

11:47

4G



School Incidents Early Advice



Fri, 4 Feb

Angela Spence

Early alert: Calwell High School - partial lockdown. Escalated [redacted] student. More information to follow.

12:12 pm

AS

Thanks Ange

12:18 pm

Calwell HS update: lockdown confined to front office area. 1 staff member pushed [redacted]

[redacted] 1 staff member hit. Student went home with parent. Staff all ok

3:26 pm

Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Aaltenburg@ed.act.edu.au>
Sent: Friday, 4 February 2022 2:54 PM
To: School Operations
Cc: Norton, Sue; Spence, Angela
Subject: Calwell High School - Incident [REDACTED] - Front office lockdown

Categories: Incident Management

Report Summary for Critical Incident: # [REDACTED]

DATE: 4 February 2022
TIME: 11:30AM

STUDENTS INVOLVED – [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]
Address [REDACTED]
[REDACTED]

PARENTS: [REDACTED]
contact number: [REDACTED]
[REDACTED]
email: [REDACTED]

STAFF INVOLVED
[REDACTED]
Role: [REDACTED]
Email [REDACTED]
contact number: [REDACTED]
[REDACTED]

INCIDENT:
Sentral reference number: # [REDACTED]
Summary: [REDACTED] pushed [REDACTED] and charged at and hit [REDACTED]. Resulting in [REDACTED] in front office and front office in lockdown until [REDACTED] collected [REDACTED]

Prior to incident:
Break 1 and [REDACTED] reminder to [REDACTED] as per agreement following incident earlier in week where [REDACTED] hit [REDACTED] with [REDACTED] and threw a [REDACTED] at [REDACTED].

Staff interaction and support:
DSI aware and call to Megan Altenburg – Riskman in [REDACTED] – check on by [REDACTED], [REDACTED] Risk man submitted.
[REDACTED] – [REDACTED] check in with and reported no injury and OK
[REDACTED]

Emergency Services involvement:

None

ACTIONS TAKEN: Parent called and student taken home, 1 weeks suspension processed, OVRA review requested and booked in, plans to be reviewed

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

(02) 6142 1930



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Fitzgibbon, Breanna

From: School Operations
Sent: Friday, 4 February 2022 4:59 PM
To: DGEDUoffice; Haire, Katy; DDGEDUoffice; Simmons, Jane; Efthymiades, Deb; Matthews, David; Huxley, Mark; EGMSlooffice; McMahon, Kate; EGMSDD; Norton, Sue; Hamilton, Judith; Willis, Kris; Gwilliam, Stephen; Spence, Angela
Cc: Watson, Sarah; Brazier, Todd; EDU Student Engagement Director's Office; EDU Feedback and Complaints; 'icwdirectorsoffice@act.gov.au'; EDU Legal Liaison; Dunn, Katie; Seton, Sam; Ackland, Daniel; Toogood, Tim
Subject: Initial Incident Notification - CALWELL HIGH SCHOOL - 4 Feb 22

OFFICIAL

TRIM RECORD: FILE2022/932

PART 1 – Initial Incident Notification

School Name	Calwell High School		
Type of Incident	<input checked="" type="checkbox"/> Injury to staff	<input type="checkbox"/> Injury to student	<input type="checkbox"/> Reportable Conduct
	<input type="checkbox"/> Restrictive Practice	<input type="checkbox"/> Occupational Violence	<input checked="" type="checkbox"/> Nuisance/threatening behaviour
	<input type="checkbox"/> Lock Down	<input type="checkbox"/> Illegal activity	<input checked="" type="checkbox"/> Student welfare concern
	<input type="checkbox"/> Sharps	<input type="checkbox"/> Parent/carer involved	<input type="checkbox"/> Property Damage
	<input type="checkbox"/> E-Safety/social media	<input type="checkbox"/> Other:	
Date of Incident	4 February 2022	Date and Time Incident Notified to School Operations	4 February 2022 3pm
Time of Incident	11:30am		
Incident Details	<ul style="list-style-type: none"> A [REDACTED] student was heightened. The student pushed a staff member and ran toward and hit another staff member. 		
Emergency Services Called	<input type="checkbox"/> ACT Policing	<input type="checkbox"/> ACT Fire and Rescue	
	<input type="checkbox"/> State Emergency Services	<input type="checkbox"/> ACT Ambulance Service	
School Principal	Megan Altenburg		
DSI/Network	Sue Norton - Tuggeranong		
Immediate actions taken (if applicable)	<ul style="list-style-type: none"> The front office area was locked down Staff contacted the students' parent who attended onsite The student de-escalated and left with [REDACTED] parent 1 staff member [REDACTED] Staff debrief conducted 		

Riskman Complete?	Yes	Student Accident / Injury Form Completed?	No
Additional notes	<ul style="list-style-type: none"> • SO will complete a wellbeing check with staff on Monday 7/2/22 		

Kind regards,

Brooke James | Assistant Director | School Operations

Phone: +61 2 6205 0293 Mob: 0466 955 356 | Email: brooke.james@act.gov.au

School Improvement Branch | Education | ACT Government

GPO Box 158 Canberra ACT 2600

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9:27



RECORD 4



Megan A - Calwell HS >

Wed, 9 Feb, 4:05 pm

Hi FYI a student today pulled a knife on another. Report coming in from [REDACTED] by early tomorrow at the latest. All ok though.

Have police been informed? I will call you shortly to discuss.

Not yet. Also we had a partial lockdown in the flex area when [REDACTED] escalated!

Will send through details too by tomorrow from Natalie.



iMessage



Fitzgibbon, Breanna

From: Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>
Sent: Thursday, 10 February 2022 9:13 AM
To: School Operations
Cc: Norton, Sue; Altenburg, Megan (ACTEDU)
Subject: Calwell high School - Incident [REDACTED] - partial flex lockdown

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

Report Summary for Critical Incident: # [REDACTED]

DATE: 9 February 2022

TIME: 2:30 PM

STUDENTS INVOLVED: [REDACTED]

DOB: [REDACTED]

Year: [REDACTED]

Student ID: [REDACTED]

Address: [REDACTED]
[REDACTED]

PARENTS: [REDACTED]

Contact number [REDACTED]
[REDACTED]

email: [REDACTED]

STAFF INVOLVED: [REDACTED]

Role: [REDACTED]

Email: [REDACTED]

contact number: 02 6142 1930

INCIDENT:

Central reference number: # [REDACTED]

Summary: property damage, swearing and abusing staff, threats, throwing bricks at staff. Partial lockdown in Flex space.

Prior to incident: [REDACTED] was spending time in [REDACTED] break out room with another student and they were asked to clean up the mess they had made.

Staff interaction and support:

Megan Altenburgh checked in on [REDACTED]

Natalie Dickie checked in on [REDACTED] 10/2, [REDACTED] will put in Riskman

Natalie Dickie checked in with [REDACTED] 10/2, not putting in Riskman

DSI aware

Emergency Services involvement:

None

ACTIONS TAKEN:

Parent called and student taken home.

Natalie Dickie phoned [REDACTED] and then texted [REDACTED] thanking [REDACTED] for picking up [REDACTED] and asked [REDACTED] to keep [REDACTED] at home Thursday 10/2 [REDACTED] replied and was supportive. Natalie will make contact with [REDACTED] today in regard to suspension and follow up plan. OVRA and plans to be reviewed.

Fitzgibbon, Breanna

From: Marton, Patricia <Patricia.Marton@ed.act.edu.au>
Sent: Thursday, 10 February 2022 10:42 AM
To: School Operations
Cc: Norton, Sue; Altenburg, Megan (ACTEDU)
Subject: FW: Calwell High School - Incident [REDACTED] - Front office lockdown

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

Report Summary for Critical Incident: Incident # [REDACTED] — Major Negative: Major

DATE: 9 February 2022
TIME: 2.30pm

STUDENTS INVOLVED – [REDACTED]

Date of Birth: [REDACTED]
Age: [REDACTED]
Gender: [REDACTED]
Year: [REDACTED]
Address: [REDACTED]
[REDACTED]

Parents: [REDACTED]
[REDACTED]

STUDENTS INVOLVED – [REDACTED]

Date of Birth: [REDACTED]
Age: [REDACTED]
Gender: [REDACTED]
Year: [REDACTED]
Address: [REDACTED]
[REDACTED]

[REDACTED]

STUDENTS INVOLVED [REDACTED]

Date of Birth: [REDACTED]
Age: [REDACTED]
Gender: [REDACTED]
Year: [REDACTED]
Address: [REDACTED]
[REDACTED]

[REDACTED]

Parents:

[REDACTED]

STAFF INVOLVED

Alex Whitrow, Jodi Adams

Role: [REDACTED]

Email: Whitrow, Alexandra Alexandra.Whitrow@ed.act.edu.au, Adams, Jodi Jodi.Adams@ed.act.edu.au

contact number: [REDACTED]

INCIDENT:

Sentral reference number: [REDACTED]

Summary: [REDACTED] took [REDACTED] bag. [REDACTED] tried to find [REDACTED] bag. During this altercation [REDACTED] pulled a pocket knife out and threatened [REDACTED] with it.

Prior to incident:

Science class [REDACTED] were harassing [REDACTED].

Staff interaction and support:

Staff were unaware of the stanley knife until the situation had been deescalated and [REDACTED] was at home.

No staff were harmed or involved in the altercation.

[REDACTED] debriefed about situation.

Emergency Services involvement:

None

ACTIONS TAKEN: Parent called and student taken home, [REDACTED] 8 day suspension. [REDACTED] 4 day suspension.

Whyte, Charmaine

From: CalwellHighSchool@ed.act.edu.au <noreply@msgr.sentral.net.au>
Sent: Monday, 14 February 2022 3:27 PM
To: Seton, Sam (ACTEDU)
Subject: Wellbeing Auto Notification: Physical Restraint | Tuggeranong | Calwell High School | Incident: # [REDACTED] Major

Wellbeing Auto Notification: Physical Restraint | Tuggeranong | Calwell High School [REDACTED] has triggered the automatic notification Physical Restraint | Tuggeranong | Calwell High School with Wellbeing Incident # [REDACTED]

You can access this incident via
https://aus01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fpost.spmailtechno.com%2F%2Fa%2FA07SbOI4xtDSngzg007BjQ~%2FAAMdHAA~%2FRgRj7F8VP0REaHR0cHM6Ly9zYXMuZWQuYWN0LmVkdS5hdS9zLUdRcHdNZS93ZWxsYmVpbmovaW5jaWRlbnRzL3ZpZxc_aWQ9NTMzNTNXA3NwY0IKYgUV2gliaSi6_VIXU2FtLINldG9uQGVkLmFjdC5lZHUuYXVYBAAAAA~&data=04%7C01%7C%7Cd849851dbece4e40a66208d9ef7242f6%7Cb46c190803344236b978585ee88e4199%7C0%7C0%7C637804096299121931%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Iik1haWwiLCJXVCi6Mn0%3D%7C3000&sddata=j%2FRj4p11Ysqa2LhInynBYOYd6wjtz4zsSxtTyFhVkg%3D&reserved=0.

Sentral Wellbeing -
<https://aus01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.sentral.com.au%2F&data=04%7C01%7C%7Cd849851dbece4e40a66208d9ef7242f6%7Cb46c190803344236b978585ee88e4199%7C0%7C0%7C637804096299121931%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Iik1haWwiLCJXVCi6Mn0%3D%7C3000&sddata=iv6YtWJw9DG%2BAbZ8f98vIQhy66zKi3PinKtM20dlv%2FE%3D&reserved=0>

Whyte, Charmaine

From: CalwellHighSchool@ed.act.edu.au <noreply@msgr.sentral.net.au>
Sent: Monday, 14 February 2022 3:27 PM
To: Seton, Sam (ACTEDU)
Subject: Wellbeing Auto Notification: Physical Restraint | Tuggeranong | Calwell High School | Incident: # [REDACTED] Major

Wellbeing Auto Notification: Physical Restraint | Tuggeranong | Calwell High School [REDACTED] has triggered the automatic notification Physical Restraint | Tuggeranong | Calwell High School with Wellbeing Incident # [REDACTED] [REDACTED]

You can access this incident via
https://aus01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fpost.spmailtechno.com%2F%2Fa%2Fun98apl2gO-pDv1XFJMfOw~~%2FAAMdHAA~%2FRgRj7F8ZP0REaHR0cHM6Ly9zYXMuZWQuYWN0LmVkdS5hdS9zLUdRcHdNZS93ZWxsYmVpbmcvaW5jaWRlbnRzL3ZpZXc_aWQ9NTMzNTNXA3NwY0IKYgUZ2gliXCqCR1IXU2FtLlNldG9uQGvKlMfjdC5lZHUuYXVYBAAAAA~&data=04%7C01%7C%7C60cd6935fe9a4a3c025708d9ef7244f3%7Cb46c190803344236b978585ee88e4199%7C0%7C0%7C637804096332736745%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ikk1haWwiLCJXVCI6Mn0%3D%7C3000&data=7K96phFD34MAyHm5G0YCzGTxqkzVGk2zBFSNyTpWgkE%3D&reserved=0.

Sentral Wellbeing -
<https://aus01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.sentral.com.au%2F&data=04%7C01%7C%7C60cd6935fe9a4a3c025708d9ef7244f3%7Cb46c190803344236b978585ee88e4199%7C0%7C0%7C637804096332736745%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ikk1haWwiLCJXVCI6Mn0%3D%7C3000&data=LXmSVlwzMRsRI5RHJB%2B9rFJ4Gf14DWDGf1499cUsc4%3D&reserved=0>

11:48

4G RECORD 9

<  School Incidents Early Advice 

Mon, 14 Feb



Police on site this afternoon at Calwell HS due to a parent threatening staff after their child had been suspended due to a fight. The fight was filmed and I have informed media and Comms about the possibility of social media posts.

4:37 pm



Fitzgibbon, Breanna

From: EGMSloffic
Sent: Tuesday, 15 February 2022 12:50 PM
To: School Operations
Subject: RE: Initial Incident Notification - CALWELL HS - 14 Feb 22

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

OFFICIAL

Thanks Brooke!

From: School Operations <SchoolOperations@act.gov.au>
Sent: Tuesday, 15 February 2022 12:07 PM
To: DGEDUoffice <DGEDUoffice@act.gov.au>; Haire, Katy <Katy.Haire@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; Simmons, Jane <Jane.Simmons@act.gov.au>; Efthymiades, Deb <Deb.Efthymiades@act.gov.au>; Matthews, David <David.Matthews@act.gov.au>; Huxley, Mark <Mark.Huxley@act.gov.au>; EGMSloffic <EGMSloffic@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>; Norton, Sue <Sue.Norton@act.gov.au>; Hamilton, Judith <Judith.Hamilton@act.gov.au>; Willis, Kris <Kris.Willis@act.gov.au>; Gwilliam, Stephen <Stephen.Gwilliam@act.gov.au>; Spence, Angela <Angela.Spence@act.gov.au>; Moore, Nicole <Nicole.Moore@act.gov.au>
Cc: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>; EDU Feedback and Complaints <EDU.feedbackandcomplaints@act.gov.au>; ICW EBM Office <ICWEBMOffice@act.gov.au>; EDU Legal Liaison <EDULegalLiaison@act.gov.au>; Dunn, Katie <Katie.Dunn@act.gov.au>; Seton, Sam <Sam.Seton@act.gov.au>; Ackland, Daniel <Daniel.Ackland@act.gov.au>; Toogood, Tim <Tim.Toogood@act.gov.au>
Subject: Initial Incident Notification - CALWELL HS - 14 Feb 22

OFFICIAL

TRIM RECORD: FILE2022/1460

PART 1 – Initial Incident Notification

School Name	Calwell High School		
Type of Incident	<input type="checkbox"/> Injury to staff	<input type="checkbox"/> Injury to student	<input type="checkbox"/> Reportable Conduct
	<input type="checkbox"/> Restrictive Practice	<input type="checkbox"/> Occupational Violence	<input checked="" type="checkbox"/> Nuisance/threatening behaviour
	<input type="checkbox"/> Lock Down	<input type="checkbox"/> Illegal activity	<input type="checkbox"/> Student welfare concern
	<input type="checkbox"/> Sharps	<input checked="" type="checkbox"/> Parent/carer involved	<input type="checkbox"/> Property Damage
	<input type="checkbox"/> E-Safety/social media	<input type="checkbox"/> Other:	

Date of Incident	14 February 2022	Date and Time Incident Notified to School Operations	14 February 2022 8:30pm
Time of Incident	1:50pm		
Incident Details	<ul style="list-style-type: none"> • A fight between [redacted] students resulted in staff contacting parents to collect students. • One of the students (Student A) waited for [redacted] parents near the front of the school. • Other students approached [redacted] and another fight commenced. 		
Emergency Services Called	<input checked="" type="checkbox"/> ACT Policing	<input type="checkbox"/> ACT Fire and Rescue	
	<input type="checkbox"/> State Emergency Services	<input type="checkbox"/> ACT Ambulance Service	
School Principal	Megan Altenburg		
DSI/Network	Sue Norton - Tuggeranong		
Immediate actions taken (if applicable)	<ul style="list-style-type: none"> • Staff intervened and deescalated • Staff contacted the [redacted] of Student A to advise [redacted] had been involved in a second fight while waiting for collection from school. • The [redacted] of Student A verbally abused a staff member on the phone. • The [redacted] of Student A then arrived onsite and was abusive and threatening to a [redacted] staff member and the principal. • ACT Policing were called in response to the [redacted] behaviour. Police Report [redacted] • ACT Policing attended Student A's home to follow up with [redacted] parents • Student A was suspended 		
Riskman Complete?	Yes	Student Accident / Injury Form Completed?	N/A
Additional notes	A wellbeing check will be conducted on staff today.		

Kind regards,

Brooke James | Assistant Director | School Operations

Phone: +61 2 6205 0293 Mob: 0466 955 356 | Email: brooke.james@act.gov.au

School Improvement Branch | Education | ACT Government

GPO Box 158 Canberra ACT 2600

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Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Tuesday, 15 February 2022 8:18 PM
To: School Operations
Subject: RE: Incident Calwell High School Monday 14-2-22

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

We are all good although I would love a proforma for an enclosed lands letter for the [REDACTED] – do you know if the ovra team have one they could share?

Megan Altenburg | Principal
 Calwell High School | Education Directorate | ACT Government
 111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
 (02) 6142 1930



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From: School Operations <SchoolOperations@act.gov.au>
Sent: Tuesday, 15 February 2022 1:31 PM
To: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Subject: RE: Incident Calwell High School Monday 14-2-22

OFFICIAL

Thanks Megan for sending this through. How are [REDACTED] doing after the incident? Please let me know if I can provide further support.

Kind regards

Brooke
School Operations Team | School Improvement Branch

Phone: +61 02 620 53313 | Email: SchoolOperations@act.gov.au
School Performance and Improvement | Education | ACT Government
GPO Box 158 Canberra ACT 2601 | <http://www.education.act.gov.au/>

From: Altenburg, Megan <Megan.Altensburg@ed.act.edu.au>
Sent: Monday, 14 February 2022 8:37 PM
To: School Operations <SchoolOperations@act.gov.au>
Cc: Dickie, Natalie (ACTEDU) <Natalie.Dickie@ed.act.edu.au>; Smith, ErinD (ACTEDU) <ErinD.Smith@ed.act.edu.au>; Norton, Sue <Sue.Norton@act.gov.au>
Subject: Incident Calwell High School Monday 14-2-22

Report Summary for Critical Incident: # [REDACTED]

DATE: 14 February 2022
TIME: 1:50PM

STUDENTS INVOLVED – [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]

Address: [REDACTED]

PARENTS: [REDACTED]

email: [REDACTED]

STAFF INVOLVED
[REDACTED]

Role:
Email:

contact number:
[REDACTED]

INCIDENT:
Sentral reference number: # [REDACTED]
Summary: fight between [REDACTED] at front of school

Prior to incident:

had hit another student who was sent home with parents called and messages left asking for to be collected was waiting in front office for them to get back to us and went to get some fresh air out front of school as it was lunch time and could not go out back and some had seen where was and went to fight due to hitting previously.

Staff interaction and support:

all trying to stop fight – did not stop.
 assisting by sending onlookers away.
 attended and separated the fighting .
 left school grounds with a followed them for a bit to check they were OK called and let know. verbally abusive to calling a fucking cunt. then attended school and was abusive and threatening to and out the front of the school.

Emergency Services involvement:

Police called as a result of behaviour. Report number . They then attended the house.

ACTIONS TAKEN: Parent called, and student taken home.

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

(02) 6142 1930



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From: Altenburg, Megan
Sent: 16 February 2022 14:05
To: Norton, Sue (ACTGOV) <Sue.Norton@act.gov.au>
Subject: [REDACTED] details and word used

Hi there,
Thanks for helping out.

This morning about 10am over the phone told [REDACTED] to “pull [REDACTED] fat fucking flaps out of [REDACTED] arsehole” and told [REDACTED] was a “Fucking stuck up bitch”
[REDACTED] threatened to call Yvette Berry who [REDACTED] claims to know personally to tell her [REDACTED]
[REDACTED] has made this threat previously and swore at us abusively in the past as well.
Report with details on the way.

Name	Phones & Email	Relationships
[REDACTED]	[REDACTED]	Household: [REDACTED] Primary Contact Lives With Receives Absences Receives Correspondence Authorised to Pickup
[REDACTED]	[REDACTED]	Household: [REDACTED] Emergency Contact Authorised to Pickup
[REDACTED]	[REDACTED]	Household: [REDACTED] Household: [REDACTED] Do Not Contact Campus: Calwell High School Enrolment Status: Enrolled - Active Academic Period: 2022 Year Level: [REDACTED] House: [REDACTED]

Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



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Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Wednesday, 16 February 2022 4:31 PM
To: Norton, Sue; Fisher, Justine; Brazier, Todd
Subject: [REDACTED] Version of this mornings interaction and follow up
Attachments: Incident [REDACTED] 16-2-22.docx

Incident account [REDACTED] 16-2-22

15-2-22 A [REDACTED] teacher [REDACTED] contacted [REDACTED] yesterday to notify that [REDACTED] had been upset by [REDACTED] laptop being hidden and thinking that someone had spat on it. The teacher did not see any spit on the laptop but cleaned it up for [REDACTED]. The teacher did not know who had taken it but reported [REDACTED]. The teacher alerted the [REDACTED] to this as [REDACTED] had been a bit taken aback by the call to [REDACTED] and [REDACTED] response. [REDACTED] reported this to me as FYI. After school on 15-2-22 Later that afternoon [REDACTED] detailed to me that [REDACTED] had called about this incident and asked that it be looked into. [REDACTED] at this point did not know anything of the incident nor had an incident report yet gone up on Sentral. [REDACTED] assured [REDACTED] would follow up on this in the morning. [REDACTED] immediately reached out to the teacher asking them to document the incident in Sentral, the incident happened in a combined class and the [REDACTED] suspected by [REDACTED] of doing this were in the other teachers class [REDACTED] were planning on meeting with the [REDACTED] and following up ASAP in the morning and [REDACTED] was going to meet with [REDACTED].

16-2-22 At approximately 10am [REDACTED] called [REDACTED]. In this call [REDACTED] was upset that the incident had not already been finalised. [REDACTED] explained [REDACTED] was just going to get [REDACTED] now and that [REDACTED] had been in meetings for the first part of the day (suspension reentry and PBSP planning with that student and parent). [REDACTED] was not happy with this and verbally abused [REDACTED] saying to [REDACTED] to 'pull your fat fucking flaps out of your ass' and that [REDACTED] wanted the [REDACTED] suspended immediately. [REDACTED] assured [REDACTED] was going to get [REDACTED] and that the decision to suspend or not would be made not by [REDACTED] but by [REDACTED] then proceeded to abuse [REDACTED] calling [REDACTED] 'fucking stuck up bitch'. [REDACTED] then continued to threaten to contact Yvette Berry to report [REDACTED] implying that [REDACTED] is a close friend in some way and that [REDACTED] had done this before [REDACTED].

[REDACTED] immediately came to see me, I was just finishing a meeting and went to [REDACTED] soon after where [REDACTED] disclosed this all to me. I immediately told [REDACTED] not to call [REDACTED] or speak with [REDACTED] again. We then unpacked how to keep following up with the incident, [REDACTED] had already seen [REDACTED] and had a report written by [REDACTED] which named the [REDACTED] and said they had also thrown papers at [REDACTED] previously. [REDACTED] had chased up the teachers following up and writing Sentral entries as well and they were doing this. They did not see the paper throwing and also did not see the taking of the laptop or any spitting but did say it could have been the [REDACTED] mentioned as they were not engaging well in the lesson as [REDACTED] also was not.

I called DSI Sue Norton and reported the verbal abuse and [REDACTED] awful thing [REDACTED] a family member say to a staff member and I am also aware that [REDACTED] and had behaved like this [REDACTED] previously. [REDACTED]

We continued to follow up on the incident. I took the follow up over as [REDACTED] was required to follow up on other incidents occurring throughout the day. [REDACTED]. I called [REDACTED] and let [REDACTED] know of incident, [REDACTED] was very supportive and understanding on this being a formal caution of suspension and respectful space. I told [REDACTED] to tell [REDACTED] I would meet with [REDACTED] on this tomorrow when [REDACTED] returned. [REDACTED] was at school, the teacher [REDACTED] meet with [REDACTED] and [REDACTED] wrote [REDACTED] report [REDACTED] had been verbally abusive to them saying 'you have a [REDACTED] and go kill yourself' [REDACTED] admitted that [REDACTED] took the laptop and hid it in the cupboard and that [REDACTED] was with [REDACTED] did not know anything about spitting on a laptop. I called [REDACTED] family and spoke to [REDACTED]. I let them know of the situation and that I was going to meet with [REDACTED] and issue a caution of suspension. They were very supportive in this. I meet with [REDACTED] and spoke with [REDACTED] about this letting [REDACTED] know of the caution and respectful space requirement. [REDACTED] agreed and appeared to understand and be thoughtful about it.

