting.

Our College wide goal is for 90% attendance or above.

Absence

Parents are requested to contact the College office by 9.00am each day that a student is absent. If notice hasn't been received a text message will be sent to parents advising their child's absence and requesting a reason. Upon the student's return to school it is a legal requirement that if advice has not been given by the parent the student provides the Pastoral Care Teacher with a letter written and signed by the Parent(s) or guardian, explaining their absence. This letter should be presented on the first day that the student returns to the College after absence.

Should a student have an unexplained absence for any lesson on a day in which they are in attendance to school, the class teacher will contact the office and a member of Leadership will be informed. Parents / guardian will be informed if it is found that a student was truant to a compulsory College event.

Late Arrival to school

Any student who is late to school must report to the Campus office upon their arrival. Their attendance and arrival time will be recorded at the office before the student attends their scheduled lesson. All students arriving late to school require a note explaining the circumstances of their delay. Late arriving students will be required to sign in using the electronic touchscreen and will be given a late slip to present to their class teacher.

Early Departure from school

Students leaving early are required to be signed out at the Campus Office by an adult.

Extended Absence

Any requests for extended periods of absence throughout the school year should be made in writing to the Principal of the College in a timely manner. It should be acknowledged that although in some circumstances leave during the school year is unavoidable, it is likely to have an impact on student learning.

Please endeavour to minimise appointments during the school day.

It will be your child's responsibility to catch up on any missed work on their return to school including any assessments that might be due. Please ensure they liaise with their teachers to ensure they are aware of their responsibilities.

Diary

All Year 7-12 students are issued with a College Diary, which is to be used for recording homework, assessment and College activities. Diaries are to be kept graffiti free as well as free of inappropriate materials. If lost, it needs replacing. Replacement costs will be borne by the student. The College diary also provides a means of communication between parents and the College. Parents are encouraged to write notes re: lateness, absence etc in the diary.

Lockers (Years 7 to 12)

Locks and lockers are provided for students. If either are damaged or lost then replacement costs will be borne by the student. Lockers must ALWAYS be locked.

All bags, textbooks and student equipment is to be stored in lockers. Bags are not to be taken to classes.

Communication

Open communication between parents and the College is essential to maximise student learning and development. This communication can occur through a variety of ways including phone calls, informal notes, interviews, letters, emails and formal reporting processes. College staff members will endeavour to respond to any parent communication within 24 hours.

In many instances the student's Pastoral Care (PC) Teacher is best positioned to communicate meaningfully with a parent or guardian. A student's PC Teacher spends time with them on a daily basis and throughout the year will develop a mentoring role of students within their PC group.

During the course of the day messages from parents/guardians of an urgent nature will be relayed to their son/daughter. However, non-urgent messages or messages of a social nature are discouraged. The College cannot guarantee delivery of messages to students which are received within 20 minutes of school finishing time. Although the College acknowledges that many students will have mobile phones at school, parents are requested not to text or phone students during the day, as this encourages students to use their phone during the school day – a practice that is discouraged.

Facebook

Like and follow us on Facebook: <https://www.facebook.com/ColumbaCatholicCollegeChartersTowers>



The College regularly adds posts about current activities or events that are of interest to parents and students. We also post updates as necessary to inform parents of buses arriving late back from camp, excursions, etc. or other key information.

Newsletter

The College Newsletter is issued on a fortnightly basis and emailed to parents as well as published on the College website. The newsletter contains important information for the College community and outlines events and activities that are occurring at the College. It is an important means of regular communication with families and we encourage you to read this. Please ensure that the College has your current email address. A paper copy is available upon request.

Student Accident, Illness and Medication

In general, students who are sick should not attend school. Sick children at school can also contribute to a spread of infectious illness, and are often unable to concentrate in lessons. Parents of day students will be contacted to collect sick children and take them home. Boarding students will be referred to the College Nurse.

In the case of physical injury, parents will be contacted, first aid applied, and the student accommodated in the First Aid Room until collected. If the injury requires the attention of a doctor, an ambulance may be called. It is particularly important that the College's files of emergency telephone numbers are kept up to date by parents to enable us to make contact quickly.

In all cases of first aid/emergency, assistance will be given as a means of supporting student's health and safety while awaiting professional medical assistance.

Medication at School

The following procedures for the administration of student's medication will be strictly observed.

- **ALL** medications should be forwarded to the school in the original packaging provided by the pharmacist. Instructions detailing the times/conditions, dosage for administration and name of the student should be printed on the original packaging by the pharmacist. All medication needs to be dispensed by a pharmacist on a doctor's or health professionals order. This includes over the counter medicine. Non-prescription medications should not be brought to the College and will not be administered by workplace staff.
- **No medication** will be given to a student without the appropriate authority forms being completed. This includes over the counter items. All items require a sticker with appropriate information from the doctor/pharmacist as per above.
- **Prescribed medications** – Parent/guardian to fill out a 'Consent to Administer Medication at School' form for each medication to be administered.
- **Boarding students** – Any medication including over the counter medications, but excluding Paracetamol, Ibuprofen and antihistamines) that parents/caregivers would like administered to the student while they are in the care of the College will need to be prescribed by a doctor or health professional and dispensed by a pharmacist. A 'Consent to Administer Medication at School' form signed by the parent/caregiver will need to accompany all medication to be administered. If a new medication is prescribed during the term, the school nurse will forward the authority form to the parent/caregiver for completion and return with regard to the new medication.
- **Keeping of medications** – All day student medications are kept in a locked cupboard in Administration. Unless authorised, students are not to carry medications with them. Boarding student's medication may be stored in the Residential offices and/or Health Centre.
- **Collection of medication** – It is the responsibility of the parent/guardian to collect unused medication from administration at the appropriate time.
- **Asthma and Anaphylaxis** – Secondary students are permitted to carry their Asthma medication and EpiPen with them after the appropriate forms have been completed. Prep to Year 6 students are required to store their medication in the St Mary's Campus Office. It is imperative that every person uses a spacer device when using their inhaler. Please supply all equipment for your child to use. Advice from Director-General of Health and Medical Services is that asthma puffers are safe and no adverse effects are likely to occur even if symptoms have been incorrectly diagnosed. An up to date action plan is required and will be kept in the First Aid files.
- **Other medical conditions** – Conditions requiring students to carry specific medications and/or aids will be assessed on a case-by-case basis.
- **Consent to Administer Medication at School** - New forms are required at the start of each year.
- **End of year collection of medications** – Parents/guardians are asked to personally pick up any unused medications in the last week of the school year. Medication (except asthma medications) are not given to the student for safety purposes.

Lost Property

From time to time various personal items belonging to the students are misplaced. There are usually three main reasons for this occurrence:

- Many items are not clearly named (especially clothing)
- Students often forget where they last placed their personal belongings
- Students unwittingly pick-up an item belonging to another student

When a student discovers that belongings have been misplaced, they need to follow these procedures as soon as possible:

- Be prepared to spend time and effort to look for the misplaced item. Check the lost property areas.
- Return to the area where they last had the article, and check if it is still there.
- Conduct a thorough search of this area and of any other area(s) where they believe the item might possibly be.
- Check the locker/bag-rack areas.
- Check daily notices for updates on items lost/found.

- After following all these steps, the student then needs to speak to the College office to report that the item has been lost / misplaced.
- If the office receives named lost property it will be returned to the student. Unnamed and unclaimed lost property is retained at the College office for a short period of time before being donated to the St Vincent de Paul Society at the end of each term.

Student Protection

The Townsville Education Office is strongly committed to student protection education and student protection processes. Personal safety education takes place within the context of a Catholic school community where the individual student is valued as a child of God. It is also acknowledged that parents/guardians are ideally placed to teach children and adolescents personal safety skills to enable them to cope in awkward or unsafe situations. In order for students to thrive there is a need for safe and secure learning environments.

