



**ST JOSEPH'S COLLEGE**  
**SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**  
**2025 - 2028**

**School Mission and Vision - Teach Challenge Transform**

St Joseph's College is a P-12 Catholic School in the Josephite tradition owned and administered by Brisbane Catholic Education operating under the guidance of the Archbishop of Brisbane. Our College vision partners the visions of both the Archdiocesan and Brisbane Catholic Education vision.

The Brisbane Catholic Education Vision seeks to inspire students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

At St Joseph's College we are an authentic Catholic community centred on the learning, growth and development of the young people in our care. We are a school centred on encouragement, excellence and development of each child's character, intellect and spirit.

Our education is dynamic and shaped by the leadership and action of St Mary of the Cross MacKillop, a woman of courage, faith and an irrepressible desire to change the lives and journey of children.

As such we commit to an educational environment that liberates through:

- the call to be courageous in our thought and action,
- the challenge to love and act with strength and gentleness,
- the commitment to learn with purpose and resourcefulness,
- the sensitivity to serve with humility and an awareness that ensures we never walk past someone in need without action.

We are a Catholic College, inclusive of all faiths, but centred on the example of Christ to deliver the community the words and actions of our motto: Courage to Love, Learn and Serve.

## **Our School Context**

St Joseph's College, Coomera is a Prep to Year 12 Co-educational Catholic College which currently caters for approximately 1350 students. The College is located in the Northern Gold Coast.

Our students come from a variety of socio-economic and cultural backgrounds and range of feeder schools.

Our dedicated and committed staff of approximately 130 teachers, school officers and services staff, provide academic, pastoral, and spiritual support for the student body.

The College is proud to be part of the St Mary's Parish at Coomera.

## **Consultation and Review Process**

This plan has been developed by a member of the college leadership team and consulted with a representative group of College Staff. It was then submitted to College Leadership, Staff, Students and Families for consultation, prior to final sign off by College Executive Leadership. This plan will be reviewed annually in consultation with staff, students, and parents.

Part of the review consists of a review of data relating to current policy and procedures. Data reviewed includes (but not limited to) Engage data, TTFM survey, SRS and other diagnostic tool data, attendance data, and other pastoral data.

## **Section A: Our Student Behaviour Support Systems**

### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

Student productive and unproductive behaviour influences the effectiveness of learning and teaching practices. Safe, positive, and productive learning environments support effective learning and teaching.

St Joseph's College provides a supportive and inclusive approach to teaching and learning. We respond by meeting the needs of our students and by providing excellent learning and teaching experiences in a safe and supportive environment. We are grounded in the Catholic faith and maintain the Brisbane Catholic Education values of excellence, integrity, justice, and hope.

When students require additional support in the Middle Years and Senior Years our Pastoral Care Teachers, supported by our Pastoral Heads of House, use restorative practices to ensure the student is offered appropriate support in reflecting on their situation and choosing alternate actions in the future. In the Early Years and Junior Years, the classroom teacher models and teaches the expected behaviours and restorative practices.

The pastoral structures at St Joseph's College are framed in our Student Behaviour Support Policy and Pastoral programs and underpinned by the Positive Behaviour for Learning (PB4L) framework. The framework consists of four major components: outcomes, systems, practices, and data. PB4L is referred to as "a broad range of

systemic and individualised strategies for achieving important social and learning outcomes” (Sugai & Horner, 2002). PB4L is a product of specialised research conducted by the U.S. Office of Special Education Programs with a specific focus on prevention with the use of Positive Behavioural Interventions and Supports. St Joseph’s College is committed to developing a positive school culture to support productive student behaviour and promote effective learning experiences.

Maintaining positive relationships and restoring these relationships when they break down is critical to moving learning forward.

## 2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

### What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

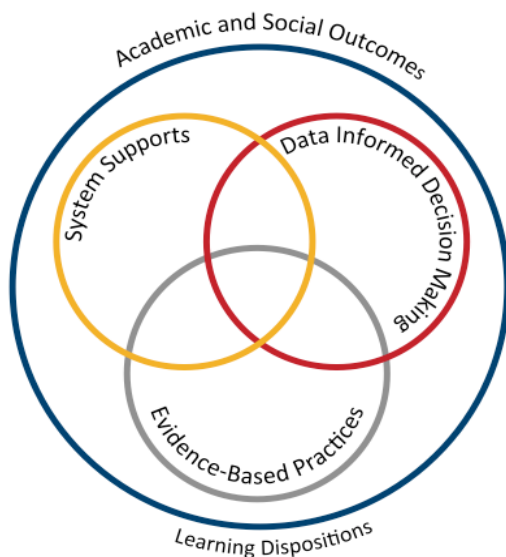


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers’ blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

### Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students

will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

#### Tier 1 Universal Supports:

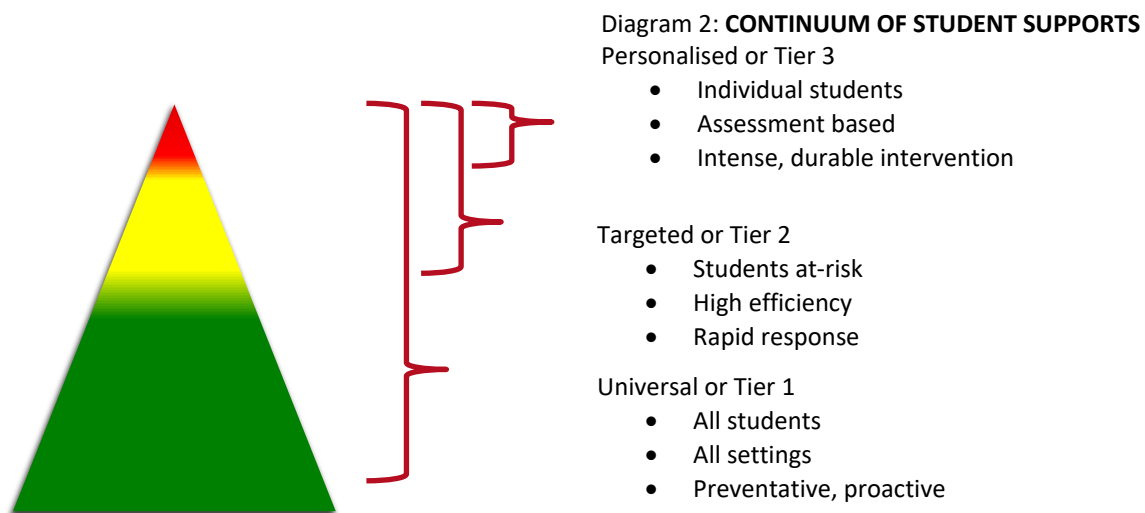
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

#### Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

#### Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

### **3. Student Behaviour Support Leadership & Professional Learning for School/College staff**

St Joseph's College Student Behaviour Support framework is grounded in the principles and practices of Positive Behaviour for Learning (PB4L). This approach is characterised by a structured continuum of supports, ensuring that interventions are appropriately matched to the needs of all students.

At the Universal Support level, the entire school community—including students, teachers, support staff, Multi-disciplinary teams (Learning Leaders, Support Teachers of Inclusive Education, Counsellors), and Middle and Senior Leadership teams—actively participates in fostering positive behaviours. Universal supports focus on prevention, explicit teaching of behavioural expectations, and the creation of a positive learning environment across all settings. These strategies are designed to address the needs of most students and ensure consistency in behavioural expectations throughout the College.

At the Targeted Support level, St Joseph's College adopts a restorative model that provides more directed interventions for students or groups who require additional assistance beyond universal supports. Members of the Multi-disciplinary teams, House Pastoral Leaders, Counsellors, Carers, Learning Enhancement staff, and Senior Leadership collaborate to identify and implement strategies tailored to these students' needs. Supports at this level may include small group instruction in social skills, academic interventions, mentoring, and self-management coaching. These interventions are guided by data analysis to ensure timely and effective responses to emerging behavioural, learning, or social-emotional concerns.

Meetings involving stakeholders from the Middle and Senior Leadership teams are systematically scheduled to review and refine student support structures. These meetings focus on analysing issues such as absenteeism, behavioural challenges, motivation, achievement, learning difficulties, and social-emotional wellbeing. Data from systems such as ENGAGE and BI is utilised to identify trends and inform decision-making, ensuring that supports are responsive and evidence-based.

Staff professional development is strategically planned to promote consistent and ongoing engagement with PB4L practices. Training includes areas such as Functional Behavioural Analysis, Restorative Justice Practices, digital literacy, and contemporary issues facing students. This commitment to professional learning enhances staff capability in delivering school-wide programs and fosters collective ownership of PB4L, thereby strengthening the College's capacity to support all students effectively.