In checking in with the [REDACTED] teachers they had put Sentral reports in on the incident.

I followed up with [REDACTED] and [REDACTED] but noted [REDACTED] had been so busy throughout the day that [REDACTED] had barely processed it [REDACTED] had written a report and emailed it to me and still had to write up the Riskman. I assured [REDACTED] could go home and process further and write up Riskman in the morning after [REDACTED] had had a change to

think.

Sue checked in with me throughout the day as did Justine Fisher and Todd Brazier.

Megan Altenburg

4:15pm Wednesday 16-2-22

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

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From: [Norton, Sue](#)
To: [Seton, Sam](#)
Date: Thursday, 17 February 2022 9:46:24 PM
Attachments: [Together 4 Youth background document.docx](#)

OFFICIAL

Sam

As discussed today.

Here is some information about the 'Together 4 Youth' program being piloted.

We have no MOU in place Calwell HS have expressed interest in the pilot.

Sue

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Together 4 Youth was formed in 2020 after philanthropic donors to the ‘for profit’ sector expressed a desire to see organisations work more closely reducing the need to fund multiple organisations working in the same space. As a result Together 4 Youth was formed as a collective of youth support agencies. As at February 2022 current members of the collective are – ABCN (Australian Business and Community Network), batyr, Big Brothers Big Sisters, Beacon Foundation, EdConnect, Enlighten Education, Mission Australia, Project Rokit, Raise Foundation, Reach, Stride Education, The Helmsman Project, Top Blokes and Youth Opportunities.

Since inception the member organisations have engaged with the University of New South Wales – Centre for Social Impact to research collaboration in this space and to underpin the model with a strong academic research base. CSI found that this is the first large stage collaboration of its’ type in Australia and specifically for programs working in the school setting, across the world. Their comprehensive literature review published in 2021 also found that ... *the T4Y model has significant potential to improve students’ social, emotional, behavioural, and academic functioning as well as create notable improvements in their school engagement, future aspirations, social relationships, and graduation rates. CSI 2021 Literature Review on collaboration in the social, emotional wellbeing space.*

Part of the work during the concept phase found that there was the need to appoint a collaboration manager who was not aligned to any of the organisations and from here came the appointment of Andrew Turvey. Andrew came from the NSW education sector having worked for 29 years in the Department of Education. Prior to his appointment he was a school Principal in two comprehensive government high schools lifting academic results, enrolment and participation. He also represented Principals of schools with secondary enrolments as a member of the NSW Secondary Principals Council for 8 years with the last 6 holding the role of Deputy President of the association.

Together 4 Youth has three broad objectives which are:

- To improve the delivery of social, emotional and work readiness programs in to schools.
- To advocate for better funding for these programs and improve the status and recognition of the need for comprehensive SEL and work ready programs in schools preparing students for successful transition from school to post school destinations.
- To develop an improved method and improved consistency in measurement of SEL/work readiness program delivery in the school space.

Together 4 Youth has partnered with 5 schools, Calwell High School (ACT), Dapto High School (NSW), Cootamundra High School (NSW), Kew High School (Vic) and Salisbury High School (SA) to pilot the Together 4 Youth system of program delivery to schools. Coming from an extensive school background Andrew has worked closely with service providers to develop a conduit system whereby schools can access leading program providers without the intensive administrative workload required that often prohibits schools from accessing a wide range of programs that would meet student needs. All pilot schools’ programs are funded through Together 4 Youth utilising their philanthropic funding from The Ian Potter Foundation, Macquarie Group Foundation, Origin Foundation, The Snow Foundation and Third Link, with a funding model for future years being explored throughout the year. Pilot schools’ commitment for this free delivery is for frank and honest feedback on the school experience so that Together 4 Youth can deliver a program that maximises effectiveness for future schools. There is no commitment to maintain involvement either through the pilot year (2022) or in to the future if schools do not find that the program is suitable for their setting.

The system developed by Together 4 Youth creates a be-spoke program of SEL/work readiness programs for schools reached through extensive work and negotiation between the school and the General Manager. The General Manager then coordinates the delivery of the programs in to the school maintaining information flow between the two parties to ensure success.

The Together 4 Youth approach will also improve service delivery through a coordinated approach between program providers. The current system does not allow this coordination as providers work independently of each other. With the Together 4 Youth approach, information (de-personalised) will be shared amongst service providers allowing for improved delivery at subsequent year levels. This approach builds on previous delivery, ensuring a full year 7-10 (-12) approach fitting in to whole school scope and sequence for SEL/work readiness.

At this stage Together 4 Youth are developing their website and social media channels so at present they are not live. However, further information can be obtained through contact with the General Manager – Andrew Turvey; either through his email address [REDACTED] or via his mobile 0416 251 911.



Megan A - Calwell HS >



Fri, 18 Feb, 11:47 am

Partial lockdown front office. Student [redacted] in attendance.

Okay thanks. Call if you need.



Finished now. Student now headed home with [redacted]

Wed, 23 Feb, 9:22 am

Hi Sue free now was



iMessage



Fitzgibbon, Breanna

From: Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>
Sent: Friday, 18 February 2022 3:37 PM
To: School Operations
Cc: Norton, Sue; Altenburg, Megan (ACTEDU); Smith, ErinD (ACTEDU)
Subject: Incident at Calwell High School 18 February (Partial Lockdown)

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

Report Summary for Critical Incident: # [REDACTED]

DATE: 18 February 2022
TIME: 11:15 AM

STUDENTS INVOLVED – [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]

Address: [REDACTED]
[REDACTED]

PARENTS: [REDACTED]
[REDACTED]

email: [REDACTED],
[REDACTED]

STAFF INVOLVED
[REDACTED]

Contact numbers:
[REDACTED]

INCIDENT:
Sentral reference number: # [REDACTED]

Summary: [redacted] became agitated on the playground [redacted] asked the duty on teacher for assistance. Staff called for assistance after [redacted] became abusive. [redacted] approached [redacted] and asked [redacted] to move to the front office to talk about what had happened [redacted] was swearing and would not move. [redacted] said [redacted] would ring mum or dad and ask them to come to school to support [redacted] in the conversation. [redacted] said that [redacted] was going to ring [redacted] and would meet [redacted] at the office [redacted] remained on the playground. [redacted] phoned [redacted] who said [redacted] would ask [redacted] to come to school. [redacted] returned to the playground to let [redacted] know that [redacted] was coming to support [redacted] got up off the seat and tried to swipe the phone out of [redacted] hand [redacted] was very agitated and kept moving towards [redacted] as [redacted] was stepping back. [redacted] started to move towards the building, dropped [redacted] bag and screamed at [redacted] several times swearing at [redacted] to pick the bag up [redacted] moved to the [redacted] appeared agitated and was swearing. [redacted] advised the other [redacted] students and [redacted] to us another entry into [redacted]. [redacted] started to bang on the door wanting to go into the room. [redacted] started to run toward the front office. [redacted] tried to alert teachers to get out of the way. [redacted] was run into by [redacted] as [redacted] rushed by to exit the front of the school [redacted] then paced out the front of the school and continued to use abusive language [redacted] was attempting to re-enter the school building [redacted] entered the front office. [redacted] remained heightened pacing, using abusive language and moving erratically around the front office space. Front Office was locked down for 40 minutes. [redacted] exited at 12.10pm with Dad.

Prior to incident:

[redacted] was on the playground sitting at a table.

Staff interaction and support:

[redacted] and [redacted] supported [redacted] and [redacted] in the front office area. [redacted] kept students away from the office. [redacted] exited parents/students in the front office and entered students arriving at school through a side door.

Emergency Services involvement:

Nil. [redacted] asked [redacted] if [redacted] thought this would assist and [redacted] said no.

ACTIONS TAKEN: Parent called, and student taken home.

Discussion with [redacted] regarding suspension from school to allow for review of incident and plans. Natalie Dickie will make contact with the family again on Monday.

Natalie Dickie | Deputy Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

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11:48



School Incidents Early Advice



Fri, 18 Feb

Sue Norton

Partial lockdown front office, Calwell
HS Student [REDACTED] in
attendance.

From: Altenburg, Megan
Sent: 22 February 2022 10:31
To: Norton, Sue (ACTGOV) <Sue.Norton@act.gov.au>
Subject: FW: [REDACTED]

See also incident numbers from yesterday regarding [REDACTED]
Staff members putting in Riskmans.


Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
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From: Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>
Sent: Tuesday, 22 February 2022 9:03 AM
To: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Subject: [REDACTED]

[REDACTED]

21/02/2022 — [REDACTED] Physical aggression
Pushed teacher

21/02/2022 — [REDACTED] Physical aggression, property misuse

Assaulted a peer throwing things
Trying to steal watch out [redacted] hand in [redacted] pocket

21/02/2022 — [redacted] Noncompliance, Physical aggression, property misuse
Throwing objects at peer

21/02/2022 — [redacted] Abusive language physical aggression
Students not feeling safe, crying

Natalie Dickie | Deputy Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



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From: [Dempsey, Lisa](#)
To: [Norton, Sue](#)
Cc: [Atkins, Jessie](#); [Seton, Sam](#)
Subject: Re: Support at [REDACTED] Calwell HS
Date: Wednesday, 23 February 2022 9:08:32 AM

OFFICIAL

UNOFFICIAL

Hi Sue

Thank you for your email. Jessie and I met with Megan yesterday to discuss an attendance issue and Megan mentioned the student you have referred to. It's on my radar and I'll be happy to assist in any way I can.

[REDACTED]. It would be good to touch base with you first after you have met with [REDACTED] Principals to see what supports TST can offer. I'm free tomorrow at 4:30 if that works for you?

Kind regards,

Lisa

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From: Norton, Sue <Sue.Norton@act.gov.au>
Sent: Tuesday, February 22, 2022 7:51 pm
To: Dempsey, Lisa
Cc: Atkins, Jessie (ACTGOV); Seton, Sam (ACTGOV)
Subject: Support at [REDACTED] Calwell HS

OFFICIAL

Hi Lisa

[REDACTED]

I will also be attending a meeting at Calwell HS tomorrow to discuss some complex students who are having difficulty settling and causing some significant disruption to the school. [REDACTED]

[REDACTED] The students I am meeting about are currently suspended and we need to look at the current BSP and a safety plan for them to return to school. [REDACTED] have OVRAs.

I may need additional support at both the schools. I will be in touch after my meetings.

Thank you
Sue

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From: [Seton, Sam](#)
To: [Kalyvas, Mandy](#)
Subject: RE: SEL
Date: Wednesday, 23 February 2022 9:23:00 AM
Attachments: [image001.png](#)
[image002.png](#)

OFFICIAL

Thanks Mandy

Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

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From: Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>
Sent: Wednesday, 23 February 2022 9:22 AM
To: Seton, Sam <Sam.Seton@act.gov.au>; Norton, Sue <Sue.Norton@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>
Cc: Dance, Alex <Alex.Dance@act.gov.au>
Subject: RE: SEL
Importance: High

OFFICIAL

Hi everyone

Just had a chat with Sue to get some more info about this program and how it came to be. There is an obvious conflict of interest and the principal was not aware of the correct process to engage with an external organisation, media etc.

Sue is going to follow that up with the school and if you are all happy Alex and I will have a more detailed conversation with Megan to try to get a better understanding of the program. It looks like a 'brokerage' service (for want of a better term) but I am not sure what the mentoring component is, how it works, by who, their quals, etc and the difference between them and other services.

Let me know what you think and I will follow up with Megan today.

Mandy Kalyvas

Executive Branch Manager, Learning and Wellbeing Policy and Design | Education Directorate|ACT Government

Hedley Beare Centre for Teaching and Learning | 51 Fremantle Drive Stirling ACT 2611 | GPO Box 158 Canberra ACT 2601

T: +61 02 6205 9350 | M: 0431 045 461 | E: mandy.kalyvas@act.gov.au

From: Seton, Sam <Sam.Seton@act.gov.au>
Sent: Wednesday, 23 February 2022 7:52 AM
To: Norton, Sue <Sue.Norton@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>; Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>
Subject: FW: SEL

OFFICIAL

Hi Sue

Please see below. Mandy's team is working on a MWB now so it would be good to hold off any media until this can occur. It would be good to understand more about the counsellor/mentor role including

- What are their qualifications, do they have WWVP etc
- Are they taking any case notes regarding students. If so where are these stored and the school must have access to them as required

Kind regards

Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

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From: Brown, Colette <Colette.Brown@act.gov.au>

Sent: Tuesday, 22 February 2022 6:40 PM

To: Dance, Alex <Alex.Dance@act.gov.au>; Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>;

McMahon, Kate <Kate.McMahon@act.gov.au>; Seton, Sam <Sam.Seton@act.gov.au>

Cc: McNally, Bronwyn <Bronwyn.McNally@act.gov.au>; Barnes, Meredith

<Meredith.Barnes@act.gov.au>

Subject: RE: SEL

OFFICIAL

Hello All,

As requested, I connected with Calwell High School regarding their involvement with the Together 4 Youth program.

Alex has requested an MWB be drafted tomorrow.

The information below was sourced from a conversation with Natalie Dickie, Deputy Principal Calwell High School, on Tuesday 22 February 2022, and should be considered in conjunction with background information provided by the school to others in ESO. Additional information may be sought from Together 4 Youth (T4Y).

- Based on information at hand, it appears T4Y does not provide a wholistic SEL program to schools, but rather works with the school to provide support to achieve their goals, through facilitating access to a range of organisations/providers and experts. Natalie's account of initial interaction with T4Y supports this.
- CHS's new SEL program, years 7-10, will incorporate external resources from T4Y and other providers. CHS is initiating an action research program over the next 3 years.
- [REDACTED]
- The school met with T4Y.
- CHS agreed to partner with T4Y as a pilot school for 2022. As a pilot school there is no cost. Future costs and funding is uncertain at this time.
- The relationship is seen as symbiotic with benefits to both parties.
 - T4Y is a new initiative. T4Y wants to determine which programs are beneficial and how future funding might work, and hopes to show effectiveness of their service/program through partnership with pilot schools.
 - The school has access to external services that usually have a high cost. Being a pilot school, CHS is able to access these organisations/providers etc. at no cost and T4Y liaises with the providers (e.g. Raise Foundation) on the school's behalf.
 - Positive examples were also given by Natalie of the school being connected to 'experts' e.g.

providing information about data and data analysis, refining their action research project, critical friends etc. which was seen as highly valuable. Natalie commented that discussions with [REDACTED] were beneficial, [REDACTED] experience as a principal assisted [REDACTED] to see from a school perspective and ask good questions e.g. 'Why have you chosen to do x?'

- CHS has signed a partnership agreement for 2022 with the 'Raise Foundation' (attached). Raise was linked to CHS through T4Y. Raise will provide a mentoring program for targeted year 7 students. Raise was likened to the Men's Link program (CHS is familiar with and works with Men's Link)
- CHS is seeking advice/guidance in working with T4Y – from DSI e.g. is a MOU required and how would they go about it?
- Media
 - [REDACTED], spoke to WIN news yesterday (21.2.22) about COVID and students. Interview conducted by an ex-CHS student
 - T4Y has facilitated BATYR for CHS on 9 March. [Batyr website](#) indicates Batyr is a for purpose preventative mental health organisation, created and driven by young people, for young people.
 - Natalie Dickie asked about how permission is gained for use/to interact with, media, particularly in regard to student images – my sense is this was for use by T4Y or perhaps Batyr. I suggested she contact Media as per policy. If any doubts about processes, further advice could be sought from e.g. DSI.
 - Raise Foundation Partnership Agreement has a section re: use of photos and videos of the school and its students in the program for marketing purposes (parent consent is sought).
- The school has drafted a letter to parents about the school's SEL program, including year group focus for each term.
- The school is keen to share their learnings with others in the Directorate at some point.

If you have any questions, or if I can be of assistance, please let me know.

Kind regards

Colette

Colette Brown | Assistant Director Wellbeing Policy

Phone +61 2 6207 0457 | Email: colette.brown@act.gov.au

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From: Dance, Alex <Alex.Dance@act.gov.au>

Sent: Friday, 18 February 2022 11:25 AM

To: Brown, Colette <Colette.Brown@act.gov.au>

Cc: McNally, Bronwyn <Bronwyn.McNally@act.gov.au>; Barnes, Meredith <Meredith.Barnes@act.gov.au>; Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>

Subject: FW: SEL

OFFICIAL

Hi Colette – are you able to reach out to the school please and find out more? (see attached email)

Kind regards,

Alex

From: McMahan, Kate <Kate.McMahan@act.gov.au>

Sent: Friday, 18 February 2022 10:02 AM

To: Seton, Sam <Sam.Seton@act.gov.au>; Dance, Alex <Alex.Dance@act.gov.au>; Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>

Subject: RE: SEL

OFFICIAL

Sounds like a good idea. Alex can Colette give the school a call and see what this is all about?
Kate

From: Seton, Sam <Sam.Seton@act.gov.au>

Sent: Friday, 18 February 2022 9:16 AM

To: McMahon, Kate <Kate.McMahon@act.gov.au>; Dance, Alex <Alex.Dance@act.gov.au>; Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>

Subject: SEL

OFFICIAL

Hi all

Please see attached. Calwell High School is listed as a pilot school for this program. At a quick read I can't see any immediate risks however wonder if a MWB should be provide and/or someone talks to the school to see what they have agreed to.

Kind regards

Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

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From: Norton, Sue <Sue.Norton@act.gov.au>

Sent: Thursday, 17 February 2022 9:46 PM

To: Seton, Sam <Sam.Seton@act.gov.au>

Subject:

OFFICIAL

Sam

As discussed today.

Here is some information about the 'Together 4 Youth' program being piloted.

We have no MOU in place Calwell HS have expressed interest in the pilot.

Sue

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From: [Seton, Sam](#)
To: [Brown, Colette](#)
Subject: RE: Additional Information from Calwell HS re: SEL and Together 4 Youth
Date: Wednesday, 23 February 2022 2:57:00 PM
Attachments: [image003.png](#)
[image004.png](#)
[image005.png](#)

OFFICIAL

Thank you

Sam Seton | Executive Branch Manager
 Phone 02 62057196 | sam.seton@act.gov.au
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From: Brown, Colette <Colette.Brown@act.gov.au>
Sent: Wednesday, 23 February 2022 2:50 PM
To: Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>; Seton, Sam <Sam.Seton@act.gov.au>
Cc: Dance, Alex <Alex.Dance@act.gov.au>
Subject: FW: Additional Information from Calwell HS re: SEL and Together 4 Youth

OFFICIAL

Hello all.

FYI

Natalie Dickie, DP Calwell HS, just sent this through.

Kind regards

Colette

Colette Brown | Assistant Director Wellbeing Policy
 Phone +61 2 6207 0457 | Email: colette.brown@act.gov.au
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From: Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>
Sent: Wednesday, 23 February 2022 2:30 PM
To: Brown, Colette <Colette.Brown@act.gov.au>
Subject: SEL infor CHS

UNOFFICIAL

Dear Colette,

I forgot to forward you this yesterday.

Background info:

We want all students to be known and cared for within the school environment in a range of contexts.

This leads to increasing connection with the school, helps students to feel a greater sense of

belonging and creates a safe and supportive school environment. Analysis of the SAS behavioural data, observations and looking at 'Executive on Deck' structure (when an executive teacher is called to a classroom to provide the teacher with assistance) data, it became increasingly glaring that a consistent whole school approach to support our young people's social and emotional skill development was not being taken, resulting in challenging behaviour in the classroom that was inhibiting learning time.

As a starting point to address this with the intention of building a culture of learning excellence, we formed and are leading a student development team to analyse the ASPIRE, wellbeing program. The student development team have taken the following actions:

- Identified that the ASPIRE program was not explicitly teaching the life skills to develop student character development, an understanding of what it means to be a good citizen and to always treat each other with respect.
- Undertook research and partnered with Together 4 Youth (a collective of organisations who support young people through secondary school with social, emotional wellbeing, school engagement and employment skills) to collaboratively plan how we could increase student knowledge that will enable them to make informed decisions about their wellbeing, health, relationships and build their self-efficacy.
- Gathered data from students and teachers that informed the student development team of the current issues and concerns and provided base line data to work from.
- Shared the data with all staff and invited a larger group of key stakeholders in the school to collaboratively develop a cohesive, age-appropriate, and responsive wellbeing program based on the Australian Curriculum General Capabilities (Personal and Social).
- Collaboratively with key stakeholders, identified year group topics, built up resources and connected with experts who can co-present with teachers and support our work with students. It is our hope that students can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts.
- Initiated an action research project to determine if our wellbeing program can support our young people to develop resilience, to know how and when to ask for help, to know where to access support and to have a better understanding of the world and their place in it.

We are utilising the expertise of the Australian Education Research Organisation to assist us in analysing our ongoing data collection, including ACER Social and Wellbeing Survey. We will report our findings and continue taking informed action over a 3-year cycle period. This will determine if our newly developed wellbeing program can support our young people to develop resilience, to know how and when to ask for help, to know where to access support and to have a better understanding of the world and their place in it.

Natalie Dickie | Deputy Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

(02) 6142 1930



From: [Seton, Sam](#)
To: [Kaur, Tej](#)
Subject: RE: Wellbeing meetings - potential pilot sites
Date: Thursday, 24 February 2022 8:12:00 AM
Attachments: [image002.png](#)
[image003.jpg](#)

OFFICIAL

Thanks

Let's talk through – I agree with the schools listed but note they are mainly Tuggeranong schools. We will need to either identify data to pick target schools or offer a number to each network.

Kind regards

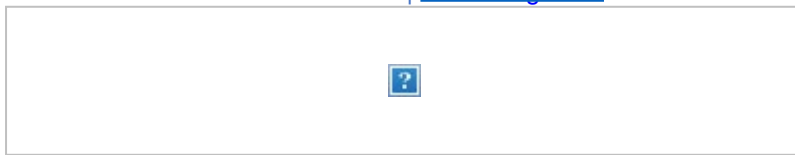
Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

Student Engagement

Education Directorate| **ACT Government**

GPO Box 158 Canberra ACT 2601| www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work

From: Kaur, Tej <Tej.Kaur@act.gov.au>
Sent: Wednesday, 23 February 2022 2:03 PM
To: Seton, Sam <Sam.Seton@act.gov.au>
Subject: FW: Wellbeing meetings - potential pilot sites

OFFICIAL

Hi Sam

This is list of schools identified where being part of wellbeing team meetings will be helpful. What are your thoughts?

Regards

Tej

From: Ross, Jessica <Jessica.Ross@ed.act.edu.au>
Sent: Tuesday, 22 February 2022 4:59 PM
To: Kaur, Tej <Tej.Kaur@act.gov.au>
Cc: Hill, Belinda (ACTEDU) <Belinda.Hill@ed.act.edu.au>
Subject: Wellbeing meetings - potential pilot sites

Hi Tej,

Listed below are schools that have been early adopters to having AHS in wellbeing meetings.

The below schools have had AHS attending wellbeing meetings since 2021

[Redacted]

Calwell HS

[Redacted]

[Redacted]

[Redacted]



Thanks

Jess

Jessica Ross | Social Work Team Manager

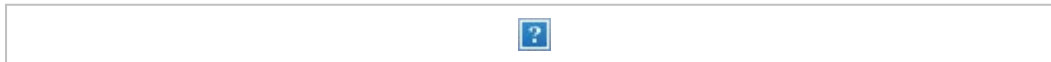
Phone: 0435 658 842

Email: Jessica.Ross@ed.act.edu.au

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I acknowledge the traditional custodians of the ACT, the Ngunnawal people. I acknowledge and respect their continuing culture and contribution they make to the life of this city and region. I pay my respects to elders past, present and future.

[Redacted] M Megan A - Calwell HS > [Video call icon]

Fri, 25 Feb, 11:12 am

Partial lockdown front office. Cannot get parents or emergency contacts

[Redacted] Trying to deescalate

Let me know when you can chat.

Tue, 1 Mar, 2:13 pm

Can we get EAP on site tomorrow???

I will chat shortly. Justine is calling Natalie and we will go from there. Are you okay?

[Camera icon] [App Store icon] iMessage [Voice recording icon]

11:49



School Incidents Early Advice



Fri, 25 Feb

Sue Norton

Partial lockdown at Calwell HS. Will update when I can.

11:25 am



Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Aaltenburg@ed.act.edu.au>
Sent: Friday, 25 February 2022 12:21 PM
To: School Operations
Cc: Norton, Sue
Subject: Calwell High School Partial Lockdown Fri 25-2-22

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

UNOFFICIAL

Report Summary for Critical Incident: # [REDACTED]

DATE: 25 February 2022
TIME: 10:15 AM

STUDENTS INVOLVED: [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]
Address: [REDACTED]

PARENTS: [REDACTED]
STEPPAD: [REDACTED]

Contact number: [REDACTED]

email: [REDACTED]

STAFF INVOLVED:
[REDACTED]

Contact number: 02 6142 1930

INCIDENT:
Sentral reference number: # [REDACTED]
Summary: [REDACTED] was rude and aggressive to staff, [REDACTED] came to the front office where [REDACTED] remained heightened rude and aggressive. Front office in partial lockdown to ensure safety and privacy.
We contacted [REDACTED].
At about 11:40am [REDACTED] arrived and took [REDACTED] home. [REDACTED] remained escalated and aggressive and upset.