However, student protection moves beyond compliance with regulations to prevention and to being proactive by creating a culture where communities have the commitment and knowledge to identify risks of harm and respond appropriately. Students have the right to expect that the school will always act to protect them from any kind of harm.

Staff Member Reporting Responsibilities

Staff members must be aware of and adhere to the requirements of:

- Mandatory reporting of sexual abuse/likely sexual abuse of students
- Compulsory reporting of harm/likely harm to students
- Compulsory reporting of inappropriate behaviour by staff towards students
- An obligation to report the likely sexual abuse of a student by another person

Harm or suspected harm to students must be reported by staff members using the relevant Student Protection reporting forms.

Columba Catholic College Student Protection contacts are:

Shayne Harrison (Principal)
 Dan Kyle (Deputy Principal Pastoral & Residential)
 Ryan O'Connor (Deputy Principal – Primary)
 Adonia Hedges (Head of Girls Boarding)
 Caroline Jarmey (Head of Boys Boarding)

Mobile Phones and Electronic Devices

No student is permitted to use a mobile phone or electronic device, other than their school laptop, during school hours. Any phones which are being used during the school day, whether for calls or sending/receiving text messages will be confiscated. Phones MUST be switched off during school hours. Students are not to ring parents on their mobile phones to collect them from school.

Forgotten books or work rosters are not considered emergencies. If students need to make a phone call during the day they are to report to Student Reception and speak to the office staff to arrange this. Refer to the Mobile Phone Policy for further information.

Transport

It is a parent's responsibility to ensure students attend school, by whatever means is appropriate for their son or daughter. Students licenced to drive may do so to get to and from the College, provided they have completed the 'permission to drive to school' form and have had this approved by their parents and the College Principal. Passengers are not to be transported in students' cars unless prior arrangement with administration and written permission is provided by both the passenger's parents and the drivers' parents. Students are expected to set high standards of safety and responsibility in their driving at all times. Keys must be handed into the office on arrival at school and collected at the end of the school day.

College buses are used to transport students to college events and between campuses.

Tuckshop

The College tuckshop is operated by the College Kitchen on the Mt Carmel Campus and operates 5 days a week. Tuckshop is ordered via the *Flexischools* app that can be downloaded on the App Store or Google Play. All purchases through the *Flexischool* app need to be completed by 8:30am for Mt Carmel Campus students and 9:00am for St Mary's Campus students. In addition, students on the Mt Carmel Campus can make purchases via cash or EFTPOS directly from the tuckshop at their allocated meal breaks. Students on the St Mary's Campus collect their order from the tuckshop at their respective times for Morning Tea and Lunch.

Bikes

Bikes are not to be used on the College grounds. All students using a bicycle as a means of transport for all or part of their journey to and from school should, for their own safety, be wearing appropriate safety gear, including a helmet. Bicycles are to be secured in the bike racks and not brought into the College building area. It is a student's responsibility to supply and use a suitable device to secure their property.

Visitors and Volunteers

In the interests of protecting students, only authorised persons are permitted to enter the classrooms or play areas during school hours. In all cases a person entering the college must be registered in the Student Protection Register and must report to the College Office for authorisation. Entry to College areas is only possible after signing the Workplace Health and Safety Visitors Book located in the office. This rule applies also to parents.

We warmly welcome volunteers at Columba Catholic College. Volunteers are required to complete volunteer induction processes, via the Principal, to ensure all processes and student protection measures are undertaken. All volunteers will need to either attend a 'Volunteer Welcome Session' or complete the online course.

STAFF

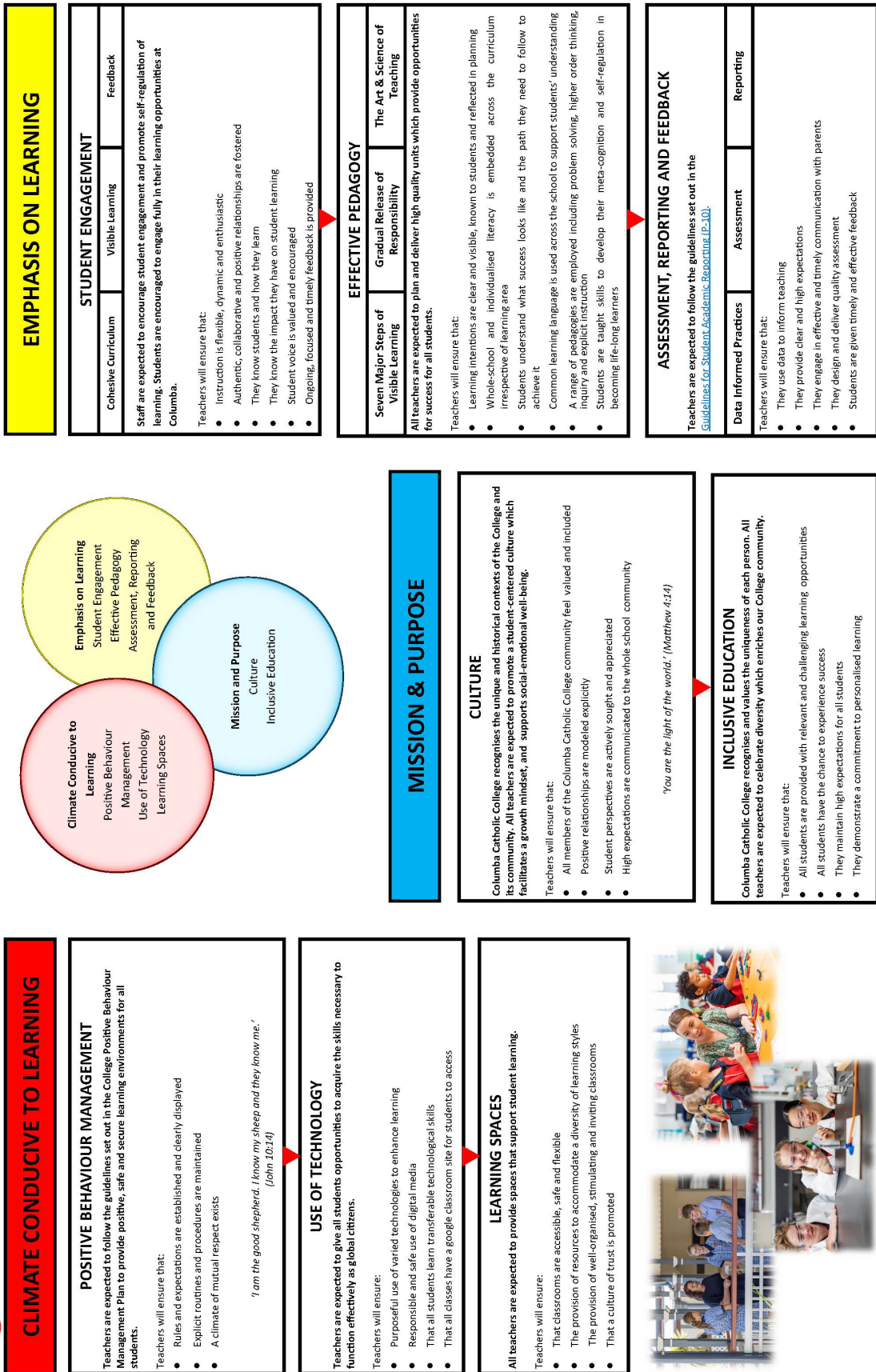
Leadership Team		
Shayne Harrison	Acting Principal	principal@columba.catholic.edu.au
Dan Kyle	Deputy Principal Pastoral & Residential	dkyle1@columba.catholic.edu.au
Maria Peck	Deputy Principal Learning & Teaching	mpeck@columba.catholic.edu.au
Ryan O'Connor	Deputy Principal – St Mary's Campus	roconnor@columba.catholic.edu.au
Matt Tyrie	APRE – Mt Carmel Campus	mtyrie@columba.catholic.edu.au
Ryan O'Connor	APRE – St Mary's Campus	roconnor@columba.catholic.edu.au
Brooke Stevenson	AP Pedagogy and Learning – St Mary's Campus	bstevenson4@columba.catholic.edu.au
Rebecca Ebelt	Assistant Principal Administration	rebelt@columba.catholic.edu.au
Curriculum and Program Leaders		
Clare Stead	English	cstead@columba.catholic.edu.au
Ben Naughton	Science	bnaughton1@columba.catholic.edu.au
Dean Johnston	Technologies	djohnston2@columba.catholic.edu.au
Michael Ku	Humanities and Languages	mku@columba.catholic.edu.au
Elizabeth Carroll	Inclusive Practices	icarroll4@columba.catholic.edu.au
Nathan Juhas	HPE & Sports	njuhas2@columba.catholic.edu.au
Leanne Brandis	Mathematics	lbrandis1@columba.catholic.edu.au
Matt Tyrie	Religious Education	mtyrie@columba.catholic.edu.au
Kalinda McCarthy	The Arts	kmccarthy7@columba.catholic.edu.au
Pastoral Leaders		
Madeleine Power	Pastoral Leader – Years 7-8	mcarter2@columba.catholic.edu.au
Tom McFarlane	Pastoral Leader – Years 9-10	tmcfarlane5@columba.catholic.edu.au
Haydn Champion	Pastoral Leader – Years 11-12	hchampion@columba.catholic.edu.au
Head of Boarding		
Adonia Hedges	Head of Girls Boarding	ahedges@columba.catholic.edu.au
Caroline Jarmey	Head of Boys Boarding	cjarmey@columba.catholic.edu.au
College Nurse		
Terrina Muston	Mt Carmel Campus	healthcentre@columba.catholic.edu.au
Teaching Staff		