## **Section B: Our Student Behaviour Support Practices**

### **1. Clarity: Our Expectations**

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

To demonstrate the Courage to

- Love
- Learn
- Serve

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

	All the time	Learning Areas	Transitions	Outside learning areas
<p><b>LOVE</b></p> <p><i>I take care of myself, of others and my community.</i></p> <p>Matthew 22-39 "love your neighbour as yourself"</p> <p>Responsibility</p>	<p>Use kind words.</p> <p>Keep hands and feet to self</p> <p>Wear our uniform correctly.</p>	<p>Take care of (and return) equipment.</p> <p>Raise our hand to speak and move.</p>	<p>Walk directly to class.</p> <p>Stay in our personal space.</p> <p>Wear the school hat on our head.</p>	<p>Appropriately use school facilities/equipment.</p> <p>Put rubbish in the bin.</p>
<p><b>LEARN</b></p> <p><i>I give things a go and persist so that I can learn and grow.</i></p> <p>Luke 11: 9 <i>And I tell you, ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you.</i></p> <p>Resilience</p> <p>Reflective</p>	<p>Listen and follow directions given by staff.</p> <p>Bring the necessary equipment to school.</p> <p>Put phones away.</p>	<p>Participate with effort.</p> <p>Use feedback to improve.</p> <p>Acknowledge other people's work.</p>	<p>Use quiet voices walking through school.</p>	<p>Follow agreed game rules.</p> <p>Remain in our allocated areas.</p>
<p><b>SERVE</b></p> <p><i>I take responsibility for my choices so that I purposefully help myself,</i></p>	<p>Are open to other ideas and respect differences.</p> <p>Ask for and offer help.</p> <p>Report any concerns</p>	<p>Line up quietly.</p> <p>Keep learning spaces clean and tidy.</p>	<p>Walk on the left side of the path/stairs.</p>	<p>Invite and include others when socialising.</p>

<p><i>others and my community.</i></p> <p>1 Peter 4: 10 <i>Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.</i></p> <p>Reasoning</p> <p>Resourceful</p>	<p>to staff. (hazards/damage/ bullying/etc.)</p> <p>Respectfully participate (listen) in school gatherings.</p>			
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In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. [www.acara.edu.au](http://www.acara.edu.au)

## 2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year orientation day
- Morning Pastoral care period
- Time built into the first weeks of school
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers
- PB4L Mini-Lessons
- Social Skills teaching programs (e.g. Resilience Project)
- Formation period

## 3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term "feedback" for any information given to students about their current

achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

<b>School practices that encourage expected behaviours</b>	<b>Classroom practices that encourage expected behaviours</b>
Courage cards	Class dojo points (Yr 1-6)
Recognition of courage card milestones at assembly and with special morning teas.	Courage Cards
Playground Superstars	Star of the Week

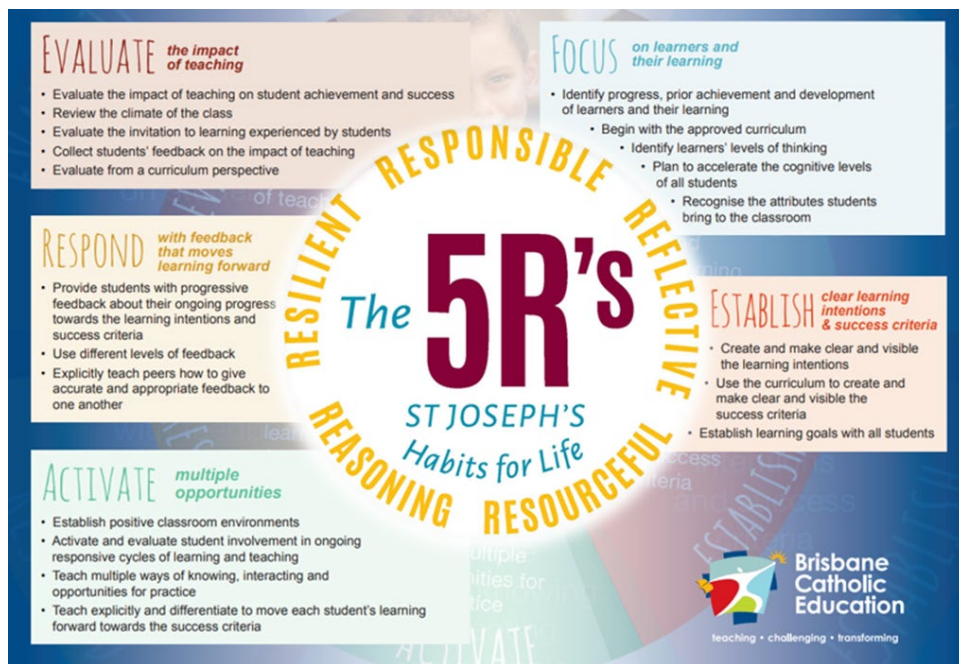
Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- Calm Room Supports
- 4 Step Process
- The 5R process (Reflective, Responsible, Reasoning, Resourceful, Resilient).