Prior to incident:

Staff interaction and support:

Emergency Services involvement:

ACTIONS TAKEN: [redacted] called repletely to come to the school to collect [redacted]

Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



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11:50



School Incidents Early Advice



Media update

Fri, 25 Feb

Lockdown resolved at Calwell HS. All staff ok, student left with [redacted]

12:28 pm



Fitzgibbon, Breanna

From: School Operations
Sent: Friday, 25 February 2022 2:00 PM
To: School Operations; DGEDUoffice; Haire, Katy; DDGEDUoffice; Simmons, Jane; Efthymiades, Deb; Matthews, David; Huxley, Mark; EGMSIoffice; McMahon, Kate; EGMSDD; Norton, Sue; Hamilton, Judith; Willis, Kris; Gwilliam, Stephen; Spence, Angela; Moore, Nicole
Cc: EDU Student Engagement Director's Office; EDU Feedback and Complaints; ICW EBM Office; EDU Legal Liaison; Dunn, Katie; Seton, Sam; Ackland, Daniel; Toogood, Tim; Watson, Sarah; Brazier, Todd; EDU Media
Subject: Initial Incident Notification - CALWELL HIGH SCHOOL - 24 Feb 22
Follow Up Flag: Follow up
Flag Status: Completed
Categories: Incident Management

OFFICIAL

TRIM RECORD: FILE2022/1935**PART 1 – Initial Incident Notification**

School Name	Calwell High School		
Type of Incident	<input type="checkbox"/> Injury to staff	<input type="checkbox"/> Injury to student	<input type="checkbox"/> Reportable Conduct
	<input type="checkbox"/> Restrictive Practice	<input type="checkbox"/> Occupational Violence	<input checked="" type="checkbox"/> Nuisance/threatening behaviour
	<input checked="" type="checkbox"/> Lock Down	<input type="checkbox"/> Illegal activity	<input type="checkbox"/> Student welfare concern
	<input type="checkbox"/> Sharps	<input type="checkbox"/> Parent/carer involved	<input type="checkbox"/> Property Damage
	<input type="checkbox"/> E-Safety/social media	<input type="checkbox"/> Other:	
Date of Incident	25 February 2022	Date and Time Incident Notified to School Operations	25 February 2022, 2:21pm
Time of Incident	10:15am		
Incident Details	<ul style="list-style-type: none"> A [redacted] student became heightened and was rude and aggressive to staff. The student moved to the front office area where the behaviour continued. 		
Emergency Services Called	<input type="checkbox"/> ACT Policing		<input type="checkbox"/> ACT Fire and Rescue
	<input type="checkbox"/> State Emergency Services		<input type="checkbox"/> ACT Ambulance Service
School Principal	Megan Altenburg		
DSI/Network	Sue Norton - Tuggeranong		

Immediate actions taken (if applicable)	<ul style="list-style-type: none"> • The front office entered lockdown for the safety of the school community. • Staff made multiple attempts to contact the student's [redacted] without success. • Staff used multiple strategies in the attempt to de-escalate the student. • [redacted] arrived onsite at 11:40am and the student left in [redacted] care, still escalated. 		
Riskman Complete?	Yes	Student Accident / Injury Form Completed?	N/A
Additional notes	<ul style="list-style-type: none"> • SO and DSI to provide ongoing support to staff. 		

Kind Regards

Rachelle Cridland | School Operations

Phone: +61 02 620 71555 Email: Rachelle.Cridland@act.gov.au

School Improvement Branch | Education Directorate | ACT Government

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Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Monday, 28 February 2022 6:04 PM
To: School Operations
Cc: Norton, Sue
Subject: Calwell High partial front office lockdown

UNOFFICIAL

Report Summary for Critical Incident: Partial Lockdown # [REDACTED]

DATE: 28 February 2022
TIME: 2:00 PM

STUDENTS INVOLVED: [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]

Address: [REDACTED]
[REDACTED]

PARENTS: [REDACTED]

Contact number: [REDACTED]

Email: [REDACTED]

STUDENTS INVOLVED: [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]

Address: [REDACTED]
[REDACTED]

PARENTS: [REDACTED]
[REDACTED]

Contact number: [REDACTED] [REDACTED]
[REDACTED] [REDACTED]

STAFF INVOLVED:
Role:

Contact number: 02 6142 1930

INCIDENT:
Sentral reference number: # [REDACTED]
Summary: conflict between [REDACTED].
[REDACTED] to front office and front office lockdown in place to redirect [REDACTED]

Prior to incident:

Staff interaction and support:

Emergency Services involvement: None

ACTIONS TAKEN:

SLB follow up with students and contact with parents. Suspension processed for [redacted] and follow up with others involved as necessary.

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

(02) 6142 1930



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Fitzgibbon, Breanna

From: School Operations
Sent: Tuesday, 1 March 2022 11:37 AM
To: School Operations; DGEDUoffice; Haire, Katy; DDGEDUoffice; Simmons, Jane; Efthymiades, Deb; Matthews, David; Huxley, Mark; EGMSloffice; McMahon, Kate; EGMSDD; Norton, Sue; Hamilton, Judith; Willis, Kris; Gwilliam, Stephen; Spence, Angela; Moore, Nicole
Cc: EDU Student Engagement Director's Office; EDU Feedback and Complaints; 'icwdirectorsoffice@act.gov.au'; EDU Legal Liaison; Dunn, Katie; Seton, Sam; Ackland, Daniel; Toogood, Tim; Watson, Sarah; Brazier, Todd; EDU Media
Subject: Initial Incident Notification - CALWELL HIGH SCHOOL - 28 FEB 2022

TRIM RECORD: FILE2022/2105**PART 1 – Initial Incident Notification**

School Name	Calwell High School		
Type of Incident	<input type="checkbox"/> Injury to staff	<input type="checkbox"/> Injury to student	<input type="checkbox"/> Reportable Conduct
	<input type="checkbox"/> Restrictive Practice	<input type="checkbox"/> Occupational Violence	<input checked="" type="checkbox"/> Nuisance/threatening behaviour
	<input checked="" type="checkbox"/> Lock Down	<input type="checkbox"/> Illegal activity	<input type="checkbox"/> Student welfare concern
	<input type="checkbox"/> Sharps	<input type="checkbox"/> Parent/carer involved	<input type="checkbox"/> Property Damage
	<input type="checkbox"/> E-Safety/social media	<input type="checkbox"/> Other:	
Date of Incident	28/2/2022	Date and Time Incident Notified to School Operations	28/2/2022 6:04pm
Time of Incident	2:00pm		
Incident Details	<ul style="list-style-type: none"> A conflict between a [redacted] student (student A) and a [redacted] student (student B) escalated resulting in disruption. Student B went to front office with student A in pursuit. 		
Emergency Services Called	<input type="checkbox"/> ACT Policing	<input type="checkbox"/> ACT Fire and Rescue	
	<input type="checkbox"/> State Emergency Services	<input type="checkbox"/> ACT Ambulance Service	
School Principal	Megan Altenburg		
DSI/Network	Sue Norton - Tuggeranong		
Immediate actions taken (if applicable)	<ul style="list-style-type: none"> Partial lockdown was implemented to redirect student A. Parents contacted by executive staff. 		
Riskman Complete?		Student Accident / Injury Form Completed?	

Additional notes

- Executive to follow up with students.

Kind Regards

Rachelle Cridland | School Operations

Phone: +61 02 620 71555 Email: Rachelle.Cridland@act.gov.au

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9:29



RECORD 30



Megan A - Calwell HS >

Let me know when you can chat.

Tue, 1 Mar, 2:13 pm

Can we get EAP on site tomorrow???

I will chat shortly. Justine is calling Natalie and we will go from there. Are you okay?

We had another partial due to [REDACTED] I think we may need something for staff to debrief with if possible.

Okay I am talking to Justine shortly.



iMessage



1 of 1

Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Tuesday, 1 March 2022 8:31 PM
To: School Operations
Cc: Norton, Sue
Subject: Calwell High Partial Lockdown Wellbeing area

UNOFFICIAL

Report Summary for Critical Incident: # [REDACTED]

DATE: 1 March 2022

TIME: PM

STUDENT INVOLVED – [REDACTED]

DOB: [REDACTED]

Year: [REDACTED]

Student ID: [REDACTED]

Address: [REDACTED]

PARENTS: [REDACTED]

FRIEND: [REDACTED]

PHONE: [REDACTED]

[REDACTED]
email: [REDACTED]

STAFF INVOLVED

[REDACTED]

Contact number:

[REDACTED]

INCIDENT:

Sentral reference number: # [REDACTED]

Summary: [REDACTED] in distress following [REDACTED] friend [REDACTED] being in incident. [REDACTED] and not deescalating. Support in from family [REDACTED]. In Wellbeing with partial lockdown of that area for approximately 45 mintues. Exited school supported by [REDACTED]. Michael Hilton checked in with Wellbeing staff and I checked in with Michael following. All very concerned and worried for [REDACTED]. 2 day suspension to be processed with meeting set for Thursday for safety plan development and restoratives with wellbeing staff for [REDACTED].

Prior to incident:

saw a friend of escalated in the front office and refused to move away from the area

Staff interaction and support:

Emergency Services involvement: none

ACTIONS TAKEN: called who attended the school to talk to and take home

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

(02) 6142 1930



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Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Aaltenburg@ed.act.edu.au>
Sent: Tuesday, 1 March 2022 9:08 PM
To: School Operations
Cc: Norton, Sue
Subject: Calwell High School Partial Lockdown Front Office 1/3/22

UNOFFICIAL

Report Summary for Critical Incident: # [REDACTED]

DATE: 1 March 2022
TIME: 12:30 PM

STUDENT INVOLVED – [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]

Address: [REDACTED]

PARENTS: [REDACTED]
STEPPARENT: [REDACTED]
email: [REDACTED]

STUDENT INVOLVED – [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]

Address: [REDACTED]

PARENTS: [REDACTED]
PHONE [REDACTED]
email: [REDACTED]

STAFF INVOLVED
[REDACTED]

Contact number:
[REDACTED]

INCIDENT:

Sentral reference number: # [redacted]

Summary: [redacted] that I had called home regarding [redacted] vaping in bathroom (incident # [redacted] repeatedly came in and out of front office. [redacted] was aggressive and agitated and verbally abusing [redacted] and swearing at [redacted] [redacted] kicked the glass door so hard it shattered [redacted] exited through the front doors and was picked up. 4 day suspension processed and parent meeting set up to discuss and support [redacted]

Prior to incident:

[redacted] found [redacted] vaping in the [redacted] toilets lesson [redacted] sent [redacted] back to class and [redacted] handed over the vape. I called home to notify them.

Staff interaction and support:

[redacted] in Wellbeing and [redacted] in Front Office. [redacted] processed suspension and communicated with parents booking in meeting

Emergency Services involvement:

ACTIONS TAKEN: Parent called, [redacted] collected and suspension processed and meeting made

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

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Fitzgibbon, Breanna

From: Toogood, Tim
Sent: Wednesday, 2 March 2022 7:43 AM
To: Norton, Sue; Brazier, Todd
Subject: Re: Meeting with [REDACTED] 330 tomorrow

Hi Sue,

[REDACTED] I can't be available to go to Calwell at 3.30 today. I could attend via teams?
 Todd, I don't suppose you have capacity to attend this?
 Cheers,
 Tim

Tim Toogood
 Director School Operations
 Phone: 0468514690 Email: tim.toogood@act.gov.au
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I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

From: Norton, Sue <Sue.Norton@act.gov.au>
Sent: Tuesday, March 1, 2022 6:51:04 PM
To: Toogood, Tim <Tim.Toogood@act.gov.au>; Brazier, Todd <Todd.Brazier@act.gov.au>
Subject: Fwd: Meeting with [REDACTED] 330 tomorrow

OFFICIAL

Hi there
 Would you be available to go back out to Calwell for the 3.30 meeting for a safety plan for [REDACTED] ?
 Thanks
 Sue

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From: Norton, Sue <Sue.Norton@act.gov.au>
Sent: Tuesday, March 1, 2022 6:49 pm
To: Marton, Patricia (ACTEDU); Altenburg, Megan (ACTEDU)
Subject: Re: Meeting with [REDACTED] 330 tomorrow

I will see if Tim is available.
 Thanks
 Sue

Get [Outlook for iOS](#)

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>

Sent: Tuesday, March 1, 2022 6:47:56 PM

To: Norton, Sue <Sue.Norton@act.gov.au>; Marton, Patricia (ACTEDU) <Patricia.Marton@ed.act.edu.au>

Subject: Meeting with [REDACTED] 330 tomorrow

UNOFFICIAL

Hi Sue,

[REDACTED] has requested someone from ESO sit in on safety planning meeting tomorrow at 330.

Please can someone do this with us?

Megan

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Fitzgibbon, Breanna

From: School Operations
Sent: Wednesday, 2 March 2022 1:46 PM
To: School Operations; DGEDUoffice; Haire, Katy; DDGEDUoffice; Simmons, Jane; Efthymiades, Deb; Matthews, David; Huxley, Mark; EGMSloffice; McMahon, Kate; EGMSDD; Norton, Sue; Hamilton, Judith; Willis, Kris; Gwilliam, Stephen; Spence, Angela; Moore, Nicole
Cc: EDU Student Engagement Director's Office; EDU Feedback and Complaints; 'icwdirectorsoffice@act.gov.au'; EDU Legal Liaison; Dunn, Katie; Seton, Sam; Ackland, Daniel; Toogood, Tim; Watson, Sarah; Brazier, Todd; EDU Media
Subject: Initial Incident Notification - CALWELL HIGH SCHOOL, PRESCHOOL - 1 March 2022

OFFICIAL

TRIM RECORD: FILE2022/2179

PART 1 – Initial Incident Notification

School Name	Calwell High School		
Type of Incident	<input type="checkbox"/> Injury to staff	<input type="checkbox"/> Injury to student	<input type="checkbox"/> Reportable Conduct
	<input type="checkbox"/> Restrictive Practice	<input checked="" type="checkbox"/> Occupational Violence	<input checked="" type="checkbox"/> Nuisance/threatening behaviour
	<input checked="" type="checkbox"/> Lock Down	<input type="checkbox"/> Illegal activity	<input type="checkbox"/> Student welfare concern
	<input type="checkbox"/> Sharps	<input type="checkbox"/> Parent/carer involved	<input checked="" type="checkbox"/> Property Damage
	<input type="checkbox"/> E-Safety/social media	<input type="checkbox"/> Other:	
Date of Incident	1 March 2022	Date and Time Incident Notified to School Operations	1 March 2022 9pm
Time of Incident	12:30pm		
Incident Details	<ul style="list-style-type: none"> A [redacted] student presented to the front office angry an earlier vaping incident had been reported to [redacted] parents by the principal. The student was verbally abusive and kicked a glass door, causing it to shatter. 		
Emergency Services Called	<input type="checkbox"/> ACT Policing		<input type="checkbox"/> ACT Fire and Rescue
	<input type="checkbox"/> State Emergency Services		<input type="checkbox"/> ACT Ambulance Service
School Principal	Megan Altenburg		
DSI/Network	Sue Norton - Tuggeranong		
Immediate actions taken (if applicable)	<ul style="list-style-type: none"> The front office was locked down. The student exited the school via the front doors. Parent was contacted who collected [redacted] from school. Suspension in place and a review of supports scheduled. 		

Riskman Complete?	N/A	Student Accident / Injury Form Completed?	N/A
Additional notes	<ul style="list-style-type: none">• SO and DSI providing ongoing support to school		

Kind regards

Lisa Greig | School Operations

School Improvement Branch | Education Directorate | ACT Government

Phone: +61 02 620 50079 | Email: Lisa.Greig@act.gov.au

Hedley Beare Centre for Teaching and Learning | GPO Box 158 Canberra ACT 2601

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From: Fitzgibbon, Breanna <Breanna.Fitzgibbon@act.gov.au>
Sent: Wednesday, 2 March 2022 3:26 PM
To: Brazier, Todd <Todd.Brazier@act.gov.au>
Cc: James, Brooke <Brooke.James@act.gov.au>
Subject: Calwell High School - Lockdown Data - 2017-2022.xlsx

OFFICIAL: Sensitive

Hi Todd

Here is the data for Calwell High School Lockdowns since 2017

Brea

Breanna Fitzgibbon | Administration Officer

Phone: +61 02 620 59661 | Email: Breanna.Fitzgibbon@act.gov.au

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Year	Date	Record No	Primary Incident Category	Secondary Incident Category	Type	Area if known
2022	04-Feb	FILE2022/932	Injury to staff/ Nuisance/Threatening Behavior	Lockdown	Partial	Front office
2022	25-Feb	FILE2022/1935	Nuisance/Threatening Behaviour	Lockdown	Partial	Front office
2022	28-Feb	FILE2022/2105	Lockdown		Partial	
2022	01-Mar	FILE2022/2179	Occupational Violence	Lockdown	Partial	Front office
2022	01-Mar	FILE2022/2185		Lockdown	Partial	Wellbeing Area
2021	18-Feb	FILE2021/792	Nuisance/Threatening Behaviour/ Illegal Activ	Lockdown	Full	
2021	15-Mar	FILE2021/1312	Nuisance/Threatening Behaviour	Lockdown	Unknown	
2020	26-Feb	EDU20/322	Nuisance/Threatening Behaviour	Lockdown	Unknown	
2020	02-Nov	EDU20/1793 & M	Nuisance/Threatening Behaviour	Lockdown	Unknown	
2019	04-Nov	EDU19/2066	Nuisance/Threatening Behaviour/ Illegal Activ	Lockdown	Unknown	
2018	31-Aug	EDU18/1546	Lockdown		Unknown	
2017	28-Nov	EDU2017/1952	Nuisance/Threatening Behaviour	Lockdown	Unknown	

Year	Total	Partial	Full
2022	4	4	0
2021	2		1
2020	1		
2019	1		
2018	1		
2017	1		

Summary		
Total:		12
Full		1
Partial		5
Other		6

2017

Date	Record No	Primary Incident Category	Type	Area if known
28-Nov	EDU2017/1952	Nuisance/Threatening Behaviour	Lockdown	
Total as at 1 January 2018:			1	

2018

Date	Record No	Primary Incident Category	Type	Area if known
31-Aug	EDU18/1546	Lockdown		
Total as at 1 January 2019:			1	

2019

Date	Record No	Primary Incident Category	Type	Area if known
04-Nov	EDU19/2066	Lockdown	Unknown	
Total as at 1 January 2020:			1	

2020

Date	Record No	Primary Incident Category	Type	Area if known
02-Nov	EDU20/1793 & MIN20/1494	Lockdown		
Total as at 1 January 2021:			1	

2021

Date	Record No	Primary Incident Category	Type	Area if known	Notes
18-Feb	FILE2021/792	Lockdown			Critical Incident
15-Mar	FILE2021/1312	Lockdown			
Total as at 1 January 2022:			2		

2022

Date	Record No	Primary Incident Category	Type	Area if known
25-Feb	FILE2022/1935	Lockdown	Partial	Front office
28-Feb	FILE2022/2105	Lockdown	Partial	
04-Feb	FILE2022/932	Lockdown	Partial	Front office
Total as at 1 March 2022:			3	

From: Altenburg, Megan <Megan.Altensburg@ed.act.edu.au>
Sent: 02 March 2022 18:50
To: Norton, Sue (ACTGOV) <Sue.Norton@act.gov.au>
Subject: Fwd: [REDACTED]

Hi sue,

This is a situation that is getting into the totally hysterical and impossible to manage.

We are doing all that is possible.

Please can we now get some guidance and help as this parents narrow view of reality and threats are not aligned with reality and we are now set up to disappoint.

I'll forward through briefing notes on all that has happened and been done to date either later this evening or tomorrow morning.

For goodness sake! Ahhh!

Megan!!!

Get [Outlook for iOS](#)

From: [REDACTED]
Sent: Wednesday, March 2, 2022 6:39:53 PM
To: Altenburg, Megan <Megan.Altensburg@ed.act.edu.au>
Subject: Re: [REDACTED]

CAUTION: This email originated from outside of ACT Education. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi Megan,

Update that things are escalating further now. [REDACTED]

On Tue, 1 Mar 2022 at 8:51 am, Altenburg, Megan <Megan.Altenburg@ed.act.edu.au> wrote:

UNOFFICIAL

Hi again [REDACTED],

In planning a response to this can I confirm with you the interaction yesterday was with regards to [REDACTED] approaching [REDACTED] to talk.

Can I confirm that it was not [REDACTED] who approached [REDACTED]

Thanks

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

[111 Casey Crescent Calwell ACT 2905](http://111CaseyCrescentCalwellACT2905) | <http://www.calwellhs.act.edu.au>

(02) 6142 1930



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I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.



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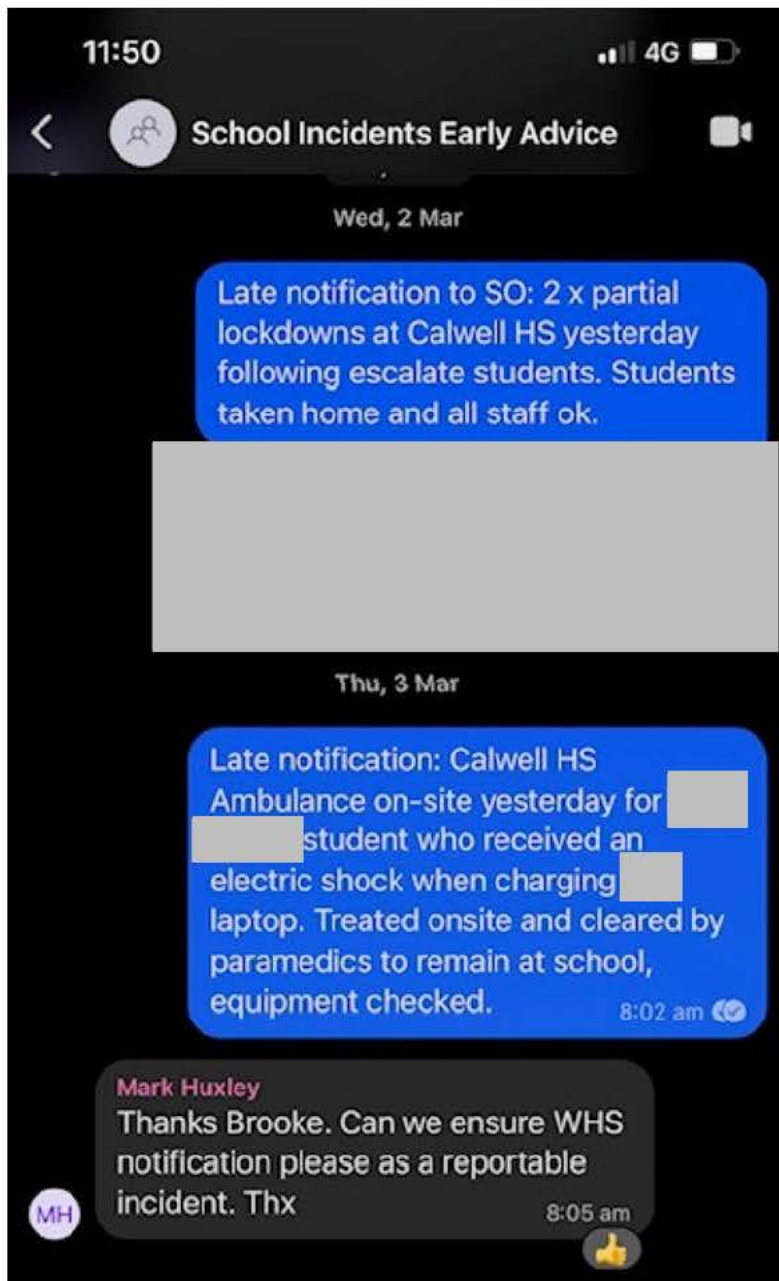
From: [REDACTED]
Sent: Tuesday, 1 March 2022 7:24 AM
To: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Subject: [REDACTED]

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Hi Megan

[REDACTED]





Fitzgibbon, Breanna

From: Toogood, Tim
Sent: Thursday, 3 March 2022 2:38 PM
To: Marton Patricia; Altenburg, Megan (ACTEDU)
Subject: RE: [REDACTED]

Hi Trish,

Diary has changed, I can be available at 12.30 tomorrow. Sorry for the mess around. Can you let me know as soon as possible if this meeting is going ahead?

Cheers,

Tim Toogood

Director School Operations

Phone: 0468514690 Email: tim.toogood@act.gov.au

School Improvement Branch | Education | ACT Government

Hedley Beare Centre for Teaching and Learning Stirling | GPO Box 158 Canberra ACT 2601

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I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

From: Marton, Patricia <Patricia.Marton@ed.act.edu.au>
Sent: Thursday, 3 March 2022 1:42 PM
To: Toogood, Tim <Tim.Toogood@act.gov.au>; Altenburg, Megan (ACTEDU) <Megan.Altenburg@ed.act.edu.au>
Subject: [REDACTED]

UNOFFICIAL

Hi Tim and Megan,

[REDACTED] has asked for the meeting time to be changed to later tomorrow as they are speaking with victims of crime?

I only have 12.30 available tomorrow, would that work for you both?