Leanne Brandis	Teacher	lbrandis1@columba.catholic.edu.au
Tonya Burgoine	Teacher	twalkeyburgoine@columba.catholic.edu.au
Lara Burns	Teacher	lburns4@columba.catholic.edu.au
Madeleine Carter	Teacher	mcarter2@columba.catholic.edu.au
Haydn Champion	Teacher	hchampion@columba.catholic.edu.au
Rebecca Ebelt	Teacher	rebelt@columba.catholic.edu.au
Belinda Hourston	Teacher	bhourston1@columba.catholic.edu.au
Dean Johnston	Teacher	djohnston2@columba.catholic.edu.au
Nathan Juhas	Teacher	njuhas2@columba.catholic.edu.au
Michael Ku	Teacher	mku@columba.catholic.edu.au
Dan Kyle	Teacher	dkyle@columba.catholic.edu.au
Louise Loadsman	Teacher	lloadsman1@columba.catholic.edu.au
Kalinda McCarthy	Teacher	kmccarthy7@columba.catholic.edu.au
Tom McFarlane	Teacher	tmcfarlane5@columba.catholic.edu.au
Jordan Moy	Teacher	jmoy@columba.catholic.edu.au
Ben Naughton	Teacher	bnaughton1@columba.catholic.edu.au
Lyle Paterson	Teacher	lpaterson1@columba.catholic.edu.au
Maria Peck	Teacher	mpeck@columba.catholic.edu.au
Clare Stead	Teacher	cstead@columba.catholic.edu.au
Brooke Stevenson	Teacher	bstevenson4@columba.catholic.edu.au
Leesa Stevenson	Teacher	lstevenson2@columba.catholic.edu.au
Emma Systs	Teacher	esysts@columba.catholic.edu.au
Matt Tyrie	Teacher	mtyrie@columba.catholic.edu.au
Gerard Webber	Teacher	gwebber@columba.catholic.edu.au
Jemma Webber	Teacher	jwebber@columba.catholic.edu.au
Careers		
Helen Milton	Careers Co-ordinator	
Student Support		
Aleesha Watson	Guidance Counsellor	awatson7@columba.catholic.edu.au
Vacant	College Chaplain	
Lorette Tassan	Emerging Leaders Coordinator	ltassan@columba.catholic.edu.au
Jessie Huen	Indigenous Education Worker	jhuen@columba.catholic.edu.au
Kitrina Otto	Indigenous Education Worker	kotto1@columba.catholic.edu.au
Administration Team and Library Staff		
Lorrae Moon	Finance Officer	lmoon1@columba.catholic.edu.au

Heather Miller	Enrolments Registrar	hmill7@columba.catholic.edu.au
Megan Cundell	Business Manager	mcundell@columba.catholic.edu.au
Anita Dixon	College Receptionist – Mt Carmel Campus	adixon@columba.catholic.edu.au
Vacant	ICT Support	
Megan Lucas	Library – Mt Carmel Campus	mlucas1@columba.catholic.edu.au
Genelle Mitchell	Campus Secretary – St Mary's Campus	gmitchell2@columba.catholic.edu.au
Lesley Archer	Campus Secretary – St Mary's Campus	larcher@columba.catholic.edu.au
Paula Smith	Library – St Mary's Campus	psmith2@columba.catholic.edu.au
Heather Miller	PA to the Principal	hmill7@columba.catholic.edu.au
Katelyn Crouch	Data & Curriculum Secretary	kcrouch@columba.catholic.edu.au
School Officers – Teacher Aides		
Cecilia Louk	School Officer – Teacher Aide - MCC	clouk@columba.catholic.edu.au
Karen Spice	School Officer – Teacher Aide - MCC	kspice@columba.catholic.edu.au
Annabella Tse	School Officer – Teacher Aide - MCC	atse@columba.catholic.edu.au
Sonia Wood	School Officer – Teacher Aide - SMC	swood@columba.catholic.edu.au
Justine Pickering	School Officer – Teacher Aide - SMC	jpickering1@columba.catholic.edu.au
Brooke Hamlyn	School Officer – Teacher Aide – SMC	bhamlyn@columba.catholic.edu.au
Suni-Fay Davis	School Officer – Teacher Aide - SMC	sdavis7@columba.catholic.edu.au
Jess Buck	School Officer – Teacher Aide - SMC	jbuck1@columba.catholic.edu.au



Columba Catholic College Pedagogical Framework



DATE: 21 January, 2022



APPENDIX 2

SUMMARY OF YEAR 7 TO 12 SCHOOL ASSESSMENT POLICY AND PROCEDURES

Please note – This is a summary of the full policy. A full up-to-date policy is available on the school website. All procedures in this policy are applicable to students in Years 7 to 12 at Columba Catholic College.

ROLES AND RESPONSIBILITIES

TEACHER

The Teacher will:

- Distribute the published assessment calendar by the end of week 3 each semester.
- Provide students with assessment instruments in sufficient time to enable them to complete quality work.
- Clearly explain tasks / criteria to ensure students are fully aware of what they are expected to do and how they will be marked.
- Collect and store evidence against the assessment criteria.
- Notify students of draft and final dates.
- Provide feedback to students on draft and the final assessment in a timely manner.
- Moderate teacher judgements about student achievement to ensure consistency of standards.

STUDENT

Students are expected to:

- Engage in the learning for the subject or course of study.
- Produce evidence of achievement that is authenticated as their own work.
- Use appropriate referencing.
- Use in-class time effectively to begin assessment tasks and to receive feedback on drafts.
- Submit assignments on or before the due date, via the method advised by the teacher e.g. Turnitin.
- Complete an 'Access Arrangements and Reasonable Adjustment Form' form for assignments, if required, at least 3 days prior to the due date, if possible. A legitimate reason and evidence must be provided and submitted to support the application. Year 10, 11 and 12 students must support their application with a completed QCAA Confidential Medical Form. Year 7-9 students must support their application with a medical certificate or detailed parent note.
- Plan ahead for assignment tasks. Excursions, camps, sporting activities, family holidays etc. are not legitimate reasons for applying for extensions.
- Obtain a medical certificate (Confidential Medical Certificate) if absent on an assessment due date or on the day of an exam.

