

Parent Engagement Forum Agenda/Minutes

Date: Friday 15th August 2025

Attendees: Nic, Emma, James, Pam, Lorna, Joh, Mitch, Kristie, Brooke, Louisa, Sam, Olivia, Hannah

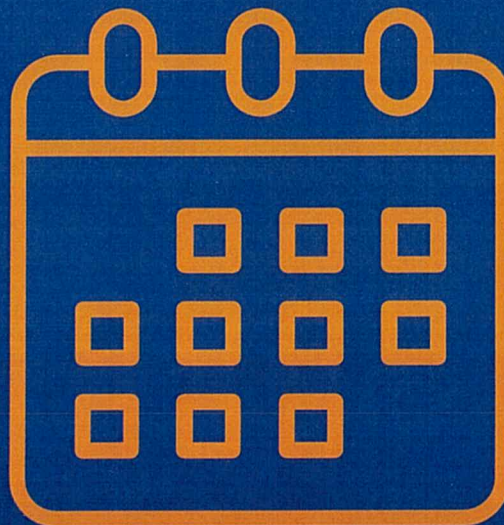
Next Meeting – Friday 29th August 2025

Items for discussion	Meeting Notes
	Previous meeting minutes passed
Parent Helpers	Parent Helpers are encouraged to complete the Volunteer Induction on the school website prior to helping out at the school. This is a Townsville Catholic Education requirement for all volunteers– please give Emma a copy of the certificate it produces at the end of the induction so we can keep it on file.
NAIDOC Celebration and Comedy Night	<ul style="list-style-type: none"> The NAIDOC celebrations at the school were a great success with lots of positive comments coming from the other schools. The students seemed to really enjoy Sean's performance and got involved in the presentation. The Comedy night at the Workers Club was a great success also with 110 people booking tables and extra came in for the show. The Multi Draw raffle was a great fund raiser for the school raising \$4372.00– thanks to all those parents/families who sold and bought tickets in the raffle your support was greatly appreciated. Emma has worked really hard to ensure that all the businesses etc. who donated prizes have been publicly recognized. Sponsorship from Glencore, Qcoal and WRC were also recognized during the celebrations and through /social media.
Glencore Grant	<ul style="list-style-type: none"> P/F were successful in getting a Glencore Grant for \$13000.00. This money will go towards to flooring and Kitchenette in the final room in the demountable building. This room will become a multi purpose room that will host Bosco Buddies, Breakfast Club, Literacy Intervention Programs and our First Nations Advisory committee. P/F
STAFFING	<ul style="list-style-type: none"> PE teacher (Isaac Ronan) has started work this term and is settling in – he is a Permission to Teach Teacher and is currently completing his studies as well as teaching. This is very common across all schools currently due to the shortage of teachers available. Grounds person position filled– waiting on Medical Clearance. Guidance Counsellor has been appointed and will be visiting SJB on a fortnightly basis starting in Week 9 of this Term.
Prep Enrolments	<ul style="list-style-type: none"> Prep enrolments have now been finalized for 2026. !# Preps have been enrolled. Bosco Beginners Sessions have started last Friday and will only be available to those children enrolled in Prep at SJB for 2026.
Fathers Day gifts	<ul style="list-style-type: none"> Helpers asked to help with labeling gifts and setting up the Father's Day Stall on Friday 29th August 9am –if you are able to help let Emma know. The Stall will then run each morning from Monday 1st Sept –Thursday 4th Sept – 8:30am–9am– If you are able to help man the stall on any of these days please let Emma know. On Thursday 4th Sept at 9am we will need some helpers to then pack up the Stall. Let us know if you can help. Father's Day celebrations will be held on Thursday 4th Sept 1:30pm–2:30pm information will be coming home about this.
Mission Statement	<ul style="list-style-type: none"> Updated options of the Mission statement will be shared with parents at the next P/F Meeting for parent feedback

Pupil Free Day

Tuesday 7 October 2025

This pupil free day will support the implementation of new national education guidelines.



Domestic and family violence is a crime. It is a serious violation of human rights.

WHAT CAN YOU DO IF YOUR FAMILY, OR SOMEONE YOU KNOW OF, IS AFFECTED BY ABUSE?