- Re-teaching of expectations using Behaviour Matrix.
- Tiers of Support
- STAR Card (Check-in / Check-out)

### Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Individual Behaviour Support Plan
- Behaviour, Safety and Well-Being Risk Assessment Plans
- Crisis Support Plans
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Functional Behaviour Assessments – PTR

### 4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

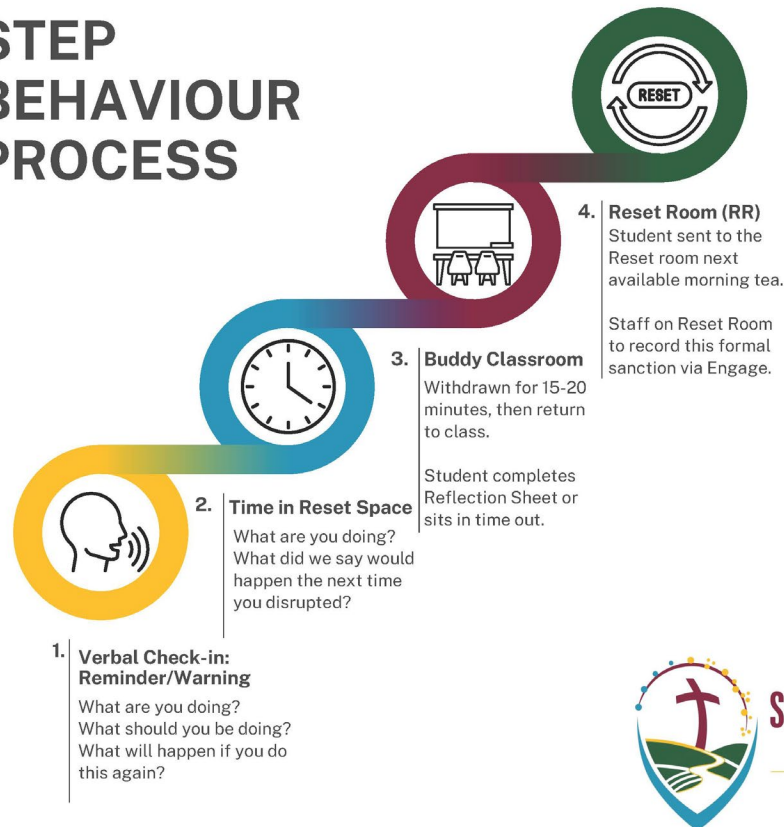
Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology
Supervised calm time in a safe space outside of the classroom	Teacher – student – parent meeting	Student contributes back to the class or school community
Set limits	Teacher – student – leadership conversation	Restorative conversation
Individual crisis support and management plan	Movement within class	Restorative conference
Decrease demands	Notice of concern	Circle time
Setting limits	Teacher/Student/Parent chat	Responsible Thinking Session (RRAP)
Timeout/Time away	Peer support	Community Service
Reminder of expectations	Collaborative problem-solving	Restorative conversation
Teacher/Parent chat	Method of shared concern	Restorative conference
	Request for further support	
	Meeting with counsellor	
	Refer to middle leader	

In addition, de-escalation crisis prevention and support strategies include consistent implementation of the 4 Step Process to help provide students opportunities to address challenging behaviours promptly.

# 4 STEP BEHAVIOUR PROCESS



**St Joseph's College**  
COOMERA

*Courage to Love, Learn and Serve*

## 5. BCE Formal Sanctions

The formal sanctions applied at St Joseph's College follows the guidelines of BCE Student behaviour support policy.