Regards,

Trish Marton | Deputy Principal

Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02)6142 1927 | (02) 6142 1930



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Fitzgibbon, Breanna

From: Toogood, Tim
Sent: Wednesday, 16 March 2022 2:21 PM
To: Norton, Sue
Subject: Calwell HS incident data
Attachments: Calwell Incident Report.xls; [REDACTED] Incident Report (1).xls

OFFICIAL: Sensitive - Personal Privacy

Calwell incident data, with [REDACTED] as a comparison.

Tim Toogood

Director School Operations

Phone: 0468514690 Email: tim.toogood@act.gov.au

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I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

Confidential	Period	Category	Incident Record Detail Options	Location	Emergency Services Involved (check only if applicable)
No	Before School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Out of bounds	
No	Before School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Out of bounds	
No	Before School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Out of bounds	
No	Lesson 2	Major Negative	Defiance	Classroom	
No	Lesson 2	Major Negative	Defiance	Classroom	
No	Lesson 2	Major Negative	Defiance	Classroom	
No	Lesson 2	Major Negative	Defiance	Classroom	
No	Lesson 2	Major Negative	Defiance	Classroom	
No	Lesson 2	Major Negative	Defiance	Classroom	
No	Lesson 2	Major Negative	Whole Group Instruction, Small Group Work	Classroom	
No	Lesson 2	Major Negative	Whole Group Instruction, Small Group Work	Classroom	
No	Lesson 2	Major Negative		Corridors	
No	Lesson 2	Major Negative	Truancy & Absconding	Courtyard	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 1	Major Negative	Defiance	Classroom	
No	Lesson 1	Major Negative	Defiance	Classroom	
No	Tutor	Major Negative	Defiance, Unstructured Play (e.g. free time), Unknown	Classroom	
No	Lesson 1	Major Negative		Canteen	
No	Lesson 1	Major Negative		Canteen	
No	Lesson 1	Major Negative		Canteen	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 5	Major Negative	Whole Group Instruction, Individual Work, Avoid Item/Activity	Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 2	Major Negative		Classroom	
No	Break 2	Major Negative		Corridors	
No		Major Negative	Truancy & Absconding	Classroom	
No		Major Negative	Truancy & Absconding	Classroom	
No		Major Negative	Truancy & Absconding	Classroom	
No		Major Negative	Truancy & Absconding	Classroom	
No	Break 2	Major Negative	Yes	Ovals & Courts	
No	Break 2	Major Negative	Yes	Ovals & Courts	
No	Break 2	Major Negative	Yes	Ovals & Courts	
No	Break 2	Major Negative	Yes	Ovals & Courts	
No	Break 2	Major Negative	Yes	Ovals & Courts	

No	Break 2	Major Negative	Abusive Language, Defiance, Disruption, Physical Aggression	Classroom	
No	Break 2	Major Negative	Abusive Language, Defiance, Disruption, Physical Aggression	Classroom	
No	Lesson 3	Major Negative	Disruption, Small Group Instruction, Avoid Item/Activity	Classroom	
No	Lesson 3	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 3	Major Negative	Abusive Language, Physical Aggression, Whole Group Instruction, Unknown, Student(s) injured as a result of this incident	Classroom	
No	Lesson 3	Major Negative	Abusive Language, Physical Aggression, Whole Group Instruction, Unknown, Student(s) injured as a result of this incident	Classroom	
No	Lesson 3	Major Negative	Abusive Language	Classroom	
No	Lesson 3	Major Negative	Abusive Language	Classroom	
No	Break 1	Major Negative	Abusive Language	Ovals & Courts	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 2	Major Negative	Abusive Language	Classroom	
No	Lesson 2	Major Negative	Abusive Language	Classroom	
No	Lesson 2	Major Negative	Abusive Language	Classroom	
No	Out of School Hours	Major Negative		Out of bounds	
No	Out of School Hours	Major Negative		Out of bounds	
No	Lesson 5	Major Negative	Disruption, Whole Group Instruction, Avoid Item/Activity	Corridors	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 5	Major Negative	Defiance, Truancy & Absconding	Corridors	
No	Lesson 5	Major Negative	Defiance, Truancy & Absconding	Corridors	
No	Lesson 5	Major Negative	Defiance, Truancy & Absconding	Corridors	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 5	Major Negative	Disruption, Physical Aggression, Property Damage, Truancy & Absconding	Wellbeing	
No	Lesson 5	Major Negative	Disruption, Truancy & Absconding, Whole Group Instruction, Obtain Peer Attention	Classroom	
No	Lesson 5	Major Negative	Disruption, Racial, Whole Group Instruction	Classroom	
No	Lesson 5	Major Negative	Disruption, Racial, Whole Group Instruction	Classroom	
No	Lesson 5	Major Negative	Defiance, Racial, Whole Group Instruction	Classroom	
No	Lesson 4	Major Negative	Disruption	Classroom	
No	Lesson 4	Major Negative	Disruption	Classroom	
No	Lesson 4	Major Negative	Abusive Language, Disruption, Property Damage, Transition, Avoid Peers, Avoid Adults, Avoid Item/Activity	Wellbeing	
No		Major Negative		Ovals & Courts	

No		Major Negative		Ovals & Courts	
No	Break 1	Major Negative	Defiance	Ovals & Courts	
No	Break 1	Major Negative	Defiance	Ovals & Courts	
No	Break 1	Major Negative	Defiance	Ovals & Courts	
No	Break 1	Major Negative	Defiance	Ovals & Courts	
No	Break 1	Major Negative	Defiance	Ovals & Courts	
No	Break 1	Major Negative	Defiance	Ovals & Courts	
No	Break 1	Major Negative	Defiance	Ovals & Courts	
No	Lesson 2	Major Negative		Classroom	
No	Tutor	Major Negative	Physical, Verbal	Corridors	
No	Tutor	Major Negative	Physical, Verbal	Corridors	
No	Tutor	Major Negative	Physical, Verbal	Corridors	
No	Lesson 2	Major Negative	Abusive Language, Disruption, Transition, Avoid Peers, Avoid Adults, Avoid Item/Activity	Wellbeing	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 1	Major Negative	Truancy & Absconding	Ovals & Courts	
No	Lesson 1	Major Negative	Truancy & Absconding	Ovals & Courts	
No	Lesson 1	Major Negative	Truancy & Absconding	Ovals & Courts	
No	Lesson 1	Major Negative	Truancy & Absconding	Ovals & Courts	
No	Lesson 4	Major Negative		Toilets	
No	Lesson 4	Major Negative		Toilets	
No	Lesson 4	Major Negative		Toilets	
No	Lesson 4	Major Negative	Defiance	Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative	Truancy & Absconding, Whole Group Instruction	Classroom	
No	Lesson 5	Major Negative	Truancy & Absconding, Whole Group Instruction	Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 3	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 3	Major Negative	Defiance, Disruption, Whole Group Instruction, Obtain Peer Attention, Obtain Adult Attention	Classroom	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 3	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Break 2	Major Negative		Ovals & Courts	
No	Break 2	Major Negative		Ovals & Courts	
No	Break 2	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative	Disruption, Covert, Individual Instruction	Classroom	

No	Lesson 3	Major Negative		Classroom
No	Break 2	Major Negative	Physical Aggression, Obtain Peer Attention	Corridors
No	Lesson 4	Major Negative		Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 2	Major Negative		Classroom
No	Lesson 2	Major Negative		Classroom
No	Lesson 5	Major Negative		Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 4	Major Negative	Defiance, Disruption	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption	Classroom
No	Lesson 5	Major Negative	Disruption, Obtain Peer Attention	Classroom
No	Lesson 5	Major Negative	Disruption, Obtain Peer Attention	Classroom
No	Lesson 5	Major Negative	Disruption, Obtain Peer Attention	Classroom
No	Lesson 2	Major Negative		Classroom
No	Lesson 4	Major Negative	Disruption	Classroom
No	Lesson 4	Major Negative	Disruption	Classroom
No	Break 2	Major Negative		Toilets
No	Break 2	Major Negative		Toilets
No	Break 2	Major Negative		Toilets
No	Break 2	Major Negative		Toilets
No	Break 2	Major Negative		Toilets
No	Break 2	Major Negative		Toilets
No	Lesson 3	Major Negative	Harassment	Classroom
No	Lesson 3	Major Negative	Harassment	Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 4	Major Negative	Defiance, Disruption, Harassment, Sexual	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption, Harassment	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption, Whole Group Instruction	Classroom
No	Lesson 4	Major Negative	Truancy & Absconding	Classroom
No	Lesson 3	Major Negative	Truancy & Absconding	Classroom
No		Major Negative	Defiance	Classroom
No	Lesson 3	Major Negative	Defiance, Disruption, Truancy & Absconding	Classroom
No	Lesson 3	Major Negative	Defiance, Disruption, Truancy & Absconding	Classroom
No	Lesson 4	Major Negative		Classroom
No	Break 1	Major Negative	Physical Aggression	Courtyard

No	Lesson 5	Major Negative		Classroom
No	Lesson 4	Major Negative		Classroom
No	Break 2	Major Negative	Verbal, Covert	Ovals & Courts
No	Break 2	Major Negative	Verbal, Covert	Ovals & Courts
No	Break 2	Major Negative	Verbal, Covert	Ovals & Courts
No	Break 2	Major Negative	Defiance, Disruption	Ovals & Courts
No	Break 2	Major Negative	Defiance, Disruption	Ovals & Courts
No	Break 2	Major Negative	Defiance, Disruption	Ovals & Courts
No	Break 2	Major Negative	Defiance, Disruption	Ovals & Courts
No	Break 2	Major Negative	Defiance, Disruption	Ovals & Courts
No	Lesson 2	Major Negative		Classroom
No	Lesson 3	Major Negative	Abusive Language	Classroom
No	Lesson 3	Major Negative	Abusive Language	Classroom
No	Lesson 3	Major Negative	Abusive Language	Classroom
No	Lesson 3	Major Negative		Corridors
No	Lesson 3	Major Negative		Corridors
No	Lesson 4	Major Negative	Disruption, Physical, Verbal, Whole Group Instruction, Obtain Peer Attention, Obtain Adult Attention, Avoid Item/Activity, No, Student(s) injured as a result of this incident, Adult(s) injured as a result of this incident	Classroom
No	Lesson 4	Major Negative	Physical, Verbal, Whole Group Instruction, Unknown, Student(s) injured as a result of this incident	Classroom
No	Lesson 1	Major Negative		Classroom
No	Lesson 5	Major Negative		Classroom
No	Lesson 4	Major Negative	Bullying, Defiance, Verbal, Small Group Instruction, Obtain Item/Activity, Avoid Adults, No	Classroom
No	Lesson 4	Major Negative	Bullying, Defiance, Verbal, Small Group Instruction, Obtain Item/Activity, Avoid Adults, No	Classroom
No	Lesson 3	Major Negative	Defiance, Small Group Work, Obtain Peer Attention, Avoid Item/Activity	Library
No	Lesson 3	Major Negative	Defiance, Small Group Work, Obtain Peer Attention, Avoid Item/Activity	Library
No	Lesson 3	Major Negative	Defiance, Small Group Work, Obtain Peer Attention, Avoid Item/Activity	Library
No		Major Negative		Front Office
No	Lesson 5	Major Negative		Classroom
Yes		Major Negative	Disruption	Classroom
No	Lesson 5	Major Negative		Classroom
No	Lesson 5	Major Negative		Classroom
No	Lesson 5	Major Negative		Classroom
No	Lesson 5	Major Negative		Corridors
No	Lesson 3	Major Negative		Classroom
No	Lesson 2	Major Negative		Classroom
No	Break 1	Major Negative	Defiance, Harassment, Verbal, Sexual, Gender Based	Ovals & Courts
No	Break 1	Major Negative	Defiance, Harassment, Verbal, Sexual, Gender Based	Ovals & Courts

No	Break 1	Major Negative	Defiance, Harassment, Verbal, Sexual, Gender Based	Ovals & Courts
No	Lesson 3	Major Negative	Abusive Language	Corridors
No	Lesson 3	Major Negative	Abusive Language	Corridors
No	Lesson 3	Major Negative	Abusive Language	Corridors
No	Lesson 3	Major Negative	Abusive Language	Corridors
No	Lesson 3	Major Negative	Abusive Language	Corridors
No	Lesson 2	Major Negative	Harassment, Whole Group Instruction, Obtain Peer Attention, Obtain Adult Attention	Classroom
No	Lesson 2	Major Negative		Classroom
No	Lesson 2	Major Negative		Classroom
No	Lesson 1	Major Negative		Corridors
No	Lesson 1	Major Negative		Corridors
No	Lesson 1	Major Negative		Corridors
No	Lesson 4	Major Negative	Physical Aggression	Canteen
No	Lesson 4	Major Negative	Physical Aggression	Canteen
No	Lesson 5	Major Negative		Classroom
No	Break 2	Major Negative	Abusive Language, Truancy & Absconding	Canteen
No	Lesson 4	Major Negative		Corridors
No	Break 2	Major Negative		Ovals & Courts
No	Break 2	Major Negative		Ovals & Courts
No	Break 2	Major Negative		Ovals & Courts
No	Break 2	Major Negative		Ovals & Courts
No		Major Negative	Abusive Language, Serious Threatening Behaviour	Classroom
No		Major Negative	Abusive Language, Serious Threatening Behaviour	Classroom
No		Major Negative	Abusive Language, Serious Threatening Behaviour	Classroom
No		Major Negative	Abusive Language, Serious Threatening Behaviour	Classroom
No		Major Negative	Abusive Language, Serious Threatening Behaviour	Classroom
No		Major Negative	Abusive Language, Serious Threatening Behaviour	Classroom
No		Major Negative	Abusive Language, Serious Threatening Behaviour	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption	Classroom
No	Lesson 4	Major Negative	Defiance, Disruption	Classroom
No	Lesson 5	Major Negative	Truancy & Absconding	Classroom
No	Lesson 5	Major Negative		Classroom
No	Break 2	Major Negative		Ovals & Courts
No	Break 2	Major Negative		Ovals & Courts
No	Break 2	Major Negative		Ovals & Courts

No	Lesson 4	Major Negative		Classroom	
No	Break 2	Major Negative	Physical Aggression, Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Ovals & Courts	
No	Break 2	Major Negative	Physical Aggression, Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Ovals & Courts	
No	Break 2	Major Negative	Physical Aggression, Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Ovals & Courts	
No	Break 2	Major Negative	Physical Aggression, Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Ovals & Courts	
No	Break 2	Major Negative	Physical Aggression, Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Ovals & Courts	
No	Break 2	Major Negative	Physical Aggression, Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Ovals & Courts	
No	Break 2	Major Negative	Physical Aggression, Serious Threatening Behaviour, Unstructured Play (e.g. free time)	Ovals & Courts	
No	Lesson 4	Major Negative	Abusive Language, Disruption, Harassment	Classroom	
No	Lesson 3	Major Negative		Ovals & Courts	
No	Lesson 3	Major Negative		Ovals & Courts	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 1	Major Negative	Abusive Language, Disruption, Individual Instruction	Classroom	
No	Lesson 1	Major Negative	Abusive Language, Disruption	Classroom	
No	Lesson 2	Major Negative		Corridors	
No	Lesson 2	Major Negative		Corridors	
No	Lesson 2	Major Negative		Corridors	
No	Lesson 2	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 1	Major Negative	Harassment, Verbal, Covert, Whole Group Instruction	Classroom	
No	Lesson 1	Major Negative	Harassment, Verbal, Covert, Whole Group Instruction	Classroom	
No	Lesson 1	Major Negative	Harassment, Verbal, Covert, Whole Group Instruction	Classroom	
No	Lesson 1	Major Negative	Harassment, Verbal, Covert, Whole Group Instruction	Classroom	
No	Lesson 1	Major Negative	Harassment, Verbal, Covert, Whole Group Instruction	Classroom	
No	Lesson 1	Major Negative	Harassment, Verbal, Covert, Whole Group Instruction	Classroom	
No	Lesson 1	Major Negative		Gym	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 3	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 2	Major Negative	Truancy & Absconding, Unknown	Classroom	
No	Lesson 5	Major Negative	Abusive Language, Defiance	Corridors	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 2	Major Negative	Truancy & Absconding	Classroom	

No	Lesson 5	Major Negative	Defiance	Classroom	
No	Lesson 4	Major Negative		Gym	
No	Lesson 1	Major Negative		Out of bounds	
No	Lesson 2	Major Negative	Bullying, Defiance, Disruption	Classroom	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 5	Major Negative	Disruption, Whole Group Instruction, Avoid Item/Activity	Classroom	
No	Lesson 4	Major Negative	Abusive Language, Whole Group Instruction, Avoid Item/Activity	Classroom	
No		Major Negative	Disruption	Wellbeing	
No	Lesson 3	Major Negative	Small Group Instruction	Classroom	
No	Lesson 4	Major Negative	Abusive Language, Disruption, Harassment, Property Damage, Serious Threatening Behaviour, Physical, Verbal	Front Office	
No	Lesson 5	Major Negative	Racial	Corridors	
No	Lesson 5	Major Negative		Corridors	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 5	Major Negative	Abusive Language, Disruption, Property Damage, Truancy & Absconding	Classroom	
No	Lesson 5	Major Negative	Truancy & Absconding	Classroom	
No	Break 2	Major Negative		Front Office	
No	Break 2	Major Negative	Abusive Language, Harassment, Physical Aggression, Serious Threatening Behaviour, Verbal	Front Office	
No	Lesson 4	Major Negative	Defiance	Classroom	
No	Lesson 4	Major Negative	Defiance	Corridors	
No	Lesson 4	Major Negative	Defiance	Corridors	
No	Break 1	Major Negative	Abusive Language, Bullying, Cyber	Ovals & Courts	
No	Break 1	Major Negative	Abusive Language, Bullying, Cyber	Ovals & Courts	
No	Break 1	Major Negative	Abusive Language, Bullying, Cyber	Ovals & Courts	
No	Break 1	Major Negative	Abusive Language, Bullying, Cyber	Ovals & Courts	
No	Break 1	Major Negative	Abusive Language, Bullying, Cyber	Ovals & Courts	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Out of School Hours	Major Negative		Cyberspace	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative		Courtyard	

No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative		Courtyard	
No	Lesson 4	Major Negative	Disruption, Harassment, Physical, Individual Work, Unknown, No	Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative	Defiance, Disruption	Corridors	
No	Lesson 4	Major Negative		Corridors	
No	Lesson 4	Major Negative	Defiance, Disruption	Corridors	
No	Lesson 4	Major Negative	Defiance, Disruption	Corridors	
No	Lesson 4	Major Negative	Defiance, Disruption, Transition, Obtain Peer Attention, Obtain Adult Attention, Avoid Item/Activity	Corridors	
No	Lesson 1	Major Negative		Gym	
Yes	Lesson 2	Major Negative	Individual Work, Unknown	Classroom	
No	After School	Major Negative		Out of bounds	
No	After School	Major Negative		Out of bounds	
No	After School	Major Negative		Out of bounds	
No	Lesson 1	Major Negative	Abusive Language, Verbal	Wellbeing	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 1	Major Negative	Bullying, Physical Aggression, Physical, Whole Group Work, Unknown, No	Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Out of School Hours	Major Negative	Harassment, Verbal	Off grounds - excursion	
No	Lesson 4	Major Negative	Disruption, Harassment, Sexual, Small Group Work, Obtain Peer Attention, Avoid Item/Activity, No	Classroom	
Yes	Lesson 3	Major Negative	Serious Threatening Behaviour, Sexual	Front Office	
Yes	Lesson 3	Major Negative	Serious Threatening Behaviour, Sexual	Front Office	
No	Lesson 5	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative	Bullying, Disruption, Property Damage, Serious Threatening Behaviour, Physical, Verbal, Whole Group Instruction	Ovals & Courts	
No	Lesson 5	Major Negative	Bullying, Disruption, Property Damage, Serious Threatening Behaviour, Physical, Verbal, Whole Group Instruction	Ovals & Courts	
No	Lesson 5	Major Negative	Bullying, Disruption, Property Damage, Serious Threatening Behaviour, Physical, Verbal, Whole Group Instruction	Ovals & Courts	
No	Lesson 5	Major Negative	Bullying, Disruption, Property Damage, Serious Threatening Behaviour, Physical, Verbal, Whole Group Instruction	Ovals & Courts	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	

No	Lesson 2	Major Negative	Truancy & Absconding, Small Group Instruction	Classroom	
No	Break 2	Major Negative	Sexual	Ovals & Courts	
No	Lesson 5	Major Negative	Abusive Language, Defiance, Harassment, Verbal	Classroom	
No	Lesson 3	Major Negative	Defiance, Whole Group Instruction	Classroom	
No	Lesson 3	Major Negative	Defiance, Whole Group Instruction	Classroom	
No	Lesson 5	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative	Disruption	Corridors	
No	Lesson 4	Major Negative	Disruption	Corridors	
No	Lesson 4	Major Negative	Disruption	Corridors	
No		Major Negative		Corridors	
No		Major Negative	Serious Threatening Behaviour	Corridors	
No		Major Negative		Corridors	
No	Lesson 2	Major Negative		Out of bounds	
No		Major Negative		Out of bounds	
No		Major Negative		Out of bounds	
No	Lesson 5	Major Negative	Harassment, Physical, Individual Work, Adult(s) injured as a result of this incident	Classroom	
No		Major Negative		Toilets	
No		Major Negative		Toilets	
No	Lesson 3	Major Negative	Abusive Language, Defiance, Disruption, Whole Group Instruction, Small Group Instruction, Whole Group Work, Individual Work, No	Classroom	
No	Lesson 3	Major Negative	Abusive Language, Defiance, Disruption, Whole Group Instruction, Individual Instruction, Small Group Work, Individual Work	Classroom	
No	Lesson 3	Major Negative	Abusive Language, Defiance, Disruption, Whole Group Instruction, Individual Instruction, Individual Work, No	Classroom	
No	Lesson 3	Major Negative	Abusive Language, Defiance, Disruption, Whole Group Instruction, Individual Instruction, Small Group Work, Individual Work	Classroom	
No	Lesson 3	Major Negative	Abusive Language, Defiance, Disruption, Whole Group Instruction, Individual Instruction, Small Group Work	Classroom	
No	Break 1	Major Negative	Physical Aggression	Courtyard	
No	Break 1	Major Negative	Physical Aggression	Courtyard	
No		Major Negative		Toilets	
No		Major Negative		Toilets	
No		Major Negative		Toilets	
No		Major Negative		Toilets	
No	Break 1	Major Negative	Truancy & Absconding	Ovals & Courts	
No	Break 1	Major Negative	Truancy & Absconding	Ovals & Courts	

No	Break 1	Major Negative	Truancy & Absconding	Ovals & Courts	
No	After School	Major Negative	Abusive Language, Physical Aggression	Corridors	
No	After School	Major Negative	Abusive Language, Physical Aggression	Corridors	
No	Break 2	Major Negative	Defiance	Classroom	
No	Lesson 5	Major Negative	Truancy & Absconding	Front Office	
No	Lesson 5	Major Negative	Truancy & Absconding, No	Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative	Truancy & Absconding, Unknown, No	Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 5	Major Negative	Disruption, Transition, Obtain Peer Attention, Obtain Adult Attention	Classroom	
No	Lesson 4	Major Negative	Truancy & Absconding	Toilets	
No	Lesson 4	Major Negative		Toilets	
No	Lesson 4	Major Negative	Abusive Language, Defiance, Truancy & Absconding	Toilets	
No	Lesson 2	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 4	Major Negative	Abusive Language, Defiance	Out of bounds	
No	Lesson 4	Major Negative	Disruption	Classroom	
No	Lesson 4	Major Negative	Disruption	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 3	Major Negative	Truancy & Absconding	Toilets	
No	Lesson 3	Major Negative	Truancy & Absconding	Toilets	
No	Lesson 3	Major Negative	Truancy & Absconding	Toilets	
No	Lesson 4	Major Negative		Corridors	
No		Major Negative		Ovals & Courts	
No		Major Negative		Ovals & Courts	
No		Major Negative		Ovals & Courts	
No	Lesson 2	Major Negative		Ovals & Courts	
No	Lesson 2	Major Negative		Toilets	
No		Major Negative	Defiance, Truancy & Absconding	Classroom	
No	Lesson 5	Major Negative	Abusive Language, Physical Aggression, Physical, Verbal, No	Classroom	
No	Lesson 5	Major Negative	Abusive Language, Physical Aggression, Physical, Verbal, No	Classroom	
No	Break 2	Major Negative		Ovals & Courts	
No	Break 2	Major Negative		Ovals & Courts	
No	Break 2	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative	Defiance, Physical Aggression, Serious Threatening Behaviour, Whole Group Instruction, Obtain Peer Attention, Obtain Adult Attention, No, Student(s) injured as a result of this incident	Classroom	