- Don't ignore your concerns; we all have a responsibility to look out for all the children in our community, even if we don't know them personally.
- Living with violence harms kids. It is important to make a serious plan for the safety of any children who are at risk. It's NOT enough to just reassure children that they are not to blame and that you can protect them.
- Talk to experts for advice. The numbers on the back of this brochure will be a good start. They will support you to do what is best for everyone involved, including the children.
- Once the family is safe, make a plan about what to do if the violence happens again. Give the children telephone numbers, including the police, and practice what to say.

PLAY YOUR PART IN PREVENTING ABUSE

- Remember that one person can make a difference in the life of a child.
- Be a good role model, listen to children, and be kind and respectful.
- Make it clear that abusive behaviour is never OK.
- Talk to children/young people about respectful relationships.
- Don't accept excuses for violence, victim blaming, or sexist attitudes.
- Learn more about DfV (see websites on the back of this brochure).



**IF YOU ARE IN IMMEDIATE DANGER
RING 000**

NATIONAL HOTLINES:

1800 RESPECT
1800 737 732

National Domestic Violence Helpline
1800 200 526

Mensline Australia
1300 789 978

Aboriginal Family Domestic Violence Hotline
1800 019 123

Lifeline
13 11 14

Kids Helpline
1800 551 800

Translating & Interpreting Service
131 450

APPS TO HELP WITH DOMESTIC AND FAMILY VIOLENCE:

Penda
Daisy

LEARN MORE ABOUT HOW TO PREVENT ABUSE:

www.napcan.org.au
www.ourwatch.org.au
www.theline.org.au
www.whiteribbon.org.au

NAPCAN PREVENT
CHILD ABUSE
& NEGLECT



DOMESTIC AND FAMILY VIOLENCE HURTS CHILDREN TOO

WHAT IS DOMESTIC AND FAMILY VIOLENCE (DFV)?

Domestic and family violence is abuse within a relationship or family, and it is very common.

Some people think DFV only affects adults, but the sad fact is that it damages children, even when they don't actually see the abuse.

DFV is about one person in a relationship using power to control the other person. This can be by:

- Verbal abuse e.g. insults, constant put-downs, name calling and yelling
- Emotional/psychological abuse e.g. threatening to kill/harm people or pets, constant criticism, minimising or blaming the victim for abuse, property damage, prolonged silence and exclusion from decision making
- Physical and sexual abuse e.g. pushing, hitting, kicking, restraining, using weapons/throwing objects, forced or unwanted sexual activity, including rape
- Financial abuse e.g. controlling money, preventing partner from seeking employment, exclusion from financial decisions
- Social abuse e.g. isolation from family and friends, controlling phones and internet access
- Stalking e.g. following, constant phone calls and sending disturbing/unsolicited messages or gifts
- Spiritual/cultural abuse e.g. criticising beliefs, using religion for power, not allowing someone to speak their own language or practice their culture
- Technological abuse e.g. using or threatening to use phone, email, social media sites, GPS, spyware/logging hardware etc to stalk or intimidate



HOW DOES DOMESTIC AND FAMILY VIOLENCE AFFECT CHILDREN?

Children may:

- Blame themselves for the violence
- Feel helpless
- Find it hard to play and make friends
- Become quiet and fearful
- Become rude and aggressive, copying the abusive adult
- Have sleeping problems like nightmares or not wanting to sleep alone
- Find it difficult to concentrate and learn
- Develop problems with wetting or soiling
- Miss school to make sure their mum is safe
- Show signs of stress like headaches and tummy aches
- Hurt pets
- Do risky things like running away or trying alcohol and drugs
- Think violence and power is normal in a relationship
- Be delayed in meeting developmental and emotional milestones

MYTHS ABOUT CHILDREN LIVING WITH FAMILY VIOLENCE

MYTH: "Domestic violence doesn't affect kids unless they get physically hurt themselves."

FACT: Children get really stressed seeing their parents fight or shout, or knowing/sensing that abuse is occurring. They often blame themselves. DFV can damage babies' and children's growing brains.

MYTH: "If the kids aren't actually there at the time, they don't realise what's happening."