- **Detention process**

At St Joseph's, detention is referred to as Reflection and Restorative Action Process (RRAP) where students will stay in during 'non-class time' and or stay after school for a short period of time to respond to an incident. RRAP is constructive and age appropriate where students are enabled to reflect on their actions with the support of a teacher or leadership team member. It is an expectation that students and staff use this time to repair relationships, use restorative conversations and plan and rehearse for ongoing behaviours. RRAP supports students to understand that inappropriate behaviours have consequences. RRAPs must be recorded in engage by the staff member who assigned the RRAP. The school will monitor the data of RRAPs and students may be referred for behaviour support.

If the college leadership is satisfied that a student has acted in a manner that is unacceptable, they may be given a RRAP in a reset room. This authority may also be delegated to teaching staff, pastoral leaders and curriculum leaders.

**Foundation Phase (Prep- 2):** RRAP in the Foundation phase of learning are issued by the classroom teacher or assistant Principal of Early Years. Students will miss out on the play portion of their lunch break. Parents/caregivers will be notified of the RRAP

and context by phone or email. During this time, it is an expectation that students will complete a reflection sheet and have a reflective conversation.

**Curiosity Phase (3-6):** RRAP in the Curiosity phase of learning are issued by the classroom teacher or assistant Principal of Junior Years. Students will miss out on the play portion of their lunch break. Parents/ caregivers will be notified of the RRAP and context by phone or email. Students are expected to complete a reflection sheet and have a restorative conversation with a staff member.

**Inquiry & Enterprise Phases (7-12):**  
**Behaviour**

RRAP in the Inquiry and Enterprise phases of learning are issued by the Middle Leader or Assistant Principal of MY or SY. This allows students to be able to reflect on their actions and repair relationships. This is held at lunch time daily or after school on Monday and Thursday. This is issued by Pastoral Leaders and Curriculum Leaders. Parents/ caregivers will be contacted if a student is required to attend an after school RRAP session.

- **Suspension process at St Joseph's College:**

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of the student, other students, and employees. The College's approach to suspension processes and procedures recognises that the safety of students is a paramount concern, as well as our commitment to the safety and wellbeing of employees, visitors and ensuring a positive learning environment for all students.

Suspensions will be recorded in the Engage Student Support System Suspension Register.

A suspension is the temporary, full-time or part-time withdrawal of a student's right to attend the College and related functions for a defined period of time. It is our hope that the College staff and parents/caregivers will work together, with the aim of assisting a suspended student to re-join the College community as quickly as possible.

The decision to suspend a student can only be made by the College Principal, or their delegate, and will be used only when other available measures have been implemented without success, or where the situation is serious, or demands an immediate response. The College, the student and their parents/caregivers will use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

St Joseph's College manages student suspensions in accordance with the Brisbane Catholic Education Suspension Procedure.

The Principal approves all suspensions of students from the College where the suspension duration is between 1 and 5 days, and consults with the Senior Leader – School Progress and Performance, prior to approval of a suspension of between 6 and

10 days. Suspensions for greater than 10 school days requires consultation with the Head, School Progress and Performance.

A suspension could be in-school (internal) or out of school (external). The College will determine if a suspension is internal or external.

Grounds for suspension include (but are not limited to):

- persistent non-compliance: students, who in their relationships with College staff and/or others in the community, are persistently disobedient, disrespectful or engage in verbal, physical or online harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of other students
- serious breach of the school Student Behaviour Support Plan
- possession of alcohol or a suspected illegal drug
- violence or threat of serious physical violence
- concerning or serious sexual behaviour
- possession of a weapon or knife
- verbal abuse

### ***Immediate Suspension***

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees where the safety risk cannot be mitigated in the short term by any reasonable strategies, or behaviour that may be of a criminal nature.

At St Joseph's, the Principal may immediately suspend any student whose behaviour includes (but is not limited to):

- possession of alcohol
- possession, use of an e-cigarette or cigarette
- illegal drug: possession and use of an illegal drug. The matter must be referred to the police
- violence or threat of serious physical violence: any student intentionally causing injury or threatening serious physical violence against another student or employee or member of the school community may be suspended immediately.
- concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes, including possible referral to state authorities
- possession of a weapon or knife: any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The Principal (or delegate) must report the matter to the police immediately
- verbal abuse: Principals must take developmentally appropriate expectations into account in relation to verbal abuse by a student.