No	Lesson 5	Major Negative	Defiance, Physical Aggression, Property Damage, Serious Threatening Behaviour, Whole Group Instruction, Obtain Peer Attention, Obtain Adult Attention, Student(s) injured as a result of this incident	Classroom	
No	Lesson 4	Major Negative	Physical Aggression, Individual Instruction	Classroom	
No	Lesson 5	Major Negative	Disruption, Property Damage	Classroom	
No	Lesson 5	Major Negative	Property Damage, Individual Work, Obtain Peer Attention	Classroom	
No	Lesson 5	Major Negative	Property Damage, Individual Work, Obtain Peer Attention	Classroom	
No	Lesson 4	Major Negative	Disruption, Whole Group Instruction, Obtain Peer Attention	Classroom	
No	Break 2	Major Negative	Harassment	Canteen	
No	Break 2	Major Negative	Harassment	Canteen	
No	Break 2	Major Negative	Harassment	Canteen	
No	Break 2	Major Negative	Harassment	Canteen	
No	Break 2	Major Negative	Harassment	Canteen	
No	Lesson 3	Major Negative	Defiance, Disruption, Physical Aggression, Physical, Sexual, Cyber, Whole Group Work, Individual Work, Obtain Peer Attention, Obtain Adult Attention, Avoid Adults, Avoid Item/Activity	Classroom	
No	Lesson 3	Major Negative	Defiance, Disruption, Physical Aggression, Physical, Sexual, Cyber, Whole Group Work, Individual Work, Obtain Peer Attention, Obtain Adult Attention, Avoid Adults, Avoid Item/Activity	Classroom	
No	Lesson 3	Major Negative	Defiance, Disruption, Physical Aggression, Physical, Sexual, Cyber, Whole Group Work, Individual Work, Obtain Peer Attention, Obtain Adult Attention, Avoid Adults, Avoid Item/Activity	Classroom	
No	Lesson 1	Major Negative	Abusive Language, Defiance, Disruption, Individual Work	Classroom	
No	Break 1	Major Negative	Defiance, Disruption, Serious Threatening Behaviour, Structured Play	Ovals & Courts	
No	Break 1	Major Negative	Defiance, Disruption, Serious Threatening Behaviour, Structured Play	Ovals & Courts	
No	Break 1	Major Negative	Defiance, Disruption, Serious Threatening Behaviour, Structured Play	Ovals & Courts	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 1	Major Negative		Classroom	
No	Break 2	Major Negative		Ovals & Courts	
No	Break 2	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative	Disruption	Classroom	
No	Lesson 3	Major Negative	Disruption, Unknown	Classroom	
No	Lesson 3	Major Negative	Disruption	Classroom	
No	Lesson 3	Major Negative	Disruption	Classroom	
No	Lesson 3	Major Negative	Disruption	Classroom	

No	Lesson 3	Major Negative		Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 3	Major Negative	Defiance, Disruption	Classroom
No	Lesson 3	Major Negative	Defiance, Disruption	Classroom
No		Major Negative		Corridors
No		Major Negative		Corridors
No		Major Negative		Corridors
No	Break 1	Major Negative	Abusive Language	Corridors
Yes	Break 2	Major Negative	Harassment, Unstructured Play (e.g. free time), Obtain Peer Attention, Obtain Adult Attention	Canteen
No	Lesson 5	Major Negative		Classroom
No	Break 2	Major Negative		Ovals & Courts
No	Break 2	Major Negative		Ovals & Courts
No	Lesson 4	Major Negative	Disruption, Whole Group Instruction, Obtain Peer Attention	Classroom
No	Lesson 5	Major Negative		Classroom
No	Break 1	Major Negative		Ovals & Courts
No	Break 1	Major Negative		Ovals & Courts
No	Break 2	Major Negative	Property Damage, Unknown	Corridors
No	Lesson 2	Major Negative	Abusive Language, Defiance, Property Damage	Classroom
No	Lesson 4	Major Negative		Classroom
No	Lesson 4	Major Negative	Harassment, Physical Aggression, Physical	Classroom
No	Lesson 1	Major Negative	Physical Aggression, Whole Group Instruction	Ovals & Courts
No	Lesson 1	Major Negative	Physical Aggression, Whole Group Instruction	Ovals & Courts
No	Lesson 1	Major Negative	Physical Aggression, Whole Group Instruction	Ovals & Courts
No	Lesson 1	Major Negative	Physical Aggression, Whole Group Instruction	Ovals & Courts
No	Lesson 1	Major Negative	Physical Aggression, Whole Group Instruction	Ovals & Courts
No	Lesson 1	Major Negative	Physical Aggression, Whole Group Instruction	Ovals & Courts
No	Lesson 1	Major Negative	Physical Aggression, Whole Group Instruction	Ovals & Courts
No	Lesson 3	Major Negative		Classroom
No	Lesson 3	Major Negative		Classroom
Yes	Lesson 4	Major Negative	Abusive Language, Defiance, Disruption	Courtyard
No	Lesson 4	Major Negative	Abusive Language, Defiance, Physical Aggression	Library
No		Major Negative		Out of bounds
No		Major Negative		Out of bounds
Yes	Lesson 4	Major Negative	Bullying, Harassment, Property Damage, Physical, Covert	Gym
Yes	Lesson 4	Major Negative	Bullying, Harassment, Property Damage, Physical, Covert	Gym
Yes	Lesson 4	Major Negative	Bullying, Harassment, Property Damage, Physical, Covert	Gym
No	Break 1	Major Negative	Forgery or Theft	Courtyard
No	Lesson 2	Major Negative	Abusive Language, Harassment, Serious Threatening Behaviour	Classroom
No	Lesson 2	Major Negative	Abusive Language, Harassment, Serious Threatening Behaviour	Classroom
No	Lesson 2	Major Negative	Abusive Language, Harassment, Serious Threatening Behaviour	Classroom

No	Lesson 1	Major Negative	Abusive Language, Whole Group Instruction, Individual Work, Avoid Item/Activity	Classroom	
No	After School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time), Yes	Ovals & Courts	
No	After School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time), Yes	Ovals & Courts	
No	After School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time), Yes	Ovals & Courts	
No	After School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time), Yes	Ovals & Courts	
No	After School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time), Yes	Ovals & Courts	
No	After School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time), Yes	Ovals & Courts	
No	After School	Major Negative	Serious Threatening Behaviour, Unstructured Play (e.g. free time), Yes	Ovals & Courts	
No	Lesson 4	Major Negative	Bullying, Harassment, Property Damage, Physical, Covert	Gym	
No	Lesson 4	Major Negative	Bullying, Harassment, Property Damage, Physical, Covert	Gym	
No	Lesson 4	Major Negative	Bullying, Harassment, Property Damage, Physical, Covert	Gym	
No		Major Negative	Defiance, Property Damage, Truancy & Absconding	Classroom	
No		Major Negative	Defiance, Property Damage, Truancy & Absconding	Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 2	Major Negative	Abusive Language, Defiance, Whole Group Instruction, Avoid Item/Activity	Classroom	
No	Lesson 3	Major Negative	Disruption	Classroom	
No	Lesson 5	Major Negative	Defiance, Disruption, Verbal, Sexual, Whole Group Work, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	
No	Lesson 5	Major Negative	Defiance, Disruption, Verbal, Sexual, Whole Group Work, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	
No	Lesson 5	Major Negative	Defiance, Disruption, Verbal, Sexual, Whole Group Work, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative	Abusive Language, Bullying, Harassment, Verbal, Individual Work, Unknown	Classroom	
No	Lesson 4	Major Negative	Abusive Language, Bullying, Harassment, Verbal, Individual Work, Unknown	Classroom	
No	Lesson 4	Major Negative	Abusive Language, Bullying, Harassment, Verbal, Individual Work, Unknown	Classroom	
No	Lesson 4	Major Negative	Abusive Language, Bullying, Harassment, Verbal, Individual Work, Unknown	Classroom	
No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative		Courtyard	

No	Break 2	Major Negative		Courtyard	
No	Break 2	Major Negative	Serious Threatening Behaviour, Physical, Unstructured Play (e.g. free time), Unknown	Courtyard	
No	Break 2	Major Negative	Serious Threatening Behaviour, Physical, Unstructured Play (e.g. free time), Unknown	Courtyard	
No	Break 2	Major Negative	Serious Threatening Behaviour, Physical, Unstructured Play (e.g. free time), Unknown	Courtyard	
No	Lesson 4	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 1	Major Negative	Disruption, Serious Threatening Behaviour, Individual Instruction, Transition, Obtain Item/Activity, No	Classroom	
No	Lesson 1	Major Negative	Disruption, Serious Threatening Behaviour, Individual Instruction, Transition, Obtain Item/Activity, No	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 2	Major Negative	Disruption	Classroom	
No	Lesson 1	Major Negative	Whole Group Instruction, Avoid Item/Activity	Classroom	
No	Lesson 1	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 4	Major Negative	Sexual, Gender Based	Classroom	
No	Lesson 4	Major Negative	Sexual, Gender Based	Classroom	
No	Lesson 4	Major Negative	Sexual, Gender Based	Classroom	
Yes	Lesson 4	Major Negative	Physical Aggression, Unknown, Yes, Police, Incident resulted in partial school lockdown, Student(s) injured as a result of this incident	Front of school	Police
Yes	Lesson 4	Major Negative	Physical Aggression, Unknown, Yes, Police, Incident resulted in partial school lockdown, Student(s) injured as a result of this incident	Front of school	Police
No	Lesson 5	Major Negative		CPAC	
No	Lesson 5	Major Negative		CPAC	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 3	Major Negative	Defiance, Disruption, Property Damage, Whole Group Instruction, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	
No	Lesson 3	Major Negative	Defiance, Disruption, Property Damage, Whole Group Instruction, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	
No	Lesson 3	Major Negative	Defiance, Disruption, Property Damage, Whole Group Instruction, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	
No	Lesson 3	Major Negative	Defiance, Disruption, Property Damage, Whole Group Instruction, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	
No	Lesson 3	Major Negative	Defiance, Disruption, Property Damage, Whole Group Instruction, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	

No	Lesson 3	Major Negative	Defiance, Disruption, Property Damage, Whole Group Instruction, Obtain Peer Attention, Avoid Item/Activity, Unknown, No	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 2	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 1	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 4	Major Negative	Abusive Language, Disruption, Physical Aggression, Property Damage	Wellbeing	
No	Lesson 1	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 4	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 3	Major Negative		Out of bounds	
No	Lesson 4	Major Negative	Bullying, Physical Aggression, Yes	Corridors	
No	Lesson 4	Major Negative	Bullying, Physical Aggression, Yes	Corridors	
No	Lesson 1	Major Negative		Classroom	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 2	Major Negative	Property Damage, Whole Group Instruction	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative	Truancy & Absconding	Classroom	
No	Break 1	Major Negative		Out of bounds	
No	Break 1	Major Negative		Out of bounds	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 5	Major Negative	Harassment, Whole Group Instruction	Classroom	
No		Major Negative		Classroom	
No		Major Negative		Classroom	
Yes	Lesson 3	Major Negative	Disruption, Police	Corridors	Police
No	Lesson 4	Major Negative	Defiance	Corridors	
No	Lesson 4	Major Negative	Defiance	Corridors	
No	Lesson 4	Major Negative	Defiance	Corridors	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 3	Major Negative	Serious Threatening Behaviour	Classroom	

No	Lesson 2	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 3	Major Negative		Toilets	
No	Lesson 3	Major Negative		Toilets	
No	Lesson 5	Major Negative	Defiance, Whole Group Instruction	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 2	Major Negative	Forgery or Theft	Classroom	
No	Lesson 2	Major Negative	Forgery or Theft	Classroom	
No	Lesson 2	Major Negative	Abusive Language, Defiance	Gym	
No	Before School	Major Negative	Defiance, Unstructured Play (e.g. free time), Obtain Adult Attention	Ovals & Courts	
No	Before School	Major Negative		Ovals & Courts	
No	Break 1	Major Negative	Defiance, Unstructured Play (e.g. free time), Obtain Adult Attention	Ovals & Courts	
No	Lesson 3	Major Negative		Classroom	
No	Break 2	Major Negative	Serious Threatening Behaviour	Ovals & Courts	
No	Break 2	Major Negative	Serious Threatening Behaviour	Ovals & Courts	
No	Break 2	Major Negative	Serious Threatening Behaviour	Ovals & Courts	
No	Break 2	Major Negative	Serious Threatening Behaviour	Ovals & Courts	
No	Break 2	Major Negative	Serious Threatening Behaviour	Ovals & Courts	
No	Break 2	Major Negative	Abusive Language, Physical Aggression, Physical, Yes	Courtyard	
No	Break 2	Major Negative	Abusive Language, Physical Aggression, Physical, Yes	Courtyard	
No	Break 2	Major Negative	Abusive Language, Physical Aggression, Physical, Yes	Courtyard	
No	Break 2	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative	Defiance, No	Classroom	
Yes	Lesson 5	Major Negative	Abusive Language, Defiance, Disruption, Physical Aggression, Property Damage, Serious Threatening Behaviour, Individual Instruction, No	Wellbeing	
No	Lesson 5	Major Negative	Defiance	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative	Whole Group Instruction, Individual Instruction, Unknown	Classroom	
No	Lesson 4	Major Negative	Whole Group Instruction, Individual Instruction, Unknown	Classroom	
No		Major Negative	Disruption	Classroom	
No	Lesson 2	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 1	Major Negative		Courtyard	
No	Lesson 5	Major Negative		FlexEd courtyard	
No	Lesson 5	Major Negative		FlexEd courtyard	
No	Lesson 4	Major Negative		Ovals & Courts	
No		Major Negative		Classroom	

No	After School	Major Negative	Bullying, Verbal, Unstructured Play (e.g. free time)	Ovals & Courts	
No	After School	Major Negative	Bullying, Verbal, Unstructured Play (e.g. free time)	Ovals & Courts	
No	After School	Major Negative	Bullying, Verbal, Unstructured Play (e.g. free time)	Ovals & Courts	
No	After School	Major Negative	Bullying, Verbal, Unstructured Play (e.g. free time)	Ovals & Courts	
No	After School	Major Negative	Bullying, Verbal, Unstructured Play (e.g. free time)	Ovals & Courts	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 5	Major Negative	Abusive Language	Front Office	
No	Lesson 5	Major Negative	Abusive Language	Front Office	
No	Lesson 5	Major Negative	Abusive Language	Front Office	
No	Lesson 5	Major Negative	Abusive Language	Front Office	
No	Lesson 5	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative		Ovals & Courts	
No	Lesson 5	Major Negative	Physical Aggression	Classroom	
No	Lesson 5	Major Negative	Defiance, Disruption	Classroom	
No	Lesson 5	Major Negative	Defiance, Disruption	Classroom	
No	Lesson 5	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 3	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 1	Major Negative	Defiance, Small Group Instruction	Classroom	
No	Lesson 5	Major Negative	Defiance	Corridors	
No	Lesson 5	Major Negative	Defiance	Corridors	
No	Lesson 5	Major Negative	Defiance	Corridors	
No		Major Negative	Harassment, Verbal, Cyber, Gender Based	Classroom	
No		Major Negative	Harassment, Verbal, Cyber, Gender Based	Classroom	
No		Major Negative	Harassment, Verbal, Cyber, Gender Based	Classroom	
No		Major Negative	Harassment, Verbal, Cyber, Gender Based	Classroom	
No	Lesson 3	Major Negative		Ovals & Courts	
No	Lesson 2	Major Negative	Sexual, Cyber	Classroom	
No	Lesson 2	Major Negative	Sexual, Cyber	Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 5	Major Negative	Defiance, Whole Group Instruction	Classroom	
No	Lesson 5	Major Negative	Truancy & Absconding, Whole Group Instruction	Classroom	
No	Lesson 2	Major Negative		Classroom	
No	Break 2	Major Negative	Disruption	Corridors	
No	Lesson 4	Major Negative	Bullying, Defiance, Physical Aggression, Serious Threatening Behaviour, Verbal, Individual Instruction, Unknown	Classroom	

No	Lesson 4	Major Negative	Bullying, Defiance, Physical Aggression, Serious Threatening Behaviour, Verbal, Individual Instruction, Unknown	Classroom	
No	Lesson 4	Major Negative	Bullying, Defiance, Physical Aggression, Serious Threatening Behaviour, Verbal, Individual Instruction, Unknown	Classroom	
No	Lesson 4	Major Negative	Bullying, Defiance, Physical Aggression, Serious Threatening Behaviour, Verbal, Individual Instruction, Unknown	Classroom	
No	Lesson 4	Major Negative	Bullying, Defiance, Physical Aggression, Serious Threatening Behaviour, Verbal, Individual Instruction, Unknown	Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 4	Major Negative		Classroom	
No	Lesson 3	Major Negative	Defiance, Truancy & Absconding, Whole Group Instruction	Classroom	
No	Lesson 3	Major Negative	Defiance, Whole Group Instruction	Classroom	
No	Lesson 3	Major Negative	Defiance, Property Damage, Truancy & Absconding	Corridors	
No	Lesson 3	Major Negative	Defiance, Property Damage, Truancy & Absconding	Corridors	
No	Break 1	Major Negative		Front Office	
No	Break 2	Major Negative	Verbal, Unstructured Play (e.g. free time), Obtain Peer Attention, No	Ovals & Courts	
No	Break 2	Major Negative	Verbal, Unstructured Play (e.g. free time), Obtain Peer Attention, No	Ovals & Courts	
No	Break 2	Major Negative	Verbal, Unstructured Play (e.g. free time), Obtain Peer Attention, No	Ovals & Courts	
No	Break 2	Major Negative	Verbal, Unstructured Play (e.g. free time), Obtain Peer Attention, No	Ovals & Courts	
No	Break 2	Major Negative	Verbal, Unstructured Play (e.g. free time), Obtain Peer Attention, No	Ovals & Courts	
No	Lesson 3	Major Negative	Defiance, Physical Aggression, Whole Group Work	Classroom	
No	Lesson 3	Major Negative	Defiance, Physical Aggression, Whole Group Work	Classroom	
No	Lesson 1	Major Negative	Whole Group Instruction, Avoid Item/Activity	Classroom	
No	Lesson 3	Major Negative	Abusive Language	Gym	
No	Lesson 2	Major Negative	Defiance, Physical, Individual Work, Avoid Item/Activity, No	Classroom	
No	Lesson 4	Major Negative		Corridors	
No	Lesson 4	Major Negative		Corridors	
No	Break 2	Major Negative	Disruption	Corridors	
No	Break 2	Major Negative	Disruption	Corridors	
No	Break 2	Major Negative	Disruption	Corridors	
No	Break 2	Major Negative	Disruption	Corridors	
No	Break 2	Major Negative	Disruption	Corridors	
No	Break 2	Major Negative	Disruption	Corridors	
No	Out of School Hours	Major Negative	Serious Threatening Behaviour	Classroom	

No	Lesson 4	Major Negative	Truancy & Absconding, Whole Group Instruction, Obtain Adult Attention, No	Classroom	
No	Lesson 4	Major Negative	Truancy & Absconding, Whole Group Instruction, Obtain Adult Attention, No	Classroom	
No	Lesson 4	Major Negative	Truancy & Absconding, Whole Group Instruction, Obtain Adult Attention, No	Classroom	
No	Lesson 4	Major Negative	Truancy & Absconding, Whole Group Instruction, Obtain Adult Attention, No	Classroom	
No	Break 2	Major Negative	Unstructured Play (e.g. free time), Obtain Peer Attention, Obtain Adult Attention	Canteen	
No		Major Negative		Classroom	
No	Lesson 3	Major Negative		Courtyard	
No	Lesson 3	Major Negative		Courtyard	
No	Before School	Major Negative		Gym	
No	Before School	Major Negative		Gym	
No	Before School	Major Negative		Gym	
No	Before School	Major Negative		Gym	
No	Before School	Major Negative		Gym	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Lesson 4	Major Negative	Truancy & Absconding	Classroom	
No	Lesson 3	Major Negative		Classroom	
No	Before School	Major Negative		Corridors	
No	Lesson 4	Major Negative	Abusive Language	Corridors	
No	Lesson 4	Major Negative	Abusive Language	Corridors	
No	Lesson 4	Major Negative	Abusive Language	Corridors	
No	Lesson 4	Major Negative	Abusive Language	Corridors	
No	Lesson 5	Major Negative	Unknown	Classroom	

11:51



School Incidents Early Advice



rej.

1:42 pm

Wed, 16 Mar

Calwell HS. [redacted] student [redacted]
[redacted] at school. Staff provided first aid. Carer transporting to emergency. Will keep you updated.

3:43 pm

Mark Huxley



MH

3:44 pm

Fitzgibbon, Breanna

From: Toogood, Tim
Sent: Wednesday, 16 March 2022 5:08 PM
To: Norton, Sue
Subject: RE: Calwell HS incident data

OFFICIAL: Sensitive - Personal Privacy

Hi Sue,

Some additional details:

	Calwell HS / No. Incident	[REDACTED] HS / No. Incident
Total Incidents	709	[REDACTED]
Physical Aggression	107	[REDACTED]
Serious Threatening Behaviour	39	[REDACTED]
Bullying	43	[REDACTED]
Harassment	59	[REDACTED]
Truancy/Absconding	177	[REDACTED]
Disruption	79	[REDACTED]
Drugs	7	[REDACTED]
Property Damage	43	[REDACTED]

Day	Calwell HS / No. Incident	[REDACTED] HS / No. Incident
Monday	125	[REDACTED]
Tuesday	156	[REDACTED]
Wednesday	140	[REDACTED]
Thursday	133	[REDACTED]
Friday	155	[REDACTED]

I have highlighted some of the most interesting information, high rates of physical aggression and truancy but a relatively low rate of serious threatening behaviour tells a story, that may only be related to reporting processes, or highlights challenges in deescalating students. The high levels of disruption highlight how the impact of these behaviours are having on other students learning opportunities, a deeper dive into this data may build a story about the impact and need for action in this area.

I'll continue to look into other interesting areas of this data, but move away from comparisons with other schools to ensure the focus remains on Calwell HS.

Kind regards,

Tim Toogood

Director School Operations

Phone: 0468514690 **Email:** tim.toogood@act.gov.au

School Improvement Branch | Education | ACT Government

Hedley Beare Centre for Teaching and Learning Stirling | GPO Box 158 Canberra ACT 2601



I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

From: Toogood, Tim
Sent: Wednesday, 16 March 2022 2:21 PM
To: Norton, Sue <Sue.Norton@act.gov.au>
Subject: Calwell HS incident data

OFFICIAL: Sensitive - Personal Privacy

Calwell incident data, with [REDACTED] as a comparison.

Tim Toogood

Director School Operations

Phone: 0468514690 **Email:** tim.toogood@act.gov.au

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Hedley Beare Centre for Teaching and Learning Stirling | GPO Box 158 Canberra ACT 2601



I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Aaltenburg@ed.act.edu.au>
Sent: Wednesday, 16 March 2022 5:13 PM
To: School Operations
Cc: Norton, Sue
Subject: Calwell High School - partial lockdown

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

UNOFFICIAL

Report Summary for Critical Incident: Partial Lockdown front office # [REDACTED]

DATE: 16 March 2022
TIME: 2:00PM- 2:30pm

STUDENT INVOLVED – [REDACTED]

DOB: [REDACTED]

Year: [REDACTED]

Student ID: [REDACTED]

Address: [REDACTED]
[REDACTED]

PARENTS: [REDACTED]

PHONE: [REDACTED]

EMAIL: [REDACTED]

STAFF INVOLVED
[REDACTED]

Contact number:
[REDACTED]

INCIDENT:

Sentral reference number: # [REDACTED]

Summary: Partial lockdown = Front office. [REDACTED] in altercation with another student. [REDACTED] became very escalated screaming and yelling. Taken to the front office. [REDACTED] deescalated there eventually [REDACTED] was very loud and upset, yelling that [REDACTED] was going to kil [REDACTED] was all red in the face and pacing up and down. [REDACTED] was called and [REDACTED] spoke to [REDACTED] calming a bit and then crying [REDACTED] mother came to collect [REDACTED].

Emergency Services involvement: none

ACTIONS TAKEN: Parent called and collected [REDACTED]

Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



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Fitzgibbon, Breanna

From: Toogood, Tim
Sent: Thursday, 17 March 2022 3:54 PM
To: Altenburg, Megan (ACTEDU); Marton, Patricia (ACTEDU); Edwards, Benjamin (ACTEDU); Murtagh, Aisling (ACTEDU)
Subject: Re: OVRA - [REDACTED]

Hi Aisling,

Thanks for the invite.
 I will aim to log in, I will be in between meetings and in the car.

Kind regards,

Tim Toogood
Director School Operations
Phone: 0468514690 Email: tim.toogood@act.gov.au
School Improvement Branch | Education | ACT Government
Hedley Beare Centre for Teaching and Learning Stirling | GPO Box 158 Canberra ACT 2601
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I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

From: Murtagh, Aisling <Aisling.Murtagh@ed.act.edu.au>
Sent: Thursday, March 17, 2022 3:48:53 PM
To: Toogood, Tim <Tim.Toogood@act.gov.au>; Altenburg, Megan (ACTEDU) <Megan.Altenburg@ed.act.edu.au>; Marton, Patricia (ACTEDU) <Patricia.Marton@ed.act.edu.au>; Edwards, Benjamin (ACTEDU) <Benjamin.Edwards@ed.act.edu.au>
Subject: FW: OVRA - [REDACTED]
When: Friday, 18 March 2022 2:00 PM-3:00 PM.
Where:

Good afternoon Tim

I have been asked to complete an OVRA for [REDACTED], parents at Calwell High School. Bec Smith (OVCCM Director) has asked me to check with you if you would like to be part of the OVRA meeting as you are involved with the school and the parents. It is a Teams meeting tomorrow 18/3 at 2pm.

Thanks
 Aisling

-----Original Appointment-----

From: Murtagh, Aisling <Aisling.Murtagh@ed.act.edu.au>
Sent: Thursday, 17 March 2022 2:59 PM
To: Murtagh, Aisling; Altenburg, Megan; Marton, Patricia; Edwards, Benjamin
Subject: OVRA - [REDACTED]

When: Friday, 18 March 2022 2:00 PM-3:00 PM (UTC+10:00) Canberra, Melbourne, Sydney.