FACT: Children usually sense that there is conflict in the home. They need you for their survival so they are especially sensitive to noticing when you are tense and unhappy. They may not show it to others but they suffer emotionally and may get physically ill.

MYTH: "It's the alcohol's fault. He's only abusive when he's drinking."

FACT: Alcohol is often used as an excuse. However, people who are violent when drinking, can make the choice to avoid alcohol. By law adults are still responsible for their actions.

MYTH: "It's ok because he didn't actually hit me; he hit the wall."

FACT: Hitting or breaking an object in anger is very scary to children. It also sends the message, "This is what I can do to you if you don't obey me."

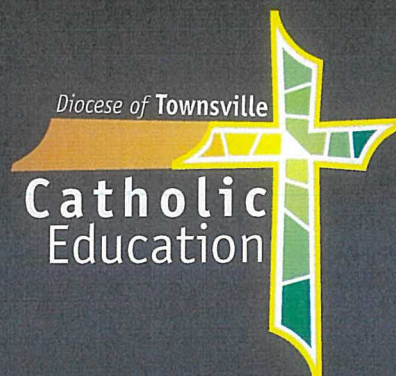
MYTH: "But he's a great dad in other ways!"

FACT: A great dad is someone his kids can trust and rely on. He is a good role model and shows his children how to have loving and respectful relationships - not how to hurt people.

MYTH: "He was just really stressed out and I shouldn't have provoked him."

FACT: Violence is always a choice. Stress and anger are a not an excuse. The victim should never be blamed for the abuse.

STUDENT CODE OF CONDUCT



INTRODUCTION

Our Catholic schools are places where culture and faith coexist, and the dignity of the human person is valued. They foster a Catholic education rooted in the Gospel values of love, reconciliation, inclusion, justice, compassion, abundance of life, and community.

By embodying these Gospel values, we seek to build safe, supportive, and equitable school communities that respect the dignity of every person, recognising each as made “in the image and likeness of God” (Genesis 1:28).

While the school promotes positive behaviours, it recognises that students may make mistakes and poor choices. In response, the school enforces consequences that include education, compassion, pastoral support, discipline, or a combination of these.

In addressing behaviour, the dignity of each student must always be preserved and protected. The DEC Student Behaviour & Pastoral Support Policy asserts that the school prioritises preventative and developmental approaches over punitive measures whenever possible. Any response must reflect the school’s right to set and enforce student behavioural standards for the benefit of the school and all members of the school community (including supporting the care, safety and welfare of all students and staff).

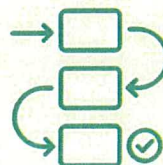
This code ensures that students and all members of Townsville Catholic school communities understand the following:



The standards of student behaviour that are expected at the school during a student’s enrolment



Examples of student behaviour that fall short of the school’s standards



How the school responds to concerns about students’ inappropriate behaviour

The processes outlined in this code are intended to be practical, non-adversarial and non-legal.

SCOPE

This code applies to all students enrolled at the school, including those enrolled at a systemic Catholic school or college under the governance of Townsville Catholic Education (TCE), which is referred to as a School for this code.

A Year 12 student remains enrolled until the day after they have completed all Year 12 final exams or the day after any School graduation event to which the School invites the Year 12 student within the calendar year of their final exams, whichever comes later.

The application of this code is not limited to the School's site and operating hours. It extends to all activities and events that are school-related, including when students are:

- a) On School grounds (including, for example, any boarding house) or within the School's digital environment
- b) At any school-related activity (including, for example, camps, events, excursions, incursions, church services and religious events, retreats, sports, awards nights, school-endorsed work experience, TAFE@School activities and School-based apprenticeships and traineeships)
- c) Representing the School, including when off-campus
- d) Travelling to and from School, as well as to and from off-site activities
- e) Wearing the School uniform
- f) Under the School's legal duty of care
- g) Otherwise, engaging in behaviour which, in the reasonable opinion of the School, may affect student health and safety, student relationships, staff health and safety, staff-student relationships, or the school's reputation, including in the digital/online environment outside of the School.