### ***The Purpose of Suspension***

The purpose of suspension is to:

- Signal that the student's unproductive behaviour is not acceptable

- Allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- Allow time to negotiate some goals that the student will work towards, with support, on their return to school
- Ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school

A suspension may occur if the Principal, or their delegate, has:

- Ensured that appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that appropriate support personnel available, within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension

### ***Guiding principles for student suspension at St Joseph's***

- A student shall be suspended for the shortest time that the College deems necessary
- Indefinite suspension, where a student is continually re-suspended for the maximum period will not occur
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspensions should not exceed more than ten (10) school days
- By mutually-agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program

### ***Suspension Communication***

#### ***(1) Suspension decision***

The Principal / Principal's delegate will inform the student and families of the grounds on which the decision to suspend has been made. The student and family will then be given the opportunity to respond. The conditions relating to the suspension should be discussed with the family, and their responses taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

#### ***(2) Notification to families for a day or more suspension options***

A student may not be sent out of school before the end of the school day without the family being notified, and, if necessary, agreement reached about arrangements for collecting the student from school.

Notification takes place by phone to a member of the family, who is notified of the suspension followed up with using the suspension letter generated in the Engage Student Support System, emailed. Notification takes place by email to alert the family to the suspension if the phone call has been unsuccessful.

Written suspension notification has the following:

- indicate the reasons for the suspension
- advise the length of the suspension, the start date and time, the expected return date
- outline the responsibility of the parent/legal guardian for the care and safety of the student who is under suspension, and the expectation that the student will continue with their own studies while suspended and away from the school
- indicate the expectation of the parent/legal guardian and school all working cooperatively in resolving the matter
- request a discussion with the student and their parent/guardian
- refer parent/legal guardian to the school's published Student Behaviour Support Plan
- include details of the right to appeal of the student and parent/legal guardian
- Other Points Regarding Suspension
- While a student is suspended from school (out-of-school suspension), families have responsibility for their child
- Families need to know that their child may not attend school or school-related functions unless otherwise arranged by the Principal or their delegate
- Families have a responsibility to provide appropriate supervision
- Students attending special programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended (this should be discussed with the College)

### ***Accountability Requirements***

Processes associated with suspension are often subject to scrutiny. It is therefore important that all processes are carried out in a way that conforms, with accuracy and attention to the following:

- A suspension record is to be completed in the Engage Student Support System Suspension Register for each student who has been suspended
- In the Engage Student Support System there are different types of suspensions recorded: 1 to 2-day suspensions, 3 to 10-day suspensions and suspensions of more than 10 days. Where it is a suspension of less than 1 day, a note in the Engage Student Support System will suffice.
- The College will provide access to appropriate schoolwork for the duration of the suspension
- By mutually agreeable arrangements, a student who is suspended may attend an alternative education program
- Indefinite suspension, where the student is continually re-suspended is not acceptable.

### ***'Return to School' Interview or Suspension Re-entry***

As part of the return to school process, the Principal or authorised delegate will organise a conversation with the student and the family to discuss the basis of

maximising successful reintegration into the school, before the student returns to school. The aims of this conversation are to:

- Ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction
- Encourage a mutually supportive position between the school, the student, and the student's family for the response that the school is taking
- Outline the return to school plan, goals, and follow-up evaluation for the student's return to school.

The return to school meeting occurs before the student's return to classes, and will take place in the school, facilitated by a member of the College Leadership Team. In circumstances where a family member is unable to attend the school in person, a TEAMS conference is adequate. In instances where there has been a problematic relationship between the family and the school, the Principal may find it beneficial to call upon a third party to facilitate the meeting.

If, despite the school's requests, families are unwilling to attend a return to school meeting, the Principal/delegate should refer the matter to the Senior Leader. Alternative options may need to be considered to facilitate the student's return to school.

Students attending special programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. The school, the family, and the training provider will determine this. The determination should occur before the student is next due to attend the program.

- **Exclusion:**

Because of the serious long-term consequences for the student and the family, exclusion will be considered only as a last resort.

Exclusion is the full-time withdrawal of a student's right to attend St Joseph's College and related functions approved by Executive Director or delegate.

The purpose of exclusion is to:

- signal that the student's behaviour is not accepted at St Joseph's because it seriously interferes with the safety and wellbeing of other students and/or employees
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

Exclusion from St Joseph's does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school can only be made by the Learning Services Executive on recommendation from the Principal, through the Senior Leader – School Progress and Performance, and the Head of School Progress and Performance.