PARENT / CAREGIVERS / HOUSE PARENTS

Parents / caregivers / house parents are to:

- Use the information in the assessment date calendar emailed each semester to assist their children to transfer the information into their student diary.
- Encourage students to submit all drafts and final assessment tasks on or before the due date.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items and provide relevant documentary evidence when required.
- Encourage students to attend Homework Club and Assessment Support.

CHECK / DRAFTING DATES

Students will be notified of check / draft dates for their assessment.

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback on a draft is:

- Provided on a maximum of one draft of each student's response.
- A consultative process that indicates aspects of the response to be improved or further developed.
- Delivered in a consistent manner and format for all students.
- Provided within one week of submission of a draft.

Parents / Caregivers and Residential Co-ordinators will be notified by email about non-submission of drafts and the processes to be followed.

If Year 7-12 students do not submit a draft on or before the due date / checkpoints, they will be detained to attend Assessment Support and complete the response. Assessment Support is supervised by the Deputy Principal Administration and / or a Curriculum Middle Leader after school.

MANAGING STUDENT WORD LENGTH

Students must adhere to assessment response lengths as indicated on task sheets. If a student's response exceeds the word length required by the syllabus and indicated on the task sheet, the teacher will mark only the work up to the required length, excluding evidence over the prescribed limit.

REQUEST FOR AN EXTENSION

- An extension will be granted in cases of genuine illness or exceptional circumstances. Students are expected to plan ahead for assessment tasks. Excursions, camps, sporting activities, other extra-curricular activities and family holidays are not legitimate reasons for applying for extensions.
- Inform the subject teacher and Curriculum Middle Leader as soon as possible.
- If absent due to special circumstances e.g. bereavement, on the due date: parent or student should speak personally with the subject Teacher to discuss the circumstances.
- Complete the 'Access Arrangements and Reasonable Adjustment Form' form before the due date, preferably at least 3 days before the due date.
- The application must be supported with relevant documentation. This must be attached to the 'Access Arrangements and Reasonable Adjustment Form' form. Years 10-12 students must have a Confidential Medical Report attached to the application. Years 7-9 students must attach a medical certificate or a note from parents with legitimate reasons outlined.
- Extension requests must be made via 'Access Arrangements and Reasonable Adjustment Form' form and must be signed by the student and parents / caregivers before submitting to the subject Teacher, Curriculum Middle Leader and Deputy Principal Administration for consideration.
- Students should not assume that an extension has been granted until they are informed that this is the case by the subject teacher.
- Students must adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
- Students will attend Assessment Support if a draft is not submitted.
- Year 11 and 12 students should note that extensions will not be granted for External Assessment.

SUBMISSION OF ASSIGNMENTS

All assessment evidence, including draft responses, will be submitted on or before the due date and, where appropriate, via the College's academic integrity software (Turnitin).

When submitting a draft or final response, students will:

- Hand and / or electronically submit the response personally to the subject teacher on or before the due date specified
- Submit the response at the start of the lesson on the due date, unless directed otherwise by the subject teacher
- Submit the response to the subject teacher of the subject by 3.00pm if they do not have a lesson on the due date.

Technological breakdown, which includes computer malfunctions, USB problems, printer or printing problems or loss of electronic work due to a failure to back up cannot be used as a reason for late submission of work or for requests for an extension.

STUDENTS ABSENT ON THE DUE DATE OF THE ASSESSMENT

If students are aware that they will be absent on the due date, the assessment task must be handed in prior to this day.

When a student is absent from school on the day an assessment task is due, they must:

- Email the response to the subject teacher by 3.00pm on the day it is due.
- Submit a hard copy to the subject teacher on the day the student returns to school with the appropriate documentation attached (task sheet, draft, Application for Extension and attached documentation).
- Arrange for the assessment task to be delivered to their subject teacher.

Please note that Office Staff will not accept assessment items. They must be submitted directly to the class teacher.

MISSED EXAMINATIONS

If a student is away on the day of an exam the absence must be justified by a medical certificate Confidential Medical Report in Years 10, 11 and 12) and /or parental contact with the school on the date of the absence with a legitimate reason. Failure to produce a doctor's certificate and / or provide a legitimate reason will mean a student is absent without cause on the day and therefore receives no credit for that particular piece of assessment.

Students who miss an exam are required to complete the 'Access Arrangements and Reasonable Adjustment Form' form and attach the required documentation. Students are required to negotiate with their subject teacher a date for the completion of the exam on their return to class. It is at the discretion of the Curriculum Middle Leader as to the suitability of the student being offered an opportunity to sit for a comparable early or late exam. Students will not sit the same exam as the remainder of their cohort.

LATE SUBMISSION OF ASSIGNMENT

If an extension has been granted – the assignment will be marked and credited towards the student's level of achievement.

If an extension has not been granted – the assignment must be submitted, but the final result will be based on the work sighted at the draft stage or up until the due date.

NON-SUBMISSION OF ASSESSMENT BY THE DUE DATE

Subject teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment task (other than unseen examinations) and where evidence of student work was gathered at the checkpoint and draft stage, teachers will use this evidence to make a judgement against the criteria. The student's folio is to be notated accordingly. Students must still submit a final copy.

If the completed assessment task was not provided by the student on or before the due date as specified by the College and no other evidence is available (draft / check points), then 'Not-Rated' (NR) will be awarded, which could result in the student losing credit for the unit / semester.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS, INCLUDING ILLNESS AND MISADVENTURE (AARA)

Columba Catholic College is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Students / Parents wishing to apply for access arrangements and reasonable adjustments, including illness and misadventure, need to contact the subject teacher / Learning Enrichment Program Leader / Senior School Program Leader / Deputy Principal Administration immediately. Applications need to be made to the Principal / QCAA in advance and will require relevant supporting documentation attached to the application.

MANAGING ACADEMIC MISCONDUCT

Columba Catholic College is committed to supporting students to complete assessment tasks and to submit work that is their own, and minimising opportunities for academic misconduct.

All assessment tasks must be the original work of the students and all references used must be acknowledged following the College's referencing guidelines.

Bibliography / Reference Lists must accompany drafts and final copies of assessment tasks.

APPENDIX 3



COLUMBA CATHOLIC COLLEGE PASTORAL CARE POLICY

"I am the Good Shepherd – I know my sheep and my sheep know me." John 10

STATEMENT

Pastoral Care permeates all aspects of College life. It is concerned on the development of the whole person. Positive Behaviour Management is centred on the dignity of the human person, acknowledging their strengths and their fallibility. Positive approaches for behaviour management represent the repositioning of misdemeanours within a consistently used positive language framework, positive approaches for restoration of relationships and positive actions for thinking and time-out that enables self-reflection within consistent and supportive structures.

VALUES AND PRINCIPLES

As a Catholic College the response to Pastoral Care is founded directly in the Gospel values of: Love, Justice, Compassion and Reconciliation. It honours the dignity of the individual, the family and the College.

Pastoral Care is a vital dimension of educating the whole person in the Catholic tradition. This includes personal, spiritual, social, physical, intellectual and cultural growth. It seeks to promote a community where each person has the opportunity to experience success in a range of endeavours. Therefore, the pastoral focus is the concern of all members of the College community in all areas of the College.

PURPOSE

The purpose of the Pastoral Care Policy is to promote a College Community where all students, family members and staff feel respected and valued within a safe, inclusive and caring environment. All students accept accountability for actions and the effect their actions have on others.