To the extent that this code conflicts with any of the School's other policies, procedures or rules, the expectations and processes set out in this code shall prevail. When complex situations arise, this code should be an overarching summary of the School's expectations and processes regarding student behaviour.

ROLES AND RESPONSIBILITIES

Students, staff and parents/carers are responsible for following this code, which enables students to develop positive attributes and core values.

Staff members are responsible for promoting positive behaviours among students and staff by educating and modelling these behaviours, and enforcing the School's codes of conduct, directions, policies, procedures, rules, and values where appropriate.

THE SCHOOL'S COMMITMENT TO PROMOTING POSITIVE BEHAVIOURS

The School is focused on helping students develop age-appropriate behaviours that contribute positively to their communities, including the school community.

Townsville Catholic Education is committed to providing support and guidance for School staff through professional learning opportunities.

The School supports these positive behaviours by:

- Providing a supportive and inclusive environment that cares for and respects the individual attributes of all community members
- Promoting the School's vision, mission and values
- Promoting this code, including providing clear and consistent behavioural and learning expectations, which are made explicit to all students through appropriate forums
- Providing a calm and orderly learning environment where students feel supported by staff
- Promoting respectful relationships, which are characterised by positive dialogue and active listening
- Using positive management strategies in the classroom and beyond
- Promoting a zero-tolerance approach to bullying, discrimination and sexual harassment and taking prompt action when such behaviour (or any other inappropriate behaviour) occurs
- Providing professional learning opportunities for all staff members to manage student behavioural concerns
- Providing opportunities for the collaborative development of Individual Behaviour Support Plans where appropriate, reflecting the students' behaviour escalation map and suitable strategies to support the student at each stage.

Expectations of Students

- Respect and follow all School codes of conduct, policies, agreements, rules and procedures
- Respect, cooperate and comply with staff directions
- Respect and uphold the School's vision, mission and values at all times
- Accept appropriate responsibility for your behaviour
- Act as a role model to other students
- Demonstrate courtesy and respect in all aspects of communication and interactions with others (whether in person or online)
- Treat others respectfully, politely and in a fair and consistent manner
- Aspire and strive to achieve your highest standards
- Respect the school's property and the property of others
- Attend all classes and School events and appointments on time
- Use technology (including internet, mobile phones, digital images, etc.) in accordance with relevant acceptable IT use policy
- Treat every member of the School community with dignity, care, compassion and respect
- Value and respect the interests, abilities, culture, beliefs and differences of others
- Positively participate in all aspects of School life
- Support the learning of others and approach your studies seriously
- Behave in a sensible manner that does not endanger the care, safety and welfare of yourself or others
- Act in a manner that upholds and promotes the School's reputation
- Act as an upstander to the inappropriate conduct of others
- Show exemplary behaviour in public, including when travelling to and from School, on excursions, and at School events (including on school buses and when participating in sports)
- Comply with the School's uniform rules
- Ensure you are demonstrating academic integrity
- As a student driver, follow all road rules and demonstrate care and responsibility while driving to and from School, especially in School zones and car parking areas

DEALING WITH STUDENTS' INAPPROPRIATE BEHAVIOUR

Like any school, a range of student behaviours may fall below the school's standards. These include behaviours that are contrary to the expected student conduct mentioned above or that otherwise pose a risk to the care, safety, and welfare of members of the school community, including other students, staff, and parents.

Individual schools may have their own behaviour consequence pathway documents, management procedures, rules, and agreements to guide decision-making on the consequences of misbehaviour. Schools are required to evaluate behavioural issues against this code and their internal procedures to determine, at their discretion, whether an investigation is needed and an appropriate consequence (which may include any combination of education, pastoral support, restorative practices, and discipline).

In conducting this contextual assessment, schools are required to:

- Understand the student behavioural concern that has been raised
- Discern whether to implement any interim measures (which may include, in appropriate circumstances, a student's interim exclusion from on-campus learning while the school investigates, and/or considers the school's legal responsibilities and reporting obligations)
- Investigate the concern in accordance with the principles of procedural fairness.
- Impose consequences (where appropriate)
- Monitor or review areas for improvement (where applicable).

Schools will investigate student behavioural concerns following the principles of procedural fairness.