Exclusion processes at St Joseph’s College, inclusive of response and appeal processes, will be in accordance with Brisbane Catholic Education Policy and Procedure.

### Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a> .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:  (a) make the review decision within 5 business days after the application is made; and  (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

## 6. Bullying and Cyberbullying – information, prevention, and school/college responses

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

### Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

### **Our whole-school approach to preventing and responding to student bullying and harassment**

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

### **Understanding Bullying and Harassment**

Professional learning on bullying, signs of bullying and research about bullying and harassment is delivered in a variety of ways. This includes but is not limited to whole College twilight meetings, learning area meetings and primary learning team meetings are the chief avenue. There are times when special guest speakers or BCE Education Officers and or College Guidance Counsellors lead this education and learning with staff.

The College acknowledges National Day of Action Against Bulling and Violence (NDA) Staff can explore the website and theme to support lessons with students. The key messages about Bullying are shared with students at assembly. Information about NDA is also provided in the parent newsletter and podcast. This includes information for parents on what bullying is and school processes. Our Guidance Counsellors can provide specific support and resources around fostering healthy relationships when required.

### **Teaching about Bullying and Harassment**

Teachers teach the Personal and Social Capabilities in the ACARA curriculum to their students based on their class needs and year level and through the HPE curriculum. Teachers are encouraged to use the lessons from the NDA website and respond to incidents pro-actively. This may also include support from the school guidance counsellor with teaching lessons. Teachers also address safe and respectful relations through teaching the Religious Education Curriculum (Strand - Christian Life).

In our early and junior years, the college is currently working on the implementation of the program "The Resilience Project" across Primary P-6 as a proactive approach. **The Resilience Project** is a whole-school wellbeing program designed to support the social and emotional development of children. It provides practical, evidence-based strategies that help students build resilience, positive mental health,

and happiness. The program focuses on three key principles known as **GEM: Gratitude, Empathy, and Mindfulness**. Through age-appropriate lessons, discussions, and activities, students develop emotional literacy, learn healthy coping strategies, and strengthen positive relationships. By embedding these practices into everyday school life, The Resilience Project helps children develop lifelong skills to manage challenges, build confidence, and thrive both at school and beyond.

This whole school approach will be used by staff to share a common language with their students with regards to solving friendship problems. It includes learning on bullying and teaches children how to have healthy friendships.

In our middle and senior years tailored programs spanning Years 7-12 incorporating social-emotional capabilities are embedded in our formation program. This is done by utilising resources from reputable sources like No Way Bullying, The Resilience Project, and Project Hatch. These include targeted lessons addressing emerging trends and patterns in bullying behaviour.

### **Responding to Bullying and Harassment**

1. In the first instance families are asked to make their classroom teacher aware in EY/JY and the Pastoral Care teacher aware in MY/SY
2. If the situation involves threats of physical violence or intimidation families are to contact the relevant Assistant Head of Campus in each phase.

In each case contact can be made by ringing the college student reception and requesting a phone call or meeting or alternatively contacting the relevant Assistant Head Of Campus via email.

In each instance of bullying the College responds by following the BCE expected procedures in initiating an investigation. It is the expectation that all staff must take all reports All staff must take all reports of bullying and harassment seriously and respond with a college team process.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

## **Preventing Bullying and Harassment**

Ensuring our students feel safe, heard, and empowered is something that we take very seriously at St Joseph's College. We aim to be proactive and support our staff, parents and students in understanding the importance of creating a safe environment for all where students feel they can focus on their learning.

These are some of the ways we ensure a safe environment here at St Joseph's College:

1. Student assemblies: Student bullying and expectations about student behaviour is discussed and information presented to promote a positive school culture where bullying is not accepted. This occurs at House assemblies, orientation days, retreats and camp activities.
2. Staff communication and professional learning: Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. We do this at Parent Information Evenings, the College newsletter and podcast as well as offering specialised Parent Workshops
6. Explicit promotion of social and emotional competencies among students through our formation lessons.