Where:

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

[Learn More](#) | [Meeting options](#)

Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Sunday, 20 March 2022 9:01 AM
To: School Operations
Cc: Norton, Sue
Subject: Calwell High Partial lockdown Thursday week 7

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

UNOFFICIAL

Report Summary for Critical Incident: [REDACTED]

DATE: 18 March 2022
TIME: 9:00

STUDENTS INVOLVED – [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]

Address: [REDACTED]
[REDACTED]

PARENTS: [REDACTED]

email: [REDACTED]

[REDACTED]

contact number:
[REDACTED]

INCIDENT:
Sentral reference number: [REDACTED]
Summary: Front office locked down for a period of time while [REDACTED] escalated and refusing to leave

ACTIONS TAKEN: Parent called, and student taken home.

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



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Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Sunday, 20 March 2022 9:05 AM
To: School Operations
Cc: Norton, Sue
Subject: Calwell High School partial lockdown Thursday Week 7

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Incident Management

UNOFFICIAL

Report Summary for Critical Incident: # [REDACTED]

DATE: 17 March 2022
TIME: 2:00PM

STUDENTS INVOLVED – [REDACTED]
DOB: [REDACTED]
Year: [REDACTED]
Student ID: [REDACTED]

Address [REDACTED]
[REDACTED]

PARENTS: [REDACTED]

PHONE: [REDACTED]

EMAIL: [REDACTED]

STAFF INVOLVED
[REDACTED]

contact number:
[REDACTED]

INCIDENT:
Sentral reference number: # [REDACTED]
Summary: Students seeking out [REDACTED] frightened and to the front office, front office locked down for [REDACTED] to feel safe, students following [REDACTED] left and exited back to the playground.

Prior to incident:
Friction between [REDACTED] students, [REDACTED] students intervened

Staff interaction and support:
Support for [REDACTED] and keeping [REDACTED] safe, Follow up with restoratives, formal cautions and suspensions, and parent meetings.

Emergency Services involvement: none

ACTIONS TAKEN: Front office locked down to protect student. Parent called to collect.

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

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From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Sunday, 20 March 2022 11:20 AM
To: Norton, Sue <Sue.Norton@act.gov.au>
Subject: How does this look for parent email?

UNOFFICIAL

Dear Calwell Community,

Welcome to week 8 of term 1 2022. This is one of the first full terms that have occurred since I started at Calwell High School midway through term 4 2019. I, like all in the community, feel the fatigue and anxiety still sitting over us all with the Covid-19 pandemic. While I welcome the stop to full community lockdowns the impact of high absences, as you would have read about in the media. is real in our school community.

In light of this with three weeks to go during term 1 we are seeking whole of community support to reinforce our School Expectations and understand what behaviours do not have a place in our school community. As Principal my role is to enable a high-quality caring learning environment, a right for all students, this is done by all in community meeting their responsibilities. I urge you to read through the table below to understand what these are. We will be strongly reinforcing these over the next three weeks.

Calwell High School Expectations

Everyone has the responsibility to ensure that their behaviours facilitate these rights:

Rights	Responsibilities
be able to achieve in their learning	<ul style="list-style-type: none"> • Genuinely engage in learning • Work cooperatively • Be punctual • Bring the correct equipment • Listen when others speak • Use technology for learning
be treated with respect	<ul style="list-style-type: none"> • Be respectful to others • Accept differences, privacy, and feelings • Speak respectfully • Respect personal space • Respect property • Encourage success
a self-disciplined and courageous learning environment	<ul style="list-style-type: none"> • Move calmly around the school • Use equipment and facilities appropriately • Follow reasonable requests • Report unsafe, upsetting and threatening behaviour • Keep the school tidy • Wear uniform / appropriate clothing • Observe Covid-19 hygiene rules

A priority with enabling a caring learning environment is safety for all within that environment. For this we have identified behaviours that jeopardise this, we call these Below the Line Behaviours. To maintain safety within our

school community these behaviours will be followed up on and addressed as a matter of high priority. Please review the list and assist us in reinforcing the importance of these behaviours not being part of our day-to-day school life.

Below the Line Behaviours

The following behaviours do not align with Calwell High School Expectations:

- Verbal Abuse
- Physical violence
- Aggressive behaviour
- Inciting violence
- Malicious damage
- Illicit Substances
- Bullying and Harassment
- Continued disobedience/defiance

Please report all below the line behaviours to a staff member.

This week we will be addressing all year groups regarding the Expectations - Rights and Responsibilities as well as the Below the Line Behaviours. We welcome your support in our efforts.

Regards

Megan Altenburg | Principal

Calwell High School | Education Directorate | ACT Government

111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>

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From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Sunday, 20 March 2022 2:34 PM
To: Spence, Angela <Angela.Spence@act.gov.au>
Cc: Norton, Sue <Sue.Norton@act.gov.au>
Subject: Calwell High School Emergency Reboot - check needed

UNOFFICIAL

*Hi Ange,
 Sue and I are working on an Emergency Reboot plan at Calwell.
 This includes comms and support to staff, students and families.
 The family comms will go out during the day tomorrow via email.
 Please can you double check this email content below especially in regards to the messaging being OK to send –
 wanting to avoid more conflict and issues while setting the tone to finish up the end of term ensuring expectations
 are known and safety maintained?
 I will give you a call tomorrow morning to check in further around this – I'll buzz you at around 8am.
 Many thanks*

Dear Calwell Community,

Welcome to week 8 of term 1 2022. This is one of the first full terms that have occurred since I started at Calwell High School midway through term 4 2019. I, like all in the community, feel the fatigue and anxiety still sitting over us all with the Covid-19 pandemic. While I welcome the stop to full community lockdowns the impact of high absences, as you would have read about in the media, is real in our school community.

In light of this, with three weeks to go of term 1, we are seeking whole of community support to reinforce our School Expectations and understand what behaviours do not have a place in our school community. As Principal my role is to enable a high-quality caring learning environment, a right of all students, this requires all in community meeting their responsibilities. I urge you to read through the table below to familiarise yourselves with these expectations. We will be strongly reinforcing these over the next three weeks.

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Everyone has the responsibility to ensure that their behaviours facilitate these rights:

Rights	Responsibilities
be able to achieve in their learning	<ul style="list-style-type: none"> • Genuinely engage in learning • Work cooperatively • Be punctual • Bring the correct equipment • Listen when others speak • Use technology for learning
be treated with respect	<ul style="list-style-type: none"> • Be respectful to others

	<ul style="list-style-type: none"> • Accept differences, privacy, and feelings • Speak respectfully • Respect personal space • Respect property • Encourage success
to a self-disciplined and courageous learning environment	<ul style="list-style-type: none"> • Move calmly around the school • Use equipment and facilities appropriately • Follow reasonable requests • Report unsafe, upsetting and threatening behaviour • Keep the school tidy • Wear uniform / appropriate clothing • Observe Covid-19 hygiene rules

A high priority to enable a caring learning environment is safety for all within. We have identified behaviours that jeopardise this safety, we call these Below the Line Behaviours. These behaviours will be followed up on and addressed as a matter of high priority. Please review the list and assist us in reinforcing the importance of these behaviours not being part of our day-to-day school life.

Below the Line Behaviours

The following behaviours do not align with Calwell High School Expectations:

- Verbal Abuse
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- Malicious damage
- Illicit Substances
- Bullying and Harassment
- Continued disobedience/defiance

Please report all below the line behaviours to a staff member.

This week we will be addressing all year groups regarding the Expectations - Rights and Responsibilities as well as the Below the Line Behaviours. We welcome your support in our efforts.

Regards
Megan Altenburg
Principal


Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



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notify the sender and delete all copies of this transmission along with any attachments immediately. You should not copy or use it for any purpose, nor disclose its contents to any other person.

From: [Howard, Melinda](#)
To: [Norton, Sue](#); [Hamilton, Judith](#); [Willis, Kris](#); [Spence, Angela](#); [Watson, Sarah](#); [Toogood, Tim](#); [Brazier, Todd](#); [Seton, Sam](#); [Short, Paul](#); [EDU, FBM Governance Branch](#)
Subject: Complaints/Enquiry Data - Week 7 Term 1 - March 14 - March 20 2022
Date: Monday, 21 March 2022 9:18:07 AM
Attachments: [Complaints and Feedback Covid Enquiries Wk 7 Term 1 - Mar 14- Mar 20 2022 \(1\).pdf](#)

OFFICIAL

Please find the attached Data Sheet and Summary of Data below for Week 7 Term 1 2022. Please feel free to make suggestions around how this could be uplifted in any capacity.

Kind regards

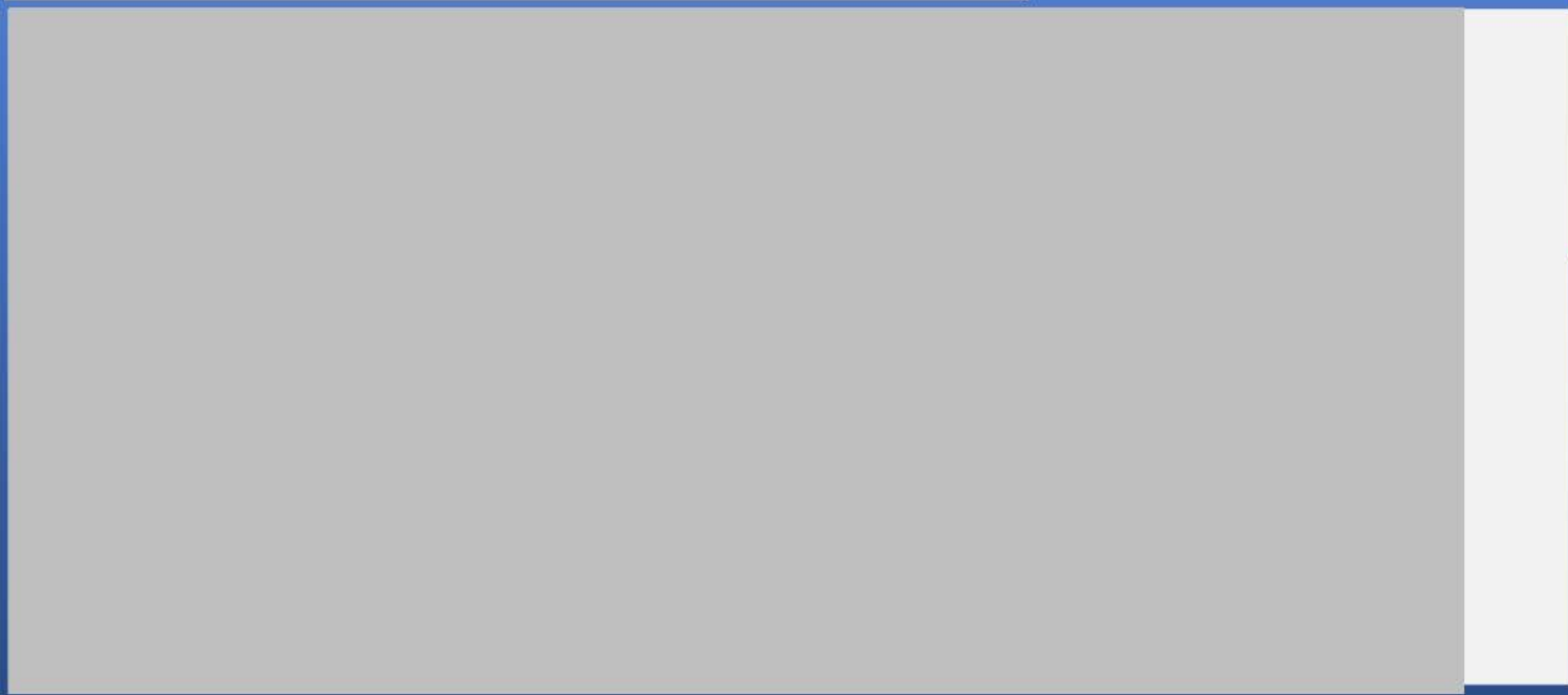
Mel

Summary of Data Sheet – Week 7 Term 1 – Mar 14 – Mar 20 2022

- Total of **53** Enquiries/complaints for **Week 7**.
- **COMPLAINTS** - [REDACTED]
[REDACTED]
[REDACTED], 1x bullying (Calwell HS), with school for their perspective, [REDACTED]
[REDACTED]
[REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- **TOP Schools (where 2 or more identified)** - [REDACTED]
[REDACTED], **Calwell HS** x2
(student behaviour management, bullying), [REDACTED]
[REDACTED]
- [REDACTED]



Feedback and Complaints Weekly Report RECORD 48



Enquiry/Complaint by School

Calwell HS

From: [EDU Positive Behaviour Learning Team](#)
To: [Danaher, Sam](#); [Walpole, Murray](#)
Subject: RE: Calwell High PBL request for support and help with documents
Date: Monday, 21 March 2022 4:35:00 PM
Attachments: [image001.png](#)
[image002.jpg](#)
[image003.jpg](#)

OFFICIAL

Hi Sam
Can you just hold off on contacting Megan if you haven't already. Murray has had a request come his way to make contact. He'll keep you in the loop.
Cheers
Michael

From: EDU Positive Behaviour Learning Team
Sent: Monday, 21 March 2022 1:37 PM
To: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>; Danaher, Sam <Sam.Danaher@act.gov.au>
Cc: Norton, Sue <Sue.Norton@act.gov.au>; Spence, Angela <Angela.Spence@act.gov.au>
Subject: RE: Calwell High PBL request for support and help with documents

OFFICIAL

Hi Megan
Just forwarding your enquiry to Sam. He will support you with this.
Kind regards
Michael

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Monday, 21 March 2022 10:06 AM
To: EDU Positive Behaviour Learning Team <EDUPBLTeam@act.gov.au>
Cc: Norton, Sue <Sue.Norton@act.gov.au>; Spence, Angela <Angela.Spence@act.gov.au>
Subject: Calwell High PBL request for support and help with documents

UNOFFICIAL

Hi PBL Team,
Please can I request a visit and some supports with regards to further developing our processes into a document to share with community.
A meeting sometime this week would be most welcome to get started.
Many thanks

Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
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From: [Altenburg, Megan \(ACTEDU\)](#)
To: [Walpole, Murray](#)
Cc: [Norton, Sue](#); [Spence, Angela](#); [Wensing, Michael](#)
Subject: RE: Support Request
Date: Tuesday, 22 March 2022 1:07:40 PM
Attachments: [image002.png](#)
[image003.jpg](#)
[image004.jpg](#)
[image005.png](#)

UNOFFICIAL

Brilliant – 11am Monday would work a treat.
I will send you an invite and you can forward it where ever it needs to go.
Many thanks

Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



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From: Walpole, Murray <Murray.Walpole@act.gov.au>
Sent: Tuesday, 22 March 2022 10:52 AM
To: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Cc: Norton, Sue (ACTGOV) <Sue.Norton@act.gov.au>; Spence, Angela (ACTGOV) <Angela.Spence@act.gov.au>; Wensing, Michael (ACTGOV) <Michael.Wensing@act.gov.au>
Subject: Support Request

OFFICIAL

Hi Megan,

Thanks for reaching out to us. I know Michael has already replied saying that Sam would be in contact but after having had a conversation with Sue I think it appropriate if I take the lead on the support for your school.

As you suggested I think that having a meeting at the school would be the best starting point. Would you have some time next Monday, the 28th, any time after 10am? After school is ok as well.

I'll bring Michael along with me [REDACTED]

Looking forward to meeting you.

Murray Walpole

Senior Director | Student Engagement & School Support

P: 0490 042 421 | E: murray.walpole@act.gov.au

Student Engagement | Education Directorate | ACT Government

GPO Box 158 Canberra ACT 2601 | www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work

From: [Tranda, Michelle](#)
To: [Ackland, Daniel](#)
Subject: Re: COVID-19 Central Relief Pool
Date: Wednesday, 23 March 2022 5:45:42 PM

Daniel agree with you spoke to Calwell as an example that did not warrant Level 2 at the first meeting yesterday but Sue Norton believed it did, [REDACTED] but we are back to the same issue you and I discuss every day who is actually interrogating what is happening in individual schools and who is analyzing the data?

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From: Ackland, Daniel <Daniel.Ackland@act.gov.au>
Sent: Wednesday, March 23, 2022 4:50:53 PM
To: Tranda, Michelle <Michelle.TRANDA@act.gov.au>
Subject: RE: COVID-19 Central Relief Pool

OFFICIAL

Thanks Michelle,

Only question is whether or not Calwell High [REDACTED] should still be level 2's? [REDACTED] seem to have less impact from a raw data perspective now.

Thanks

Daniel Ackland | Executive Branch Manager, People and Performance
 Phone: 02 620 51820 | Mobile: 0481 298 383 | Email: Daniel.Ackland@act.gov.au
 People and Performance | Education | ACT Government
 51 Fremantle Drive, Stirling, ACT 2611 | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)

From: Tranda, Michelle <Michelle.TRANDA@act.gov.au>
Sent: Wednesday, 23 March 2022 4:32 PM
To: Ackland, Daniel <Daniel.Ackland@act.gov.au>
Cc: Power, Meg <Meg.Power@act.gov.au>; Nicholls, Bec <Bec.Nicholls@act.gov.au>; Lesbirel, Rachel <Rachel.Lesbirel@act.gov.au>; Bateman, Peter <Peter.Bateman@act.gov.au>; Luketic, Yvette <Yvette.Luketic@act.gov.au>; Georgiou, Emma <Emma.Georgiou@act.gov.au>
Subject: COVID-19 Central Relief Pool
Importance: High

OFFICIAL

Daniel

Daily utilisation stats for Wednesday 23 March 2022:

Total pool: 24 (with [REDACTED] non vaccinated primary teachers & [REDACTED] permanent officer)
 Total available: 14
 Total filled/deployed: 11 people / 19 vacancies / 14 Level 2 schools + 0 x other requirement

Total not deployed: ■■■ on leave = ■ x sick and ■ x other).

Michelle Tranda | Senior Director Recruitment

Phone 02 620 57390 | Email: michelle.tranda@act.gov.au

People and Performance | Education Directorate | ACT Government

Hedley Beare Centre for Teaching and Learning | 51 Fremantle Drive, Stirling, ACT 2611 | GPO Box 158

Canberra ACT 2601

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Thu, 24 Mar, 1:15 pm

Ok.
We are in full lockdown.
Police here. Been in for
30 minutes.
Hope to be out soon

Everyone okay?
Which student?

A few

Everyone okay?

Hi there all okay?

Out of lockdown now.
I'll call in 15

Okay great. Is everyone
okay?





Megan A - Calwell HS >

Police called. [redacted]

[redacted] went totally mad at [redacted] and [redacted] out front following [redacted] being in two fights. All looking into/unpacking now.

Thank you, are [redacted] and [redacted] okay?

Yep, will need to talk about getting enclosed lands on [redacted]

I think it is time for an OVRA to be done on the parent. Could [redacted] and [redacted] please fill out riskman's for today's incident. Sue



iMessage



Fitzgibbon, Breanna

From: Scarlett, Tracey <Tracey.Scarlett@ed.act.edu.au>
Sent: Thursday, 24 March 2022 2:31 PM
To: Altenburg, Megan (ACTEDU)
Subject: Critical incident Calwell High School 24 March 2022
Attachments: Report Summary for Critical Incident - Lock Down Calwell High School - [REDACTED]
[REDACTED] 24 March 2022.docx

UNOFFICIAL

Kind Regards

Tracey Scarlett – Executive Assistant / Staffing Officer
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | tracey.scarlett@ed.act.edu.au |
info@calwellhs.act.edu.au | http://www.calwellhs.act.edu.au/

Ph: (02) 6142 1957



ACT
Government
Education

RESPECT | SELF-DISCIPLINE | ACHIEVEMENT | COURAGE

Report Summary for Critical Incident: #

DATE: 24 March 2022

TIME: 12:40 PM

STUDENT INVOLVED – [REDACTED]

DOB: [REDACTED]

Year: [REDACTED]

Student ID: [REDACTED]

Address: [REDACTED]

PARENTS: [REDACTED]

EMAIL: [REDACTED],

STUDENT INVOLVED: [REDACTED]

DOB: [REDACTED]

Year: [REDACTED]

Student ID: [REDACTED]

Address: [REDACTED]

PARENTS: [REDACTED]

Email: [REDACTED]

STUDENT INVOLVED: [REDACTED]

DOB: [REDACTED]

Year: [REDACTED]

Student ID: [REDACTED]

Address: [REDACTED]

PARENTS: [REDACTED]

EMAIL: [REDACTED],

STAFF INVOLVED

[REDACTED]

CONTACT NUMBERS:

[REDACTED]

INCIDENT:

Sentral reference number: #

Summary:

Prior to incident:

Staff interaction and support:

Emergency Services involvement: Police AFP

ACTIONS TAKEN:

Fitzgibbon, Breanna

From: Norton, Sue (ACTGOV) <Sue.Norton@act.gov.au>
Sent: Thursday, 24 March 2022 2:54 PM
To: Altenburg, Megan (ACTEDU)
Subject: comms for community

Dear Parents and Carers

I am writing to let you know that an incident occurred today at school and emergency services attended. As a precautionary measure the school was placed into lockdown.

The safety of our students is always our priority and I am pleased that students and staff responded to this situation quickly and professionally. No students were injured as a result of this incident.

If you, or your child have any concerns about this, please contact me on XXX

Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Thursday, 24 March 2022 2:56 PM
To: #Calwell High School Staff
Subject: Debrief opportunity 3:05pm today

Importance: High

UNOFFICIAL

Hi all,
I will be in staffroom to debrief today's lockdown at 3:05pm today.
Please come down to hear/debrief as needed.

Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



RESPECT | SELF-DISCIPLINE | ACHIEVEMENT | COURAGE



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Fitzgibbon, Breanna

From: Calwell High School <bounce@messaging.sentral.com.au>
Sent: Thursday, 24 March 2022 3:00 PM
To: Altenburg, Megan (ACTEDU)
Subject: Calwell High School Lockdown 23-3-22

CAUTION: This email originated from outside of ACT Education. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear Parents and Carers

I am writing to let you know that an incident occurred today at school and emergency services attended. As a precautionary measure the school was placed into lockdown.

The safety of our students is always our priority and I am pleased that students and staff responded to this situation quickly and professionally.

If you, or your child have any concerns about this, please contact me on 02 61421930 or at the school email address.

Regards

Megan Altenburg

Principal

Calwell High School

Phone: 6142 1930 | Email: info@calwellhs.act.edu.au

Education Directorate | ACT Government

111 Casey Crescent, Calwell ACT 2905 | <http://www.calwellhs.act.edu.au/>

Fitzgibbon, Breanna

From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Thursday, 24 March 2022 5:48 PM
To: #Calwell High School Staff
Subject: Re: Lockdown over

Correction, it was [REDACTED].

Please all thanks again for today.
Touch base if you need further debriefing or supports and be alert to what the school community is saying. Looking to deescalate if possible and report if supports needed for students.
Thanks all for being so supportive and caring.
Megan

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From: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>
Sent: Thursday, March 24, 2022 2:24:28 PM
To: #Calwell High School Staff <#CalwellHighSchoolStaff@ed.act.edu.au>
Subject: Lockdown over

UNOFFICIAL

Hi all,
Thanks so much for supporting with the lockdown.
Students involved are now offsite.
Please keep an eye on things and if you notice anything text or call me.
FYI confidentially the incident involved [REDACTED]

Megan Altenburg | Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



RESPECT | SELF-DISCIPLINE | ACHIEVEMENT | COURAGE



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Fitzgibbon, Breanna

From: Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>
Sent: Thursday, 24 March 2022 6:00 PM
To: [REDACTED] Altenburg, Megan (ACTEDU); Marton, Patricia (ACTEDU)
Subject: Re: My information from today

I will encourage teachers listed in report to put Riskmsns in regarding this.

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From: [REDACTED]
Sent: Thursday, March 24, 2022 3:21:20 PM
To: Altenburg, Megan <Megan.Altenburg@ed.act.edu.au>; Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>; Marton, Patricia <Patricia.Marton@ed.act.edu.au>
Subject: My information from today

OFFICIAL

During the beginning of Line 1 I was in [REDACTED] marking the roll when I saw through the window approximately 30-40 students come running through the courtyard heading towards the front office. I quickly ran out of the room as they were heading to the front office. It was clear that they were either about to fight or watch someone else do this. At the head of the pack was [REDACTED] [REDACTED] [REDACTED]. I quickly ran out of my room and headed straight to the front office. I quickly yelled to [REDACTED] to Lockdown the front. [REDACTED] [REDACTED] were yelling at [REDACTED] and telling [REDACTED] that [REDACTED] was in [REDACTED] office. That's when [REDACTED] kicked in the door and started to attack [REDACTED]. This sent the crowd into a frenzy particularly [REDACTED] [REDACTED] who were cheering on yelling things like 'bash the cunt', 'fuck [REDACTED] up', [REDACTED] was also filming. By that time there were a number of other teachers there, [REDACTED] are the ones I can remember. All teachers were doing their best to move the crowd on to no avail. It was [REDACTED] and a mob mentality. [REDACTED] were very abusive towards staff telling them to shut the fuck up cunt etc. and continued to push forwards towards the glass doors. Something happened inside the front area and [REDACTED] and a few others ran around to the side door near the Maths staffroom. I quickly yelled to [REDACTED] to lockdown the front door. Unfortunately they had got there before the lock engaged and they got access to the front. At that point I saw [REDACTED] and [REDACTED] moving them back out the front. [REDACTED] was quickly rushed into the back of the Front Office. [REDACTED] then came roaming through the front wanting to get back to [REDACTED]. The lockdown was triggered and we started to hurd the students back into the classrooms and away from the front. Within a few minutes the school was in lockdown and hallways were secure. [REDACTED] was the only one that I encountered that continued to roam and not follow teacher directions during the lockdown.