This typically includes giving the student involved, as well as any individuals affected by the student's alleged actions, an opportunity to be heard before any action is taken.

Schools reserve the right to speak with students about behavioural concerns without parents present so that matters may be resolved during school hours and as efficiently as possible. Depending on the circumstances, a school may decide that it is appropriate for the parent(s) to attend meetings as additional support for the student.

Suspension and termination of enrolment may be a possible consequence for students who fail to meet the expectations outlined in this code. Consistent with the inclusive values of Townsville Catholic Education, a suspension or the termination of a student's enrolment will generally be used as a last resort. However, the following is a non-exhaustive list of behaviours which may result in suspension or a review of a student's enrolment:

- behaviour that poses an unacceptable risk to the safety and wellbeing of other students, staff or school community members, as the school has a duty of care to ensure a safe learning, teaching and working environment
- persistent disobedience or misbehaviour
- conduct that adversely affects or is likely to adversely affect other students, staff or school community members
- conduct that adversely affects or is likely to adversely affect the good order and management of the school
- behaviour that enlivens criminal allegations or
- other behaviour that the School reasonably determines is not in the best interests of other students, staff or other members of the school community for the student to remain enrolled.

PROCESS FOR REVIEW

Disciplinary decisions made or reviewed by the Principal are generally regarded as final.

Following the conclusion of the School's or the Principal's student behavioural management process, a decision to terminate a student's enrolment may be reviewed by the TCEO in accordance with the **TCEO Complaints Management and Resolution Procedures**.

Any requests for review will be handled according to the TCEO Complaints Management and Resolution Procedure. The request should be made in writing and include the student's name, date of birth, year level, school, parents' contact details (including phone number), and the reasons why the decision was incorrect or why an alternative decision should have been made.

REFERENCE DOCUMENTS

- DEC Student Behaviour and Pastoral Support Policy
- TCE Management of Complaints and Resolutions Procedures

OUR DIOCESE



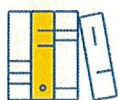
2,700
Staff Members



18
Primary Schools



13,300
Staff Students



6
Secondary Schools



5
P-12 School



1
P-9 School

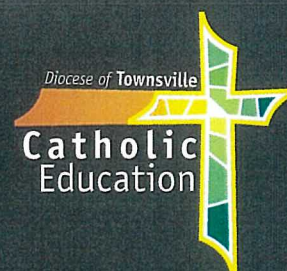


Reference	SIS_C173/06/25	Date approved	June 2025
Approved by	Director, School Improvement Services	Date for review	June 2028

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Kirwan Qld 4817

T. 4773 0900
F. 4773 0901

E. enquiries@tsv.catholic.edu.au
www.tsv.catholic.edu.au





Dear Parents/Carers

At the time of enrolment, parents are asked to consent to the use of their child's name and image in various forms of media to promote the school/College and Catholic Education. If you DO NOT wish to consent to your child's photograph/video appearing as stated in the below, and you wish to withdraw this authorisation and consent, you must notify the school by phone or email, colinvle@tsv.catholic.edu.au

If we do not hear from you to make any changes, your original consent provided will remain in effect. You will find a copy of the consent below for your reference

Kind regards

Nic Preitz

PHOTOGRAPHY/VIDEO/MEDIA CONSENT

Photos, video footage and work samples of students are used regularly by the school/College for the purpose of acknowledging the efforts of the student/College, or for promotion, marketing or advertising the College or Catholic Education.

I consent to the student being photographed or filmed for school/College, Catholic Education or Townsville Catholic Diocese related communication or for education purposes.

I understand this may include media (e.g. television, radio, publications), school/College publications (e.g. newsletters, yearbooks), online media (e.g. websites) and social media (e.g. Facebook, Instagram).

I understand it is my responsibility to notify the school/College if I do not wish to consent to the student's photograph/video appearing in any or all of the above, or if I wish to withdraw this authorisation and consent. Please note the student's name and voice may be included with the photograph/video.

I understand the copyright of such images will be retained by the school/College, Townsville Catholic Education, the Diocese of Townsville or their contractors, and there will be no remuneration or compensation for the images.

St John Bosco Catholic School

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