7. Whole school programs such as Be You, Friendology and the Resilience project are all part of our formation program and inform our support of our anti-bullying approach.
8. Specific retreats and excursions facilitated by Project Hatch and Character Builders are used to reinforce anti-bullying messages and develop personal attributes and characteristics. These are opportunities for experiential learning and skill-building in managing conflict and fostering positive relationships.
9. Community Connection is built through our House System which creates a sense of Belonging for students P-12. The cultivation of a sense of belonging grows within the Middle and senior years as Houses foster supportive relationship across vertical PC and Pastoral Care Teachers. This is further developed through the involvement of Pastoral Care and Pastoral Leaders in reporting and responding to bullying incidents, using the wellbeing hub and additional resources such as College Guidance Counsellors.
10. The College operates with a tiered model of support to address bullying concerns effectively.
11. Students actively participate in important community days such as R U Okay Day and Harmony Day. These days and activities promote inclusivity, empathy, and respect through across P-12

### **Key contacts for students and parents to report bullying**

Assistant Principal Early Years – Joanne Baker

Assistant Principal Junior Years – Tanya Fowke

Assistant Principal Middle Years – Anna Whannel

Assistant Principal Senior Years – Claire Proberts

### **Cyberbullying**

Cyberbullying is treated at St Joseph's College with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

St Joseph's has also partnered with Cybernetic Shield to support our school by providing a comprehensive online safety and digital wellbeing service designed specifically for students, staff and families. Their *5 Shield Rated® Safety Solution* combines education, risk management, independent investigation, psychological support and insurance to both prevent and respond to online incidents such as

cyberbullying and sextortion. Students have access to a 24/7 Cyber Incident Helpline and the MindShield app, while staff and parents are supported with resources, guidance and expert assistance. This approach helps strengthen student wellbeing, ensures duty of care, and promotes a safer digital environment for our whole school community

## Resources

St Joseph's utilises the recommended combination of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help select appropriate and evidence-based anti-bullying programs to evaluate the implementation of any programs we implement.

The [Australian Curriculum](#) provides the framework for our school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

- [Bullying NoWay](#)
- [Office of the eSafety Commissioner](#)
- [Resilience Project](#)
- [Cybernetic Shield](#)

## Section C: Our Student Behaviour Support Data

### 1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

### Use of Behavioural and Student Data to Inform Support Decisions

At **St Joseph's College Coomera**, behavioural data is analysed alongside academic, attendance and wellbeing data to inform timely, targeted and personalised student support within a **Multi-Tiered System of Supports (MTSS)** framework. Behavioural data is systematically collected through the **BCE Engage Student Support System**, which records minor and major behavioural incidents, mandatory bullying and suspension records, and Tier 2 and Tier 3 intervention data.

## **Universal (Tier 1) Data Review**

A **Universal Support Team**, consisting of teachers and school leadership, meets **fortnightly** to analyse whole-school behavioural trends, attendance patterns and engagement data. This team reviews school-wide behaviour expectations, incident frequency, and emerging patterns to inform proactive adjustments to teaching practice, supervision, and wellbeing strategies. Key findings are fed back to staff through staff meetings and professional learning to ensure consistent implementation of Positive Behaviour for Learning (PB4L) practices across all settings.

## **Targeted and Personalised (Tier 2 & Tier 3) Data Review**

A **Targeted and Personalised Support Team**, comprising Pastoral Leaders, Heads of House, STIEs, Guidance Counsellors and school leadership, meets **weekly** to analyse and prioritise students requiring additional support. This team triangulates behavioural data from Engage with academic progress, attendance records, teacher observations and family input to identify students at risk and monitor intervention effectiveness.

## **Student Support Team and Multidisciplinary Processes**

Students requiring Tier 3 support are case-managed through **Student Support Team (SST)** and **multi-disciplinary meetings**, where data is used to develop, implement and review Individual Behaviour Support Plans, Guidance Counsellor interventions and functional behaviour assessments. Progress monitoring data informs ongoing adjustments, escalation or gradual fading of supports to ensure interventions remain responsive and evidence-based.

## **Continuous Monitoring and Review**

Data is reviewed regularly to evaluate the impact of interventions and ensure equitable access to support. This structured, data-informed approach enables early identification, coordinated response and continuous improvement in student wellbeing, engagement and behaviour across the College.

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## Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

## Appendix A - Behaviour Definitions

### Minor Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

<b>13</b>	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
<b>2</b>	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
<b>3</b>	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
<b>6</b>	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
<b>8</b>	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
<b>12</b>	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
<b>13</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>14</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>15</b>	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
<b>16</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>17</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>18</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
<b>19</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal	Issue date: 16/6/2026	Next review date: 16/6/2028
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