Other notable students from the mob that were yelling and defiant of teacher instructions were:

[REDACTED]

[REDACTED]

Calwell High School | Education Directorate | ACT Government
 111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
 (02)6142 1930 | (02)6142 1948



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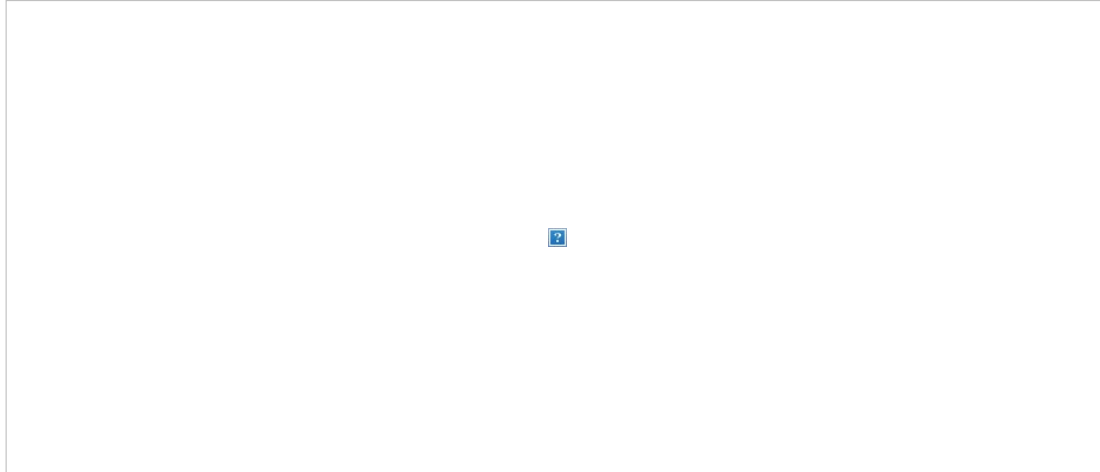
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From: [Seton, Sam](#)
To: [Watson, Sarah](#); [James, Brooke](#)
Subject: RE: Riskman
Date: Thursday, 24 March 2022 7:13:00 PM
Attachments: [image003.png](#)
[image004.png](#)
[image005.png](#)

OFFICIAL: Sensitive - Personal Privacy

Hi
The below appears to be a second report of the same incident?



Sam Seton Executive Branch Manager
Phone 02 62057196 sam.seton@act.gov.au
Student Engagement
Education Directorate| **ACT Government**
GPO Box 158 Canberra ACT 2601| www.act.gov.au

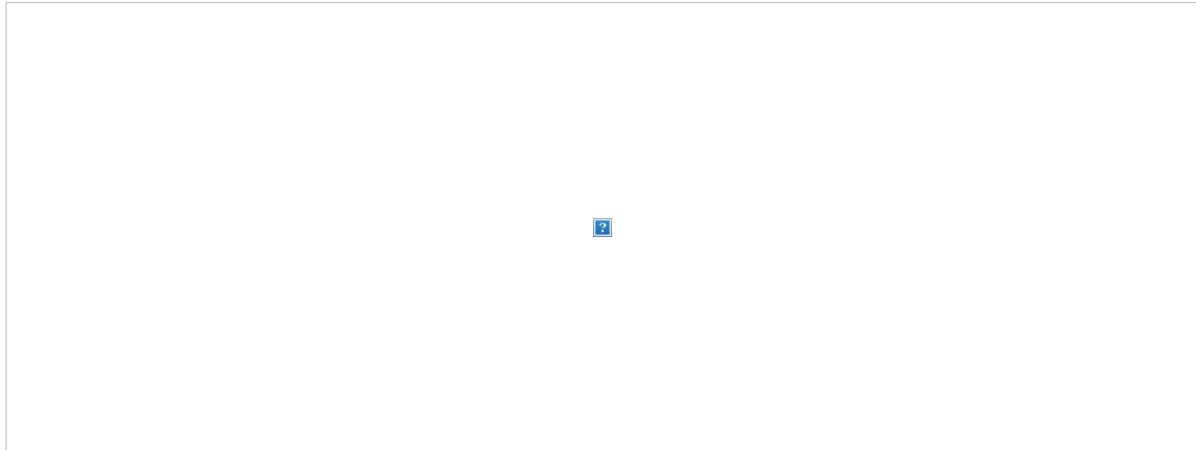


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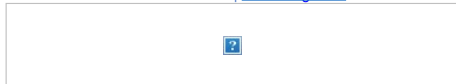
From: Seton, Sam
Sent: Thursday, 24 March 2022 7:12 PM
To: Watson, Sarah <Sarah.Watson@act.gov.au>; James, Brooke <Brooke.James@act.gov.au>
Subject: Riskman

OFFICIAL: Sensitive - Personal Privacy

Hi both
Please find Riskman report from Calwell HS below



Sam Seton Executive Branch Manager
Phone 02 62057196 sam.seton@act.gov.au
Student Engagement
Education Directorate| **ACT Government**
GPO Box 158 Canberra ACT 2601| www.act.gov.au



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Summary of Incident/Accident

students had a physical altercation and staff were caught in between.

RECORD 60

Incident / Accident Details

The front office was being locked down and a large group of students were trying to get in through the glass sliding door. I saw a number of other students trying to push through the internal door. They were banging on the doors and yelling.

One student yelled to [redacted] to come over to the door [redacted] yelled and pointed to the [redacted] office "that kid just bashed [redacted] then turned and pushed past me. kicked the [redacted] door in and jumped onto [redacted] [redacted] was calling to [redacted] to stop.

[redacted] came through the right door and tried to move [redacted] away through the door [redacted] was pushed against the wall. [redacted] grabbed [redacted] by the hair and was pulling [redacted] out the door.

[redacted] looked like [redacted] was kneeling [redacted] in the face. It looked like [redacted] was trapped between the door frame between the [redacted] I used my voice to direct [redacted] to stop pulling and let go [redacted] was also directing [redacted] to stop.

I moved between [redacted] and moved [redacted] into the room. The door was shut.

[redacted] then came into the other door kicking the door and trying to get to [redacted] again. Trying to punch [redacted] I stepped in front of [redacted] directing [redacted] to stop and move away with my arms outstretched wide [redacted] was outside the room and I locked the doors.

I moved with [redacted] out through the front doors to the front of the school.

[redacted] was pacing at the front of the school. The alarm for lock down alerted and [redacted] ran trying to get into the side doors at [redacted] Kicking and punching the doors.

What Happened?

RECORD 60

Summary of Incident/Accident

Mob inciting violence at the school

Incident / Accident Details

During the beginning of Line 1 I was in [redacted] marking the roll when I saw through the window approximately 30-40 students come running through the courtyard heading towards the front office. I quickly ran out of the room as they were heading to the front office. It was clear that they were either about to fight or watch someone else do this. At the head of the pack was [redacted] I quickly ran out of my room and headed straight to the front office. I quickly yelled to [redacted] to Lockdown the front. [redacted] were yelling at [redacted] and telling [redacted] was in [redacted] That's when [redacted] kicked in the door and started to attack [redacted] This sent the crowd into a frenzy particularly [redacted] who were cheering on yelling things like 'bash the cunt', 'fuck [redacted] up', [redacted] was also filming. By that time there were a number of other teachers there, [redacted] are the ones I can remember. All teachers were doing their best to move the crowd on to no avail. It was quite scary and a mob mentality. [redacted] were very abusive towards staff telling them to shut the fuck up cunt etc. and continued to push forwards towards the glass doors. Something happened inside the front area and [redacted] and a few others ran around to the side door near the Maths staffroom. I quickly yelled to [redacted] to lockdown the front door. Unfortunately they had got there before the lock engaged and they got access to the front. At that point I saw [redacted] moving them back out the front. [redacted] was quickly rushed into the back of the Front Office. [redacted] then came roaming through the front wanting to get back to [redacted] The lockdown was triggered and we started to herd the students back into the classrooms and away from the front. Within a few minutes the school was in lockdown and hallways were secure. [redacted] was the only one that I encountered that continued to roam and not follow teacher directions during the lockdown.

3 of 3

Fitzgibbon, Breanna

From: Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>
Sent: Friday, 25 March 2022 8:59 AM
To: [REDACTED] (ACTEDU); Marton, Patricia (ACTEDU); Altenburg, Megan (ACTEDU)
Subject: RE: My account of what I have seen.

OFFICIAL

Thanks [REDACTED]
 I have added this to SAS

From: [REDACTED]@ed.act.edu.au
Sent: Thursday, 24 March 2022 2:04 PM
To: Marton, Patricia <Patricia.Marton@ed.act.edu.au>; Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>; Altenburg, Megan <Megan.Aaltenburg@ed.act.edu.au>
Subject: My account of what I have seen.

OFFICIAL

I have seen the crowds flock to the front office, from there most students took some convincing to move, they eventually started to dissipate but [REDACTED] and [REDACTED] then started banging on the locked sliding doors which brought kids back around. [REDACTED] and [REDACTED] then led the students around the side of the office through the door next to the Maths/PE staffroom, They were then banging on the front door, They then walked back in. I was telling them they need to go to class, [REDACTED] responded with "get fucked cunt" and Fuck off cunt". Completely ignoring any request and inciting other students to follow them and keep the fight going.

I then took over [REDACTED] class. Most students listened and went inside for the lockdown, but [REDACTED] and [REDACTED] ignored requests and stated to [REDACTED] "I don't give a fuck about the lockdown"

[REDACTED] then left class after explicit instructions not to and filled [REDACTED] water bottle up.

[REDACTED]
 Calwell High School | Education Directorate | ACT Government
 111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
 (02)6142 1930 | (02)6142 1949



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Fitzgibbon, Breanna

From: [redacted]@ed.act.edu.au>
Sent: Friday, 25 March 2022 9:00 AM
To: Altenburg, Megan (ACTEDU); Dickie, Natalie (ACTEDU); Marton, Patricia (ACTEDU)
Subject: Incident 24/3

OFFICIAL: Sensitive

Incident from my POV

I was walking up to reception and saw that it was closed and so turned to leave, [redacted] and [redacted] were just in from of me.

As I turned I saw a big group of students approaching the front reception so stood in front of them and asked them to move back to class. They included [redacted] and other [redacted] they ignored my request and pushed up to the glass door.

I saw [redacted] bang on the glass and shout "[redacted], the [redacted] who hit your [redacted] is in that office" then when [redacted] went into [redacted] office [redacted] said "yes, here we go" and was obviously happy and excited. A few other students then began to move away and [redacted] and other [redacted] ran to the door near LSU to get to the front of school. We tried to get the boys back in and then I cleared the students around back to wellbeing.

I will also put into SAS.

[redacted]

Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930 mob [redacted]



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From: [Seton, Sam](#)
To: [McMahon, Kate](#)
Cc: [Atkins, Jessie](#); [Dempsey, Lisa \(ACTEDU\)](#)
Subject: Incident
Date: Friday, 25 March 2022 12:36:00 PM
Attachments: [New Violence Incident Reported ID#130015 - Education Office for Schools Network - Tuggeranong Calwell High School.msg](#)
[New Violence Incident Reported ID#129982 - Education Office for Schools Network - Tuggeranong Calwell High School.msg](#)
[image001.png](#)

OFFICIAL: Sensitive - Personal Privacy

Hi

Please see attached. Jessie has spoken to [REDACTED] who, according to Jessie, [REDACTED]. P&P is also supporting. The OVRA will occur in due course.

Kind regards

Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

Student Engagement

Education Directorate| **ACT Government**

GPO Box 158 Canberra ACT 2601| www.act.gov.au



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From: [WorkIncidentReporting](#)
 To: [Seton, Sam](#)
 Subject: New Violence Incident Reported ID#:130015 - Education | Office for Schools | Network - Tuggeranong | Calwell High School
 Date: Friday, 25 March 2022 12:18:07 PM

An incident has been reported in your Directorate/Agency. If you have the responsibility to respond to this incident, please review the details and action in RiskMan by clicking the link below.

[Click here to view this incident in RiskMan.](#)

RiskMan Incident #130015	
Incident Date: 24 Mar 2022	Time: 00:00
Directorate/Agency: Education	Branch/Section: Office for Schools Network - Tuggeranong Calwell High School
Reported by: [Redacted]	Reporters: [Redacted] Phone: [Redacted]
Reported To Manager Name(s) - if blank, no Manager was nominated Megan Altenburg (Megan Altenburg)	
Impact of incident (if any) [Redacted]	
Was Violence/Abuse Involved? Yes	
WorkSafe Notifiable Events Section	

The Death of a person:

Death through injury or illness No

A serious injury or illness of a person:

Immediate treatment of person as in-patient in a hospital No

Immediate treatment for:

An amputation	No
A serious head injury	No
A serious eye injury	No
A serious burn	No
Degloving or scalping	No
Spinal injury	No
Loss of a bodily function	No
Serious lacerations	No
Medical treatment within 48 hours of exposure to substance	No

A Dangerous Incident, which is defined as:

An uncontrolled escape, spillage or leakage of a substance	No
Uncontrolled implosion, explosion or fire	No
Uncontrolled escape of gas or steam	No
Uncontrolled escape of a pressurised substance	No
Electric shock	No

Fall or release from a height of any plant, substance or thing	No
Collapse, overturn, malfunction or damage to plant	No
Collapse or partial collapse of a structure	No
Collapse or failure of an excavation or shoring	No
Inrush of water, mud or gas in an underground excavation	No
Interruption to ventilation in an underground excavation or tunnel	No
Another event prescribed by the WHS Regulations 2011	No

Regards,

Work Injury Reporting

 <https://WorkInjuryReporting/>

 WorkInjuryReporting@act.gov.au

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Reports which may identify individuals can only be provided to those with a right to know and must be kept secure or destroyed.

Alert ID: 262

RiskMan.NET Mail ID: 1045400

From: [WorkIncidentReporting](#)
 To: [Seton, Sam](#)
 Subject: New Violence Incident Reported ID#:129982 - Education | Office for Schools | Network - Tuggeranong | Calwell High School
 Date: Thursday, 24 March 2022 4:35:48 PM

An incident has been reported in your Directorate/Agency. If you have the responsibility to respond to this incident, please review the details and action in RiskMan by clicking the link below.

[Click here to view this incident in RiskMan.](#)

RiskMan Incident #129982	
Incident Date:	24 Mar 2022
Time:	00:00
Directorate/Agency:	Education
Branch/Section:	Office for Schools Network - Tuggeranong Calwell High School
Reported by:	[Redacted]
Reporters Phone:	[Redacted]
Reported To Manager Name(s) - if blank, no Manager was nominated	
Megan_Altenburg (Megan_Altenburg)	
Impact of incident (if any)	
No Injury or Illness, it was a Hazardous Situation	
Was Violence/Abuse Involved?	
Yes	
WorkSafe Notifiable Events Section	

The Death of a person:

Death through injury or illness No

A serious injury or illness of a person:

Immediate treatment of person as in-patient in a hospital No

Immediate treatment for:

An amputation	No
A serious head injury	No
A serious eye injury	No
A serious burn	No
Degloving or scalping	No
Spinal injury	No
Loss of a bodily function	No
Serious lacerations	No
Medical treatment within 48 hours of exposure to substance	No

A Dangerous Incident, which is defined as:

An uncontrolled escape, spillage or leakage of a substance	No
Uncontrolled implosion, explosion or fire	No
Uncontrolled escape of gas or steam	No
Uncontrolled escape of a pressurised substance	No
Electric shock	No

Fall or release from a height of any plant, substance or thing	No
Collapse, overturn, malfunction or damage to plant	No
Collapse or partial collapse of a structure	No
Collapse or failure of an excavation or shoring	No
Inrush of water, mud or gas in an underground excavation	No
Interruption to ventilation in an underground excavation or tunnel	No
Another event prescribed by the WHS Regulations 2011	No

Regards,

Work Injury Reporting

 <https://WorkInjuryReporting/>

 WorkInjuryReporting@act.gov.au

Disclaimer: Information provided is covered by the [Information Privacy Act 2014](#) and [Health Records \(Privacy and Access\) Act 1997](#).

Reports which may identify individuals can only be provided to those with a right to know and must be kept secure or destroyed.

Alert ID: 262

RiskMan.NET Mail ID: 1044863

This record is not released in accordance with Section 17 of the
Freedom of Information Act 2016, Schedule 2, 2.2(a)(xii)

This record is not released in accordance with Section 17 of the
Freedom of Information Act 2016, Schedule 2, 2.2(a)(xii)

From: [Fisher, Justine](#)
To: [Peisley, Kim](#)
Cc: [Moriarty, Megan](#); [EDU, EBM P&P](#)
Subject: RE: HRBP People and Performance Dot Points for Caveat Brief - Calwell High
Date: Friday, 25 March 2022 2:30:38 PM

Apologies incorrect date – corrected below

Justine Fisher | Director, People and Performance, CAHRI

Mobile: 0468 563 432 | Email: Justine.Fisher@act.gov.au

People and Performance | Education | ACT Government

51 Fremantle Drive, Stirling, ACT 2611 | GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)

From: Fisher, Justine
Sent: Friday, 25 March 2022 2:30 PM
To: Peisley, Kim <Kim.Peisley@act.gov.au>
Cc: Moriarty, Megan <Megan.Moriarty@act.gov.au>; EDU, EBM P&P <ebmpp.edu@act.gov.au>
Subject: HRBP People and Performance Dot Points for Caveat Brief - Calwell High

Hi Kim

For inclusion into the caveat brief regarding the Calwell High incident on Thursday 24 March 2022:

People and Performance Current Actions:

- 7 Riskman's received
- Wellbeing Officer will conduct all wellbeing and welfare checks by COB today
- Onsite EAP support is being arranged for Monday 28 March 2022
- HRBP supporting the Principal and DSI for wellbeing coordination and possible staffing matters
- HRBP will coordinate the support for any Workers Compensation administration and advice to staff

Kind Regards

Justine Fisher | Director, People and Performance, CAHRI

Mobile: 0468 563 432 | Email: Justine.Fisher@act.gov.au

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From: [Seton_Sam](#)
To: [Peisley_Kim](#); [Atkins_Jessie](#)
Cc: [McMahon_Kate](#)
Subject: RE: In confidence
Date: Friday, 25 March 2022 2:46:00 PM
Attachments: [FILE2022_3275_Catwell_High_School_Incident.DOCX](#)
[image002.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)

OFFICIAL: Sensitive - Personal Privacy

Thanks Kim – amazing as always!

Sorry edited outside of TRIM. Could you please add in to TRIM and clear to Kate. Final copy will need to be copied to School operations and People and Performance.

Kind regards

Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

Student Engagement

Education Directorate | **ACT Government**

GPO Box 158 Canberra ACT 2601 | www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work

From: Peisley, Kim <Kim.Peisley@act.gov.au>

Sent: Friday, 25 March 2022 2:38 PM

To: Seton, Sam <Sam.Seton@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>

Cc: McMahon, Kate <Kate.McMahon@act.gov.au>

Subject: In confidence

Importance: High

OFFICIAL: Sensitive - Personal Privacy

Afternoon,

First draft is complete inclusive of P&P dot points.

Feel free to track change in word and I can collate changes if that is easier?

Cheers,

Kim

Kim Peisley (she/her) | Executive Officer

Executive Branch Manager, Student Engagement- Sam Seton

Executive Branch Manager, Complex Case Management- Jessie Atkins

Microsoft Teams | Email: kim.peisley@act.gov.au

Student Engagement | Education | ACT Government

Hedley Beare Centre for Teaching & Learning | 51 Fremantle Drive Stirling ACT 2611 |

GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Seton, Sam <Sam.Seton@act.gov.au>

Sent: Friday, 25 March 2022 1:56 PM

To: Peisley, Kim <Kim.Peisley@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>

Cc: McMahon, Kate <Kate.McMahon@act.gov.au>

Subject: RE: In confidence

OFFICIAL: Sensitive - Personal Privacy

Thanks Kim

Please use student names. Another Riskman just in below

What Happened?	
Summary of Incident/Accident	An incident occurred in the school that involved large numbers of non-compliant students and requiring lockdown
Incident / Accident Details	<p>I was involved in Central Incident #55259/#55280.</p> <p>I was going across to the front office when I saw a lot of students starting to run in the courtyard, particularly from the Workshop. I hurried towards the front office because I could see something might be happening and support may be needed. When I arrived, students were streaming into the corridor. The glass door to the front was already closed. I positioned myself between the students and the doors and started instructing students to go to class. [redacted] was also there trying to get students to disperse and move back. [redacted] were banging on the windows yelling something and I kept asking them to move away. I saw [redacted] come quickly [redacted] and heard doors banging. I continued to ask students to go to class. The students were not following any instructions by the staff. I think [redacted] were also there. I saw [redacted] go out the front doors of the school. The large group of students started heading towards the PE/Maths staffroom exits. I moved around there and continued to instruct students to go to class. At that point the lockdown siren went. A number of students headed out the doors to the front of the school and initially ignored requests to come back in; most thought better of it and followed the instruction eventually. I realised the door was not locked, so I locked the door and was just about to close it when [redacted] came charging at the door, so I quickly forced the door closed so [redacted] could not enter back into the school. [redacted] smashed into the door and yelled and banged on it. I then was concerned that the other front doors may not be locked, so went around to the one near the Arts staffroom, but [redacted] was already inside charging through the crowd to the front office. [redacted] was following [redacted] so I just continued trying to get students into classrooms so that we could ensure all students were safe.</p> <p>During this entire time, I do recall hearing a lot of swearing and refusal to follow instructions, but I was so much in a zone of concentration, I can't recall who was swearing or saying what, or who it may have been directed at.</p>

Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

Student Engagement

Education Directorate | ACT Government

GPO Box 158 Canberra ACT 2601 | www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work

From: Peisley, Kim <Kim.Peisley@act.gov.au>

Sent: Friday, 25 March 2022 1:53 PM

To: Atkins, Jessie <Jessie.Atkins@act.gov.au>; Seton, Sam <Sam.Seton@act.gov.au>

Subject: RE: In confidence

OFFICIAL: Sensitive - Personal Privacy

Thank you!

Do we use student names for these briefings, or Student A, B etc?

Cheers,

Kim

From: Atkins, Jessie <Jessie.Atkins@act.gov.au>

Sent: Friday, 25 March 2022 1:52 PM

To: Seton, Sam <Sam.Seton@act.gov.au>; Peisley, Kim <Kim.Peisley@act.gov.au>

Subject: RE: In confidence

OFFICIAL: Sensitive - Personal Privacy

Hi Kim

A couple more perspectives...

Kind regards

Jessie

Jessie Atkins

Executive Branch Manager | Complex Case Management

P: 0423 079 443 | E: jessie.atkins@act.gov.au

Student Engagement | Education Directorate | ACT Government

GPO Box 158 Canberra ACT 2601 | www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work

From: Seton, Sam <Sam.Seton@act.gov.au>

Sent: Friday, 25 March 2022 1:24 PM

To: Peisley, Kim <Kim.Peisley@act.gov.au>

Cc: Atkins, Jessie <Jessie.Atkins@act.gov.au>

Subject: In confidence

OFFICIAL: Sensitive - Personal Privacy

Hi Kim

As discussed below – thank you so much for your support

Summary of Incident/Accident: Physical assault by [redacted]

Incident / Accident Details: [redacted] were having a physical altercation in woodwork. I bought [redacted] to the Principal's office. Whilst in [redacted] office, [redacted] entered the office and grabbed [redacted] by the hair and started kneeling [redacted] in the face. [redacted] shoved [redacted] out of the way and then came back to [redacted] throwing punches. I was between [redacted] I received punches from [redacted] then crash tackled [redacted] across the desk, punching continually. I pushed [redacted] out the door. [redacted] returned through another door and came back into the office and continued punching [redacted] received a punch to the mouth. [redacted] was receiving punches to the head. I grabbed [redacted] from behind and pushed [redacted] out the door.

What Led Up To This Incident/Accident?: [redacted]

Impact of Incident / Accident: [redacted]

Body Part(s) Affected: [redacted]

Describe your injury: [redacted]

Incident / Accident Details: At around 12.30 I was working with [redacted] completing a [redacted] I walked out of my office, and [redacted] was walking [redacted] The front office was being locked down and a large group of students were trying to get in through the glass sliding door. I saw a number of other students trying to push through the internal door. They were banging on the doors and yelling. One student yelled to [redacted] to come over to the door [redacted] yelled and pointed to the [redacted] office "that kid just bashed [redacted] then turned and pushed past me, kicked the [redacted] door in and jumped onto [redacted] [redacted] was calling to [redacted] to stop. [redacted] came through the right door and tried to move [redacted] away through the door. [redacted] was pushed against the wall. [redacted] grabbed [redacted] by the hair and was pulling [redacted] out the door. [redacted] looked like [redacted] was kneeling [redacted] in the face. It looked like [redacted] was trapped between the door frame between the [redacted] I used my voice to direct [redacted] to stop pulling and let go. [redacted] was also directing [redacted] to stop. I moved between [redacted] and moved [redacted] into the room. The door was shut. [redacted] then came into the other door, kicking the door and trying to get to [redacted] Trying to punch [redacted] I stepped in front of [redacted] directing [redacted] to stop and move away with my arms outstretched wide. [redacted] was outside the room and I locked the doors. I moved with [redacted] out through the front doors to the front of the school. [redacted] was pacing at the front of the school. The alarm for lock down alerted and [redacted] an trying to get into the side doors at PE. Kicking and punching the doors.