It focuses on adhering to and repositioning back to the College's 'Big Five' values. Each value begins with respect. These are:

1. Respect for Self
2. Respect for Others
3. Respect for Learning
4. Respect for Environment
5. Respect for Tradition

ACTIONS

Scaled actions are followed to ensure consistency of response to misdemeanours. These are outlined in the Positive Behaviour Responses Matrix – St Mary's Campus, Mount Carmel Campus and Residences. The principles of restorative justice are adhered to, utilising framing questions to enable students to understand their actions, their impact and how to restore temporarily fractured relationships.

Staff communicate with parents as per the Behaviour Matrix Chart, across the scaled actions.

Always, the dignity of the students and the context of the situation will impact on the way in which levelled consequences and parent communication occurs.

Ensures the awareness of actions and resulting consequences with an underlying purpose of minimising existing harm and preventing from further unacceptable actions.

LINKS TO OTHER POLICIES

This Pastoral Care Policy complements the QCEC Policy, Diocesan, TCE Policy and the Columba Catholic College policies, guidelines and procedures.

Version Date: January 2022

Review Date: January 2023

APPENDIX 4

Diocesan Education Council

A mission of the Catholic Diocese of Townsville



ADDRESSING STUDENT BULLYING IN SCHOOLS POLICY

Policy Number	DEC 09_21	Date originally accepted	Dec 2011, Dec 2015, Oct 2018
Approved by	Diocesan Education Council	Date updated	20 October 2021

STATEMENT OF POLICY

We promote a safe school environment where students, parents and staff will be free from bullying.

INTRODUCTION

The Diocesan Education Council acknowledges bullying can be present in all relationships within Catholic education, and that all school communities need continuing education so that their members can recognise bullying in its varied forms (both overt and covert). Bullying of and by students is a problem of significance that must not be ignored. It has been associated with low self-esteem, difficulties in forming relationships, increased rates of absenteeism, poor health, depression and suicide.

RATIONALE

We are made in the image of God (Genesis 1:27) and, at the core of the Church's pastoral action is a deep respect for the innate dignity and uniqueness of the individual:

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why promotion of the human person is the goal of the Catholic School." (John Paul II in Address to the First National Meeting of the Catholic School in Italy, in L'Osservatore Romano, 24 November 1991, p.4).

Our Christian ethic maintains that all students within Catholic education have the right to a learning environment free of bullying. All members of the Catholic education community accept the responsibility to promote the development and maintenance of such an environment and to take direct initiatives to prevent bullying behaviour. The principles of transparency, healing, forgiveness and conversion are features of any process aimed at addressing bullying.

POLICY DIRECTIVE

Each systemic school will create an understanding of what is acceptable behaviour and encourage parents to promote acceptable behaviour at home by:

- encouraging the development of students' empathetic responses to other people
- developing students' skills in assertiveness, self-protection and conflict resolution

Diocesan Education Council

A mission of the Catholic Diocese of Townsville



- creating an atmosphere where all members of the school community will feel free to come forward to report incidents of bullying, and
- being future focused and responsive to emerging trends in the area of bullying.

Incidents of bullying will be addressed after the school is notified to ensure the safety of all students. Ongoing pastoral care of all parties will be an essential feature of the school's response to bullying. If needed, professional counselling will be offered or arranged through the school and the Townsville Catholic Education Office.

Each systemic school will develop a policy and process to address the issue of bullying and a strategy by which all members of the school community will be informed about the nature of student bullying and the school's policy. Schools will develop a process by which incidents of bullying will be addressed including opportunities for counselling and reconciliation for any of its students involved in bullying.

The school will develop learning programs that assist teachers, students and wider school community to develop strategies to prevent bullying and to assist students to deal with bullying and strategies to monitor the incidents of bullying and the effectiveness of the school's policy.

REFERENCES AND DEFINITIONS

By legal definition, bullying is repeated behaviour that:

1. Is directed at an individual or a group (or is a pattern of behaviour)
2. Is often intimidating, humiliating, undermining, and
3. Is unwelcome and a reasonable person would consider the behaviour to be offensive, humiliating or intimidating for the individual or group. Whether or not the offender intended to offend is irrelevant.

Bullying includes cyberbullying which is bullying or harassment through the use of technology. An example of this is when someone uses the internet or a mobile device to hurt or embarrass another party.

This policy applies to all systemic Catholic Schools and Colleges of the Townsville Diocese.

Legislation

Anti-Discrimination Act 1991 (Qld)

Disability Discrimination Act 1992 (Commonwealth)

Workplace Gender Equity Act 2012 (Commonwealth)

Australian Human Rights Commission Act 1986 (Commonwealth)

Racial Discrimination Act 1975 (Commonwealth)

Sex Discrimination Act 1984 (Commonwealth)

APPENDIX 5



COLUMBA CATHOLIC COLLEGE BULLYING - PROCEDURES FOR ADDRESSING STUDENT/STUDENT BULLYING

The procedures have four defined stages:

1. Identification of Bullying Behaviours and a Bully
2. Documenting Incidents of Bullying Behaviour
3. Responding to and Documenting Established Cases of Bullying
4. Responding to and Documenting Repeated Cases of Bullying

STAGE ONE: IDENTIFICATION OF BULLYING BEHAVIOURS

There are **two key criteria** that must be met to warrant an accusation of bullying:

1. There must be a power imbalance between the bully and the victim. This imbalance may take the form of:
 - Size imbalance where one student is taller, more stoic or outweighs the other student.
 - Age imbalance where one student is older or in a different year level to the victim.
 - Ability imbalance which includes academic, sporting, emotional, intellectual and physical ability to participate in school / residential related activities.
 - Social Power imbalance where popularity and status are seen to add power to the bully's presence.
2. There must be a pattern of repeated attacks on a specific student or groups of students.

If a case of bullying is found to exist, it is important to categorise the bullying into one or more of the following types:

- Physical Bullying – hair pulling, punching, kicking, uninvited touching.
- Verbal/Written Bullying – teasing, putdowns, sarcasm, verbal abuse; including swearing, written items including letters, notes and graffiti.
- Social Bullying – exclusion, purposefully leaving the student out of social groups and activities, ignoring the student
- Psychological or Emotional Bullying – false accusations, malicious teasing, name calling, remarks about the victim's sexuality or presumed sexual preference, remarks about the victim's family or cultural backgrounds.
- Cyber Bullying – email teasing, harassment, taunts and threats, internet chat rooms, mobile phone messaging, photographic imaging / messaging / manipulation

It is also important to note that bullying can be a group activity and is not always confined to one-on-one altercations.

IDENTIFICATION OF A BULLY

Bullies come in all shapes and sizes and while the assumption exists that these students have low self-esteem, research indicates that bullies are more likely to have 'inflated self-esteem'. There are three core groups that bullies generally fit into:

- Naturally Arrogant – These bullies generally present with low levels of empathy and sympathy, they see bullying as a game and take pleasure in the pain they inflict on the victim.
- Desire Social Power – They may not initiate the bullying but they allow themselves to be caught up in it as a way of maintaining status in their peer group.
- Bystanders – These students do not actively participate, however they don't move to stop the bullying either. Their lack of action serves as peer approval for the bully's behaviour.

STAGE TWO: DOCUMENTING INCIDENTS AND INITIAL RESPONSE TO BULLYING BEHAVIOUR

- Step 1: Staff who observe incidents or receive reports of bullying or bullying behaviour must promptly document the incident/report in the appropriate Compass Chronicle or Reach Pastoral Report. Particular attention should be paid to the accuracy of information pertaining to the student(s) involved, including bystanders. Staff should also provide details as to their response to the incident/report.
- Step 2: The Pastoral Leader (PL)/Residential Leader (RL)/Classroom Teacher (Primary) (CT) will inspect the behaviour notes and follow-up with students who have been involved in bullying behaviours, including if

practicable bystanders. The PL/RL/CT will speak with both victim and offending student, emphasising the seriousness of the issue. The PL/RL/CT will issue appropriate consequences to students.

- Step 3: The PL/RL/CT will record the details of the follow-up in the applicable Compass Chronicle notes/Reach Pastoral notes.
- Step 4: The DPPR or DP-SMC will monitor Compass Chronicle notes/Reach Pastoral notes.
- Step 5: The DPPR or DP-SMC will keep the Principal informed.

STAGE THREE: RESPONDING TO AND DOCUMENTING ESTABLISHED CASES OF BULLYING

- Step 1: The PL/RL/CT will inform the DP-P&R of their concerns regarding a pattern of bullying behaviour with explicit reference to the documentation.
- Step 2: The DPPR or DP-SMC will investigate the report and conduct interviews with all parties.
- Step 3: The offending student – The DPPR will arrange a meeting with the parent(s) / guardian(s) / caregiver(s) of the offending student. The offending student will be issued with a two (2) day internal suspension. The students may be referred to the College Counsellor.
- Step 4: VICTIM – The DPPR will make contact with the parent(s) / guardian(s) / caregiver(s) of the victim to inform them of the action(s) taken. The student will be offered to consult with the College counsellor.

STAGE FOUR: RESPONDING TO AND DOCUMENTING REPEATED CASES OF BULLYING

- Step 1: The DPPR or DP-SMC will investigate the report and conduct interviews with all parties, including bystanders.
- Step 2: All documentation will be made available to the Principal for consideration.
- Step 3: A meeting will be arranged with the Principal and the parent(s) / guardian(s) / caregiver(s) of the offending student. The Principal will make the final decision regarding the College response to the incident, which will be in accordance with the College document Suspension & Expulsion: Procedures (2006). The Principal will make any necessary notification to TCEO and/or the Queensland Police.
- Step 4: The Principal (or delegate) will make contact with the victim's parent(s) / guardian(s) / caregiver(s) in order to notify them of the outcome. The student will be offered to consult with the College Counsellor.

This procedure for addressing student / student bullying need to be read in conjunction with the TCEO Anti-Bullying Policy.

REVIEW DATE: February 2022

NEXT REVIEW: February 2023

APPENDIX 6



"You are the light of the world." Matthew 5:14

POSITIVE BEHAVIOUR SUPPORT FRAMEWORK

College Pledge

As students of Columba Catholic College -

May we:

Honour and praise our God;

Love our neighbour and,

Like Columba,

Be kind and forgiving.

Version Date: February 2022

Review Date: February 2023

Shine at Columba



STUDENT RESPONSIBILITIES AND EXPECTATIONS

All students at Columba Catholic College have the right:	All students at Columba Catholic College have the responsibility:
• to learn	• to contribute to an effective learning / living environment
• to courtesy and respect for person and property	• to recognise the God-given dignity of all members of the College community and to treat them and their property with courtesy and respect
• to a clean, tidy environment	• to assist in the maintenance of clean and tidy classrooms, residences, grounds and school property
• to work / live in a secure environment	• to refrain from actions or words which endanger or bully others
• to feel proud of their College	• to help build a good public image of the College
• to feel safe, be listened to and treated fairly	• to engage in safe behaviours and communicate with others respectfully

THE 'BIG FIVE' VALUES

At Columba, we focus on ensuring that all actions begin and end with 'Respect.' We relate all of our actions and behaviours to the 'Big Five.'

1. Respect for Self

2. Respect for Others

3. Respect for Learning

4. Respect for Environment

5. Respect for Tradition

Shine at Columba

At Columba, we demonstrate our values in particular ways. The table over the page gives examples of these.



COLUMBA CATHOLIC COLLEGE

POSITIVE BEHAVIOUR EXPECTATIONS

THE BIG FIVE POSITIVE BEHAVIOUR EXPECTATIONS AND WHAT THEY LOOK LIKE

	We demonstrate our values when we:	We see the Big Five in action when we:
Respect for Self	▪ Are honest, truthful and trustworthy ▪ Are self-disciplined ▪ Are resilient ▪ Value the opportunity of education ▪ Set and work towards personal goals which are realistic and achievable ▪ Act with courage to prevent and report inappropriate behaviour ▪ Take responsibility for our actions ▪ Acknowledge consequences and recognise and adhere to self-morals despite external influences	▪ Use respectful and appropriate language with others including students, staff and members of the wider community ▪ Display on-task and respectful classroom behaviour ▪ Practise safe play behaviour ▪ Are accountable for our own behaviour
Respect for Others	▪ Are kind, just, compassionate and inclusive ▪ Take responsibility and lead by good example ▪ Demonstrate acceptance of others and are supportive and encouraging of them ▪ Show caring behaviour which reflects the respect we have for the person and property of all ▪ Know and value others' stories	▪ Use respectful and appropriate language / actions with others including students, staff and members of the wider community ▪ Engage co-operatively with others in the playground ▪ Display on-task and respectful classroom behaviour ▪ Practise safe play behaviour when interacting with others ▪ Are honest and trustworthy in interactions with others ▪ Follow staff directions and instructions
Respect for Learning	▪ Allow all students the opportunity to learn and teachers to teach ▪ Show personal responsibility for learning ▪ Participate and co-operate in class ▪ Show respect and courtesy towards College staff, students and visitors ▪ Are punctual and arrive at class with all materials needed for learning	▪ Complete homework and assessment on time ▪ Leave or enter classroom with permission and being visibly present ▪ Display on-task and respectful classroom behaviour
Respect for The Environment	▪ Take good care of the school and environment by being respectful of grounds and facilities ▪ Are concerned with minimising waste and use of resources at school and in the wider community ▪ Take pride in using God-given resources in a manner that shows dignity and respect, regardless of the venue or situation	▪ Play in designated areas ▪ Keep grounds and buildings clean and tidy and graffiti-free ▪ Use toilet amenities appropriately
Respect for Our Traditions	▪ Appreciate the need for an atmosphere of quiet reflection leading to prayer ▪ Participate in community prayer, feast days, liturgy and spiritual formation opportunities ▪ Follow Church customs and practices with dignity, respecting the sacred space ▪ Are aware that our actions reflect on us, our families and our College ▪ Observe all community expectations in our actions eg: public transport expectations and respect for the environment ▪ Follow College uniform guidelines ▪ Show courtesy and respect towards those within the College and wider community ▪ Take all necessary actions to improve the public image and perception of the College within the wider community	▪ Wear the school uniform appropriately including College-supported jewelry ▪ Wear the College hat in any school sport or outdoor activity ▪ Talk positively about our school ▪ Represent ourselves with appropriate decorum in school and the wider community



POSITIVE BEHAVIOUR REWARDS AWARDS AND RECOGNITION

Students across Prep to Year 12 and in Residences will receive awards for demonstrating the College's Big Five Values including:

- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for The Environment
- Respect for Our Traditions

These awards will occur at Campus Assemblies, Residential Meetings and other whole College Celebrations.

POSITIVE BEHAVIOUR SUPPORT CONSEQUENCES

We realise that mistakes occur and at Columba these mistakes are seen as opportunities to learn, reflect and restore relationships. The Restorative Practice model is a model we use to do this.

The Principles of Columba Restorative Justice are:

- The importance of the student/teacher relationship as the fundamental key to holistic education and specifically, positive behaviour management.
- Students are required to reflect on how their behaviour impacts on others and will be given support on how to repair the relationship.
- Awareness should focus on an understanding of the impact the behaviour has caused and those it has affected (both positively and/or negatively). All parties involved in the breakdown of any relationship are actively involved in the Columba Justice process and can consider their accountability.
- A student's welfare throughout the Columba Justice process is paramount.
- Poor behaviour is recognised as an opportunity to grow and learn.
- All parties involved are clear on expected behaviour at Columba Catholic College.
- Parents are active parties in the process.

The tables over the page outline the possible levelled consequences to be used at St Mary's Campus, Mt Carmel Campus and in Residences.

ST MARY'S CAMPUS POSITIVE BEHAVIOUR MANAGEMENT CONSEQUENCES MATRIX

The following table shows expected and unexpected behaviours at the College, including consequences and supports to follow our Big Five Values. * Each circumstance will be treated on an individual basis.

	Expected Behaviours	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours	Level 4 Behaviours	Extreme Behaviours
	All Staff	Teacher	Teacher in consultation with the DPSMC	Teacher in consultation with DPSMC	DPSMC	Principal
Level Description	You are consistently behaving in ways that model our school values and beliefs.	Teachers are concerned about your behaviour or effort inside and/or outside of the classroom.	- There has been no improvement in your behaviour or effort shown from the yellow level. - Three level 1 triggers have been received.	- Serious breach of code of conduct - You have continued to ignore the rights of others. - Three times outs have already been received.	Your behaviour is totally unacceptable	- You may have seriously violated Code of Behaviour - Behaviour such as threatening behaviour with a weapon, intent to harm property or person, bringing illegal or dangerous items to school.
Behaviours at this level	- Following the School Code of Behaviour - Big 5 Values. - Wearing your hat in all outdoor spaces. - Walking on all concrete areas - Following directions - Participating fully in all activities - Completing set tasks - Using manners - Showing courage, commitment and compassion - Wearing uniform correctly and with pride.	- Not working to the best of one's ability - Calling out during discussions - Distracting others - Not playing fairly - Not participating in some activities (off-task) - Out of bounds areas when at lunch or walking back to class - Late to class - Littering - Non-compliant (minor) - Uniform infringement - Unsafe behaviour (minor) - Inappropriate use of ICT (minor). - Unsanctioned items - jewellery, phone etc. (minor) - Misuse of property (minor) - Disrespect to peers (minor) - Disrespect to staff (minor)	- Continued Level 1 behaviours. - Persistent serious disobedience / non-compliance (major) - Arguing with adults - Non-compliance / refusal to comply - Non-participation - Disrespectful to others - Intentional excluding others - Continued roughhousing after warnings - Bullying (minor) - Misuse of property (major) - Theft (minor)	- Continued Level 2 behaviours - Failure to improve Level 2 behaviour - Bullying/intimidation/harassment (physical & verbal) - Offensive language towards others - Aggressive behaviours (e.g. throwing property) - Physical misconduct - Disrespect to peers (major) - Abusive language - Vandalism (minor) - Physical contact (major) - Class avoidance/ running away (on campus) - Tuancy (moderate >5 days unexplained/term) - Threats of violence (verbal, physical or online)	- Continued Level 3 behaviours - Physical misconduct / fighting - Language - swearing out loud in class. - Language - swearing at a staff member/ volunteer. - Language - swearing as a response to the teacher. - Vandalism (major) - Theft (major) - Sexual harassment - Class avoidance / running away (leaving College grounds). - Alcohol / Smoking / Vaping - Tuancy (>10 days unexplained/term) - Bullying (major) - Extortion - Inappropriate material on devices (major) - Unsafe behaviour (major)	- Failure to cease on Level 4 behaviours. - The student has continued to ignore the rights of others - Extreme physical violence - Illicit drug use/possession - Weapons
Possible Consequences	- Praise and recognition from the teacher / staff. - Whole school recognition at assembly	- Reminder /warnings given (verbal & visual) - Sit out during a game/playtime - Kept in class during breaks to complete work - Chronicle entry - Level 1 - Confiscation of unsanctioned items - Refer to classroom behaviour management procedure. - After discussion /negotiation between student and teacher, the teacher will offer suggestions to help correct behaviour (refer to expectations)/ - Restorative conversations - Class and school behaviour management procedure - Class/school rules (Big 5) displayed and discussed - Diary entry by teacher. - Referral to Guidance Counsellor / First Nations' Support Team	- Chronicle entry - Level 2 - Teacher contact with parents - Lunch detention - Time Out Room/ Reflection Time	- DPSMC to send out Student Survey form to teachers. - Individual Behaviour Plan developed - Behaviour Contract established - DPSMC/SIT: class visits – removal from class for the appropriate time to support the learning environment - Restorative conversations - Referral to Guidance Counsellor - Counsellor/ First Nations' Support Team	- Internal/external suspension - Parent meeting - Chronicle entry - Level 4	- Record incident in Compass - External suspension - Expulsion
Support	- Praise note - Encouragement Award - Phone call home - Going to SMC Admin to show work - Diary stamps and stickers - Minor extrinsic rewards	- Continue to work with the teacher to work out Individual Behaviour Support Plan / Behaviour Monitoring Form - Opportunity to discuss Reflection Time / away from class - Contact parents to advise of reflection time - Mediation / Circle Time - Restorative conversations - Referral to Guidance Counsellor/ First Nations' Support Team	- DPSMC to contact parents and arrange a meeting. - Referral to outside agencies, if necessary - Referral to Guidance Counsellor - TCE Support Team	- Student and parents/carers will attend a meeting with the Principal and Teacher where a Behaviour Management Plan may be negotiated. - TCE Support Team		

MT CARMEL CAMPUS POSITIVE BEHAVIOUR MANAGEMENT CONSEQUENCES MATRIX

The following table shows expected and unexpected behaviours at the College, including consequences and supports to follow our Big Five Values. * Each circumstance will be treated on an individual basis.

	Expected Behaviours	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours	Level 4 Behaviours	Extreme Behaviours
	All Staff	Teacher	Teacher in consultation with the Pastoral Leader	Pastoral Leader in consultation with DPPR	DPPR	Principal
Level Description	You are consistently behaving in ways that model our school values and beliefs.	Teachers are concerned about your behaviour or effort inside and/or outside of the classroom.	There has been no improvement in your behaviour or effort shown from the yellow level. Three level 1 triggers have been received.	Serious breach of code of conduct You have continued to ignore the rights of others. Three times outs have already been received.	Your behaviour is totally unacceptable	You may have seriously violated Code of Behaviour such as threatening behaviour with a weapon, intent to harm property or person, bringing illegal or dangerous items to school.
Behaviours at this level	- Following the School Code of Behaviour - Big 5 Values. - Wearing your hat in all outdoor spaces. - Walking on all concrete areas - Following directions - Participating fully in all activities - Completing set tasks - Using manners - Showing courage, commitment and compassion - Wearing uniform correctly and with pride.	- Not working to the best of one's ability - Calling out during discussions - Distracting others - Not playing fairly - Not participating in some activities (off-task) - Out of bounds areas when at lunch or walking back to class - Late to class - Littering - Non-compliant (minor) - Uniform infringement - Unsafe behaviour (minor) - Inappropriate use of ICT (minor). - Unsanctioned items - jewellery, phone etc. (minor) - Misuse of property (minor) - Disrespect to peers (minor) - Disrespect to staff (minor)	- Continued Level 1 behaviours. - Persistent serious disobedience / non-compliance (major) - Arguing with adults - Non-compliance / refusal to comply - Non-participation - Disrespectful to others - Intentional excluding others - Continued roughhousing after warnings - Bullying (minor) - Misuse of property (major) - Theft (minor)	- Continued Level 2 behaviours - Failure to improve Level 3 behaviour - Bullying/intimidation/ harassment (physical & verbal) - Offensive language towards others - Aggressive behaviours (e.g. throwing property) - Physical misconduct - Disrespect to peers (major) - Disrespect to staff (major) - Abusive language - Vandalism (minor) - Physical contact (major) - Class avoidance/ running away (on campus) - Tuancy (moderate >5 days unexplained/term) - Threats of violence (verbal, physical or online)	- Continued Level 3 behaviours - Physical misconduct / fighting - Language - swearing out loud in class. - Language - swearing at a staff member/ volunteer. - Language - swearing as a response to the teacher. - Vandalism (major) - Theft (major) - Sexual harassment - Class avoidance / running away (leaving College grounds). - Alcohol / Smoking / Vaping - Tuancy (+10 days unexplained/term) - Bullying (major) - Extortion - Inappropriate material on devices (major) - Unsafe behaviour (major)	- Failure to cease on Level 4 behaviours. - The student has continued to ignore the rights of others - Extreme physical violence - Illicit drug use/possession - Weapons
Possible Consequences	- Praise and recognition from the teacher / staff. - Whole school recognition at assembly	- Reminder /warnings given (verbal & visual) - Sit out during a game/playtime - Kept in class during breaks to complete work - Chronicle entry - Level 1 - Confiscation of unsanctioned items - Refer to classroom behaviour management procedure. - After discussion /negotiation between student and teacher, the teacher will offer suggestions to help correct behaviour (refer to expectations)/ - Restorative conversations - Class and school behaviour management procedure - Class/school rules (Big 5) displayed and discussed - Diary entry by teacher. - Referral to Guidance Counsellor / First Nations' Support Team	- Chronicle entry - Level 2 - Teacher contact with parents - Lunch detention - Time Out Room/ Reflection Time	- PL to send out Student Survey form to teachers. - Individual Behaviour Plan developed - Behaviour Contract established - PL/SJT: class visits – removal from class for the appropriate time to support the learning environment - Restorative conversations - Referral to Guidance Counsellor/ First Nations' Support Team	- Internal/external suspension - Parent meeting - Friday Afterschool detention - Chronicle entry - Level 4	- Record incident in Compass - External suspension - Expulsion
Support	- Praise note - Green Behaviour Sheet - Phone call home - Going to CL or PL to show work - Diary stamps and stickers - Minor extrinsic rewards	- Continue to work with the teacher to work out Individual Behaviour Support Plan / Behaviour Monitoring Form - Opportunity to discuss Reflection Time / away from class - Contact parents to advise of reflection time - Mediation / Circle Time - Restorative conversations - Referral to Guidance Counsellor/ First Nations' Support Team	- PL to send out Student Survey form to teachers. - Individual Behaviour Plan developed - Behaviour Contract established - PL/SJT: class visits – removal from class for the appropriate time to support the learning environment - Restorative conversations - Referral to Guidance Counsellor/ First Nations' Support Team	- DPPR to contact parents and arrange a meeting. - Referral to outside agencies, if necessary - Referral to Guidance Counsellor - TCE Support Team	- Student and parents/carers will attend a meeting with the Principal and Teacher where a Behaviour Management Plan may be negotiated. - TCE Support Team	

BOARDING POSITIVE BEHAVIOUR MANAGEMENT CONSEQUENCES MATRIX

The following table shows expected and unexpected behaviours at the College, including consequences and supports to follow our Big Five Values. * Each circumstance will be treated on an individual basis.

	Expected Behaviours	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours	Level 4 Behaviours	Extreme Behaviours
	All Staff	House Parent	House Parent in consultation with the Head of Boarding	Head of Boarding in consultation with DPPR	DPPR	Principal
Level Description	You are consistently behaving in ways that model our school values and beliefs.	Staff are concerned about your behaviour or effort inside and/or outside of the residence.	There has been no improvement in your behaviour or effort shown from the yellow level.	Serious breach of code of conduct You have continued to ignore the rights of others.	Your behaviour is totally unacceptable	You may have seriously violated Code of Behaviour such as threatening behaviour with a weapon, intent to harm property or person, bringing illegal or dangerous items to school.
Behaviours at this level	- Following the School Code of Behaviour - Big 5 Values. - Wearing your hat in all outdoor spaces. - Walking on all concrete areas - Following directions - Participating fully in all activities - Completing set tasks - Using manners - Showing courage, commitment and compassion - Wearing uniform correctly and with pride.	- Not working to the best of one's ability - Calling out during discussions/in the dining room - Distracting others - Not playing fairly - Not participating in some activities (off-task) - Out of bounds areas - Late to the bus - Not following residential routines - Littering - Non-compliant (minor) - Uniform infringement - Unsafe behaviour (minor) - Inappropriate use of ICT (minor). - Unsanctioned items - jewellery, phone etc. (minor) - Misuse of property (minor) - Disrespect to peers (minor) - Disrespect to staff (minor)	- Continued Level 1 behaviours. - Persistent serious disobedience / non-compliance (major) - Arguing with adults - Non-compliance / refusal to comply - Non-participation - Disrespectful to others - Intentional excluding others - Continued roughhousing after warnings - Bullying (minor) - Misuse of property (major) - Theft (minor)	- Continued Level 2 behaviours - Failure to improve behaviour - Bullying/intimidation/harassment (physical & verbal) - Offensive language towards others - Aggressive behaviours (e.g. throwing property) - Physical misconduct - Disrespect to peers (major) - Disrespect to staff (major) - Abusive language - Vandalism (minor) - Physical contact (major) - Class avoidance/ running away (on campus) - Threats of violence (verbal, physical or online)	- Continued Level 3 poor behaviours - Physical misconduct / fighting - Language - swearing out loud in residence/dining room. - Language - swearing at a staff member/ volunteer. - Language - swearing as a response to the staff member. - Vandalism (major) - Theft (major) - Sexual harassment - Class avoidance / running away (leaving College grounds). - Alcohol / Smoking / Vaping - Bullying (major) - Extortion - Racist behaviour - Inappropriate material on devices (major) - Unsafe behaviour (major)	- Failure to cease on Level 4 behaviours. - The student has continued to ignore the rights of others - Extreme physical violence - Illicit drug use/possession/distribution - Weapons
Possible Consequences	- Praise and recognition from the teacher / staff. - Whole school recognition at assembly	- Reminder /warnings given (verbal & visual) - Sit out during a game/playtime - Kept back in study to complete work - REACH entry - Confiscation of unsanctioned items	- REACH Pastoral report - House parent contact with parents - In-dorm detention - Time Out Room/ Reflection Time	- Parent meeting with HOB - Loss of privileges (e.g. Interschol Sport, play areas, town leave & weekend leave) - REACH Pastoral report - In-residence detention	- Internal/external suspension - Parent meeting - Friday Afterschool detention - Chronicle entry	- Record incident in Compass - External suspension - Expulsion
Support	- Praise note - Green Behaviour Sheet - Phone call home - Going to CL or PL to show work - Diary stamps and stickers - Minor extrinsic rewards	- Refer to Boarding behaviour management procedure. - After discussion /negotiation between student and House parent, the House parent will offer suggestions to help correct behaviour (refer to expectations)/ Restorative conversations - School rules (Big 5) displayed and discussed - Reach pastoral report by Houseparent. - Referral to Guidance Counsellor/ First Nations' Support Team	- Continue to work with the House parent to work out Individual Behaviour Support Plan / Behaviour Monitoring Form - Opportunity to discuss Reflection Time - Contact parents to advise of consequences - Mediation / Circle Time - Restorative conversations - Referral to Guidance Counsellor/ First Nations' Support Team - HOB to notify relevant Pastoral Leader	- HOB to send out Student Survey form to staff. - Individual Behaviour Plan developed - Behaviour Contract established - HOB: – removal from study for the appropriate time to support the learning environment - Restorative conversations - Referral to Guidance Counsellor/ First Nations' Support Team - Notify appropriate Pastoral Leader	- DPPR to contact parents and arrange a meeting. - Referral to outside agencies, if necessary - Referral to Guidance Counsellor - TCE Support Team	- Student and parents/carers will attend a meeting with the Principal - TCE Support Team - Referral to Guidance Counsellor - Referral to external agency