What Led Up To This Incident/Accident?: [redacted]

Impact of Incident / Accident: [redacted]

Body Part(s) Affected: [redacted]

Describe your injury: [redacted]

Sam Seton | Executive Branch Manager
 Phone 02 62057196 | sam.seton@act.gov.au
Student Engagement
 Education Directorate| ACT Government
 GPO Box 158 Canberra ACT 2601| www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work.

Caveat Brief

To: Minister for Education and Youth Affairs
Subject: Serious Staff Assault at Calwell High School
Date: 25 March 2022

- At approximately 12:30pm Thursday 24 March 2022, Calwell High School (CHS) front office area was placed into lockdown as a group of 30-40 students congregated and became increasingly vocal and aggressive.
 - As part of lockdown protocol, the glass sliding doors were locked and several students were attempting to push through.
 - Students did not initially respond to directions from staff to move away and return to class. Some eventually returned to class once the front office area had limited access.
- This congregation was in response to a physical altercation during class time between [REDACTED].
- [REDACTED] had been relocated to the front office to [REDACTED] office and these students had followed.
- [REDACTED] ~~the student assaulted during class,~~ was already located in the front office completing schoolwork with another staff member.
- A student, as part of the larger group, informed [REDACTED] had been assaulted by [REDACTED].
- [REDACTED] ~~has reportedly allegedly~~ kicked in the door to the [REDACTED] office, assaulted [REDACTED] by shoving [REDACTED], and commenced an assault on [REDACTED].
 - This assault has reportedly included attempts to drag [REDACTED] by the hair outside, punching, and repeated knees to the facial area.
- Staff have attempted to verbally cease the assault; however, [REDACTED] did not respond to directions.
- Staff members have commenced attempts to physically restrain [REDACTED] to prevent serious injury to [REDACTED] when verbal directions were not acknowledged.
- Staff have eventually managed to secure [REDACTED] in another room and direct [REDACTED] outside of the building; however, [REDACTED] has remained escalated and attempted to regain entry through multiple doors by further attempts to kick or punch them in.
- During this assault, a staff member has briefly become the focus and has been seriously injured themselves.
 - The staff member has received a [REDACTED], [REDACTED].
- Another staff member has also attempted to intervene in the student assault and has received [REDACTED] injury.
- Staff members have reported [REDACTED] due to this incident.
- As an immediate response, [REDACTED] will be suspended from CHS for a period of 15 days. This is the most days a student can be suspended across the course of the year without Director-General approval.
 - Any further days of suspension for this student for the remainder of the year will require Director-General endorsement.

- This suspension is reflective of the severity and extensiveness of the attack on a student and several members of staff.
- School Operations, Student Engagement, and People and Performance will assist CHS in the management of this situation and support [REDACTED] positive re-entry to school.
- As of 25 March 2022, seven Riskmans have been received and a Wellbeing Officer from people and Performance will conduct welfare and wellbeing checks by close of business.
- Onsite EAP supports are being arranged for Monday 28 March 2022.
- People and Performance are also supporting the Principal and DSI for wellbeing coordination and possible staffing matters as well as coordinating any Workers Compensation administration and advice to staff.
- An Occupational Violence Risk Assessment will be completed in due course.
- Further briefing will be provided to you on the wellbeing of the staff member, [REDACTED] re-entry to school.

Signatory Name: Sam Seton
Executive Branch Manager, Student
Engagement

25 March 2022

Fitzgibbon, Breanna

From: Dickie, Natalie <Natalie.Dickie@ed.act.edu.au>
Sent: Friday, 25 March 2022 3:07 PM
To: Altenburg, Megan (ACTEDU)
Subject: [REDACTED] follow up today

OFFICIAL

Dear Megan,

I checked in with [REDACTED].

[REDACTED] injuries included [REDACTED].

Natalie Dickie | Deputy Principal
Calwell High School | Education Directorate | ACT Government
111 Casey Crescent Calwell ACT 2905 | <http://www.calwellhs.act.edu.au>
(02) 6142 1930



RESPECT | SELF-DISCIPLINE | ACHIEVEMENT | COURAGE

Fitzgibbon, Breanna

From: Toogood, Tim
Sent: Friday, 25 March 2022 3:41 PM
To: Seton, Sam; Watson, Sarah
Subject: Re: FOR PRIORITY CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

Hi Sam,
 This TRIM folder is locked and we can't access it. Are you able to provide a word copy?
 Cheers,

Tim Toogood
Director School Operations
Phone: 0468514690 Email: tim.toogood@act.gov.au
School Improvement Branch | Education | ACT Government
Hedley Beare Centre for Teaching and Learning Stirling | GPO Box 158 Canberra ACT 2601
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I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

From: Seton, Sam <Sam.Seton@act.gov.au>
Sent: Friday, March 25, 2022 3:35:07 PM
To: Toogood, Tim <Tim.Toogood@act.gov.au>; Watson, Sarah <Sarah.Watson@act.gov.au>
Subject: FW: FOR PRIORITY CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

OFFICIAL: Sensitive

Sam Seton | Executive Branch Manager
 Phone 02 62057196 | sam.seton@act.gov.au
Student Engagement
 Education Directorate | ACT Government
 GPO Box 158 Canberra ACT 2601 | www.act.gov.au



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From: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>
Sent: Friday, 25 March 2022 3:10 PM
To: EGMSDD <EGMSDD@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>
Cc: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>; Seton, Sam <Sam.Seton@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Subject: FOR PRIORITY CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

Hi Laura,

Please progress to Kate with priority

Clearance Advice	
TRIM No	FILE22/3275
Clearance due date /Critical Date	25 March 2022
Critical date reason (if applicable)	Incident Caveat Briefing for priority clearance
Context/Background information for clearance	Staff members have been involved in an incident at Calwell High School resulting in the serious assault of one staff member and student Student is to be suspended for 15 days P&P providing support as necessary.
Additional Comments	Please provide drop copies to EGM SI and EBM P&P upon EGM SDD clearance and progression to DDG

Kim Peisley (she/her) | Executive Officer

Executive Branch Manager, Student Engagement- Sam Seton

Executive Branch Manager, Complex Case Management- Jessie Atkins

Microsoft Teams | Email: kim.peisley@act.gov.au

Student Engagement | Education | ACT Government

Hedley Beare Centre for Teaching & Learning | 51 Fremantle Drive Stirling ACT 2611 |

GPO Box 158 Canberra ACT 2601

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Fitzgibbon, Breanna

From: Norton, Sue (ACTGOV) <Sue.Norton@act.gov.au>
Sent: Friday, 25 March 2022 3:58 PM
To: Altenburg, Meqan (ACTEDU)
Subject: comms to [REDACTED]

[REDACTED]

I am writing to inform you about the outcome of the incident that occurred yesterday:

- [REDACTED]
- [REDACTED] will be suspended for 15 days due to the level of violence imposed on both staff and a student. During this time the school will be working with the Education Directorate to ensure strategies and supports are available for [REDACTED] to resume [REDACTED] education safely. In the meantime the school will provide learning for [REDACTED] to complete at home, a pack/ will be ready for collection on xxxxxxx.

If you would like to speak to someone about this please contact complaints and families on xxxxxxx or Tim Toogood on xxxxxxxx

Fitzgibbon, Breanna

From: School Operations
Sent: Friday, 25 March 2022 4:23 PM
To: School Operations; DGEDUoffice; Haire, Katy; DDGEDUoffice; Simmons, Jane; Efthymiades, Deb; Matthews, David; Huxley, Mark; EGMSIoffice; McMahon, Kate; EGMSDD; Norton, Sue; Hamilton, Judith; Willis, Kris; Gwilliam, Stephen; Spence, Angela; Moore, Nicole; Atkins, Jessie; Howard, Melinda
Cc: EDU Student Engagement Director's Office; EDU Feedback and Complaints; ICW EBM Office; EDU Legal Liaison; Dunn, Katie; Seton, Sam; Ackland, Daniel; Toogood, Tim; Watson, Sarah; Brazier, Todd; EDU Media; EDU, eSafety; Digital Strategy Services and Transformation
Subject: Initial Incident Notification - CALWELL HIGH SCHOOL - 24 March 2022

OFFICIAL

TRIM RECORD: FILE2022/3278

PART 1 – Initial Incident Notification

School Name	Calwell High School		
Type of Incident	<input checked="" type="checkbox"/> Injury to staff	<input checked="" type="checkbox"/> Injury to student	<input type="checkbox"/> Reportable Conduct
	<input checked="" type="checkbox"/> Restrictive Practice	<input checked="" type="checkbox"/> Occupational Violence	<input type="checkbox"/> Nuisance/threatening behaviour
	<input type="checkbox"/> Lock Down	<input type="checkbox"/> Illegal activity	<input checked="" type="checkbox"/> Student welfare concern
	<input type="checkbox"/> Sharps	<input type="checkbox"/> Parent/carer involved	<input checked="" type="checkbox"/> Property Damage
	<input type="checkbox"/> E-Safety/social media	<input type="checkbox"/> Other:	
Date of Incident	24 March 2022	Date and Time Incident Notified to School Operations	24 March 2022 - 2pm
Time of Incident	Lesson 4		
Incident Details	<ul style="list-style-type: none"> Two students, student A and student B had a confrontation and staff moved both students to the front office to resolve the confrontation. Student A was placed in the Principal's office and student B in separate space A group of students followed the pair into the front office. Coincidentally [redacted] (Student C) was meeting with the Deputy Principal in their office at the time Student C left the Deputy's office and was informed by the group of students in the front office that [redacted] (Student B) had been in a confrontation with Student A Student C proceeded to push several staff members out of the way to gain access to Student A and began to physically assault [redacted] [redacted] intervened to separate Student C and Student A. [redacted] pushed student C to remove them from the space Whilst intervening, [redacted] sustained injuries [redacted] 		

	<ul style="list-style-type: none"> • Police were called and attended quickly • Student B and C's [REDACTED] attended the school and communicated with police 		
Emergency Services Called	<input checked="" type="checkbox"/> ACT Policing	<input type="checkbox"/> ACT Fire and Rescue	
	<input type="checkbox"/> State Emergency Services	<input type="checkbox"/> ACT Ambulance Service	
School Principal	Megan Altenburg		
DSI/Network	Sue Norton - Tuggeranong		
Immediate actions taken (if applicable)	<ul style="list-style-type: none"> • Group of students were supported to leave front office and return to class • Police were called • First aid provided to [REDACTED] • Student C issued with 15 day suspension • EAP support offered 		
Riskman Complete?	Yes	Student Accident / Injury Form Completed?	
Additional notes	<ul style="list-style-type: none"> • DSI, Student Engagement and School Operations are continuing to support the school • This incident was possibly filmed, e-safety have been advised. • Director SO, DSI and Police are meeting on Monday 28th March 2022 		

Kind regards

Lisa Greig | School Operations

School Improvement Branch | Education Directorate | ACT Government

Phone: +61 02 620 50079 | Email: Lisa.Greig@act.gov.au

Hedley Beare Centre for Teaching and Learning | GPO Box 158 Canberra ACT 2601

www.education.act.gov.au



I acknowledge the traditional custodians of the lands and waters where we live and work and pay my respects to elders past, present and future.

From: [EDU, EBM P&P](#)
To: [EDU, EGMSG](#)
Subject: FW: SG CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Date: Friday, 25 March 2022 4:35:00 PM
Attachments: [SCHOOL MANAGEMENT - Security - S G CAVEAT BRIEFING- Calwell High School Incident- 25 March 2022 - 2022.tr5](#)

OFFICIAL: Sensitive

Hi Catherine,

Could you please pass the attached on to EGMSG for information?

Thanks,

Molly McKay | Executive Officer to Daniel Ackland, Executive Branch Manager People and Performance

Phone: 02 6207 2736 | Email: molly.mckay@act.gov.au

People and Performance Branch | Education Directorate | ACT Government

51 Fremantle Drive, Stirling, ACT 2611 | GPO Box 158 Canberra ACT 2601

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From: Ackland, Daniel <Daniel.Ackland@act.gov.au>
Sent: Friday, 25 March 2022 4:35 PM
To: EDU, EBM P&P <ebmpp.edu@act.gov.au>
Subject: RE: SG CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

OFFICIAL: Sensitive

Can you please make sure Dave has this if he hasn't already

Daniel Ackland | Executive Branch Manager, People and Performance

Phone: 02 620 51820 | Mobile: 0481 298 383 | Email: Daniel.Ackland@act.gov.au

People and Performance | Education | ACT Government

51 Fremantle Drive, Stirling, ACT 2611 | GPO Box 158 Canberra ACT 2601

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From: EDU, EBM P&P <ebmpp.edu@act.gov.au>
Sent: Friday, 25 March 2022 4:00 PM
To: Ackland, Daniel <Daniel.Ackland@act.gov.au>
Subject: FW: SG CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

FYI

Molly McKay | Executive Officer to Daniel Ackland, Executive Branch Manager People and Performance

Phone: 02 6207 2736 | Email: molly.mckay@act.gov.au

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From: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>
Sent: Friday, 25 March 2022 3:49 PM
To: EDU, EBM P&P <ebmpp.edu@act.gov.au>
Cc: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>
Subject: SG CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

Afternoon,

For information.

Now with DDG for clearance.

Cheers,

Kim

From: EGMSDD <EGMSDD@act.gov.au>
Sent: Friday, 25 March 2022 3:37 PM
To: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>
Subject: [FOR PRIORITY CLEARANCE]: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

Hi SE,

Drop copy for you, this was sent to DDG.

Thanks,
Tahlia

From: EGMSDD <EGMSDD@act.gov.au>
Sent: Friday, 25 March 2022 3:27 PM
To: DDGEDUoffice <DDGEDUoffice@act.gov.au>
Cc: EGMSDD <EGMSDD@act.gov.au>
Subject: [FOR PRIORITY CLEARANCE]: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

Good afternoon,

Please see for clearance.

Thanks,
Tahlia

From: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>
Sent: Friday, 25 March 2022 3:10 PM
To: EGMSDD <EGMSDD@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>
Cc: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>; Seton, Sam <Sam.Seton@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Subject: FOR PRIORITY CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

Hi Laura,

Please progress to Kate with priority

Clearance Advice	
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Additional Comments	Please provide drop copies to EGM SI and EBM P&P upon EGM SDD clearance and progression to DDG

Kim Peisley (she/her) | Executive Officer
 Executive Branch Manager, Student Engagement- Sam Seton
 Executive Branch Manager, Complex Case Management- Jessie Atkins
 Microsoft Teams | Email: kim.peisley@act.gov.au
 Student Engagement | Education | ACT Government
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From: [Simmons, Jane](#)
To: [Haire, Katy](#)
Subject: RE: FOR CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Date: Sunday, 27 March 2022 6:50:01 PM

Hi katy

I completely agree and I have asked for all of that.

Marks addition to the brief was the last dot point only.

In the morning I will send an email requesting the following:

- CAVEAT briefs- minimum information required
 - including welfare of staff
 - Time and date of incident
 - Time and date of notification
 - Facts of events in chronological order
 - Wellbeing of students
 - Wellbeing of staff
- Other things also need to be included
- From tomorrow, school operations are to write these briefs not Sam Seton. Ridiculous as she had no information about [REDACTED] staff only the student information. SoP need to prepare consult with Sams area not here writing it. I got told about it twice in the space of 10 mins – from Mark and Sam. SoP need to own the process and it needs to be clear who is responsible for the brief.

I also think they have been desensitised to such serious incidents. I regard this as one of the most serious issues we could have [REDACTED] but you wouldn't know from the brief.

[REDACTED]

In the spirit of positivity, this will get sorted.

Jane

From: Haire, Katy <Katy.Haire@act.gov.au>
Sent: Sunday, 27 March 2022 4:09 PM
To: Simmons, Jane <Jane.Simmons@act.gov.au>
Subject: RE: FOR CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

OFFICIAL: Sensitive

Thanks Jane. I can't see Mark's markup in the Word document you've forwarded to me – apologies if that's a capability issue on my part.

The caveat brief is not clear enough about which staff members have been injured affected/injured; [REDACTED] should be included in here as well as any

additional information about the injured staff member. Also need to ensure that Worksafe requirements are completed – I imagine that this will meet the threshold as I assume the injured staff member went to hospital?

We also need any information about the current welfare of all/any injured staff. Can it also include what arrangements are in place to support the Acting Principal and staff at the school tomorrow and for the rest of the term?

I agree that this is a very disturbing incident and that we both needed to know about it a lot sooner and I endorse your proposal to review processes tomorrow. For something like this I would expect a phone call from Mark on the day it occurs – noting that it appears he did not know about it until Friday in this instance.

Thank you, KH

Katy Haire | Director-General **Education Directorate** | ACT Government

T: +61 2 6205 9158 | E: katy.haire@act.gov.au

GPO [Box 158 Canberra ACT 2601](#) | www.education.act.gov.au

From: Simmons, Jane <Jane.Simmons@act.gov.au>

Sent: Sunday, 27 March 2022 3:08 PM

To: Haire, Katy <Katy.Haire@act.gov.au>

Subject: FW: FOR CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

Hi Katy

See attached but noting it will be going into TRIM but out of TRIM so you can see before tomorrow. TRIM isn't allowing me access either.

I have left Marks comments in FYI and have also requested an update tomorrow on the Staff's wellbeing.

In short, the DSI was advised on Thursday there was an incident but not details. The serious and details was not known until Friday early afternoon. In my mind the DSI should have followed up as to what the incident was. That didn't occur.

I have said to Mark and Kate we need to review processes as the timing of information coming to us was not satisfactory [REDACTED]. I will follow up tomorrow but I do think we need to review processes. Will talk tomorrow why and a solution.

Note the MO were made aware at around the same time I contacted you.

Jane

From: Simmons, Jane
Sent: Sunday, 27 March 2022 3:02 PM
To: Huxley, Mark <Mark.Huxley@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>
Cc: EGMSIoffice <EGMSIoffice@act.gov.au>; Watson, Sarah <Sarah.Watson@act.gov.au>
Subject: RE: FOR CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

Good afternoon everyone (and not assuming everyone is reading emails on a Sunday)

Thanks Mark and I agree.

I think we also need to look at processes for such complex and serious issues as well and to ensure everyone who needs to has input.

Can we please have an update on the wellbeing of staff tomorrow?

Included is the brief with track changes accepted

[@DDGEDUoffice](mailto:DDGEDUoffice) can we put into TRIM tomorrow please but I will send to the DG out of Trim for visibility now.

Jane

From: Huxley, Mark <Mark.Huxley@act.gov.au>
Sent: Sunday, 27 March 2022 11:57 AM
To: Simmons, Jane <Jane.Simmons@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>
Cc: EGMSIoffice <EGMSIoffice@act.gov.au>; Watson, Sarah <Sarah.Watson@act.gov.au>
Subject: RE: FOR CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

Hi Jane,

Kate and Sam did a great job coordinating the caveat brief with Sue. I have made some additions and left in track changes in relation to the differentiated support plan Calwell HS has in place as it is directly relevant to this event. (TRIM wont let me access the document so I have attached for consideration).

As discussed, the complexity of the situation and the variance in individual accounts meant that school ops took longer than normal to put the incident notice up. It aligns now to the information in the caveat brief. The other complicating factor was the [REDACTED] account of the situation and the additional supports put in place on Friday [REDACTED] [REDACTED] [REDACTED]. This delayed the relaying of information to school operations.

In acknowledgment of the delays in the incident report, I provided a verbal update to yourself and also to Bec Hobbs in the Ministers office on Friday. We will review the process in responding as an initial written incident notice (holding email with details to follow) late Thursday or early

Friday would have been appropriate whilst the details were sorted through for the full incident report.

Happy to discuss further.

Cheers

Mark

- This suspension is reflective of the severity of the attack on a student and several members of staff.
- School Operations, Student Engagement, and People and Performance will assist CHS in the management of this situation and support [REDACTED] positive re-entry to school.
- As of 25 March 2022, seven Riskman reports have been received and a Wellbeing Officer from people and Performance branch will conduct welfare and wellbeing checks by close of business 25/3/22.
- ACT Policing have had involvement in this incident and any further information will be provided in the future.
- Onsite EAP supports are being arranged for Monday 28 March 2022.
- People and Performance are also supporting the Principal and DSI for wellbeing coordination and possible staffing matters. Advice will also be provided regarding Workers Compensation administration.
- An Occupational Violence Risk Assessment will be completed in due course.
- Further briefing will be provided to you on the wellbeing of the staff member, [REDACTED] re-entry to school.
- Calwell HS has been receiving additional supports through a differentiated support plan focusing on strengthening capacity and capability in approaches to student wellbeing including incident management. This event will be reviewed and supports adjusted accordingly.

Signatory Name: Sam Seton
Executive Branch Manager, Student
Engagement

25 March 2022

From: [Ackland, Daniel](#)
To: [Matthews, David](#)
Cc: [EDU_EGMBSG](#)
Subject: FW: question re EDU Temporary Closure of Schools Policy
Date: Monday, 28 March 2022 10:53:00 AM
Attachments: [Temporary-Closure-Schools-Procedure.docx](#)

OFFICIAL: Sensitive

Dave,

Please see link to the policy - [Temporary Closure of Schools Policy - Education \(act.gov.au\)](#)

I believe under 2.3 and 2.4 this would cover Jane's request specific to work health and safety risk.

For your approval prior to going to Jane.

Daniel Ackland | Executive Branch Manager, People and Performance
 Phone: 02 620 51820 | Mobile: 0481 298 383 | Email: Daniel.Ackland@act.gov.au
 People and Performance | Education | ACT Government
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From: Erickson, Kate <Kate.Erickson@act.gov.au>
Sent: Sunday, 27 March 2022 9:28 PM
To: Ackland, Daniel <Daniel.Ackland@act.gov.au>; Moriarty, Megan <Megan.Moriarty@act.gov.au>; Tranda, Michelle <Michelle.TRANDA@act.gov.au>; Tarrant, Sarah <Sarah.Tarrant@act.gov.au>
Subject: RE: question re EDU Temporary Closure of Schools Policy

OFFICIAL: Sensitive

Hi Daniel

I am sure the others will have greater appreciation of the policy – procedures are attached.

Seems that the policy speaks of 'immediate or imminent threat to the physical health or safety of student, staff or community members.'

3. School closure may be due to school specific circumstances including but not exclusive to the following situations:
 - emergency or critical incident
 - risk to health or safety
 - identification of asbestos
 - burst water pipe
 - power failure.
4. A lead agency may recommend the temporary closure of schools in prescribed circumstances. A prescribed circumstance includes but is not exclusive to the following situations:
 - emergency or critical incident
 - risk to health or safety
 - instruction from the Chief Medical Officer
 - epidemic/pandemic
 - industrial action
 - days of persistent extreme weather conditions (thermal comfort)

- where a facility has been identified for closure during an extreme or catastrophic fire danger rating.

The procedures speak of approvals and the nomination by the principal of two staff members to stay with students if less than one full working day's notice is provided to ensure care for students.

Link to the policy is - [Temporary Closure of Schools Policy - Education \(act.gov.au\)](#)

Thanks
Kate

From: Ackland, Daniel <Daniel.Ackland@act.gov.au>
Sent: Sunday, 27 March 2022 6:57 PM
To: Moriarty, Megan <Megan.Moriarty@act.gov.au>; Erickson, Kate <Kate.Erickson@act.gov.au>; Tranda, Michelle <Michelle.TRANDA@act.gov.au>; Tarrant, Sarah <Sarah.Tarrant@act.gov.au>
Subject: question re EDU Temporary Closure of Schools Policy

OFFICIAL: Sensitive

Hi All,

Hoping someone can help me out with the below:

<p>Face to face teaching free days <i>Options for consideration:</i></p> <ul style="list-style-type: none"> • <i>no students on site (preferred)</i> • <i>students who can't be cared for at home will be able to attend school with minimum supervision</i> • <i>School supervisory model (not recommended)</i> 	<ul style="list-style-type: none"> • Would provide teachers and school leaders time to complete students reports and assessments and undertake teaching and learning planning for the year. • EDU Temporary Closure of Schools policy and supporting procedure provides four categories that enable the policy to be enacted. This strategy would be enacted under the provision that supports emergency / critical incident / crisis response. • Risk of student supervision still being required due to parents being unable to keep their child/ren home; therefore may not relieve some time pressures.
--	--

Does anyone know if the **EDU Temporary Closure of Schools policy** will cover whether or not this can be done?

I need an answer first up tomorrow, so if anyone knows please let me know.

Daniel Ackland | Executive Branch Manager, People and Performance
 Phone: 02 620 51820 | Mobile: 0481 298 383 | Email: Daniel.Ackland@act.gov.au
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TEMPORARY CLOSURE OF SCHOOLS PROCEDURE

These procedures must be read in conjunction with *Temporary Closure of Schools Policy*.

1. Overview

- 1.1. These procedures set out the processes to be followed when a decision is made to temporarily close a school when circumstances described in the Policy arise.

2. Rationale

- 2.1. These procedures ensure a consistent, orderly process to the temporary closure of schools that protects the safety of individuals on school premises.

3. Procedures

Temporary closures

- 3.1. Approval for the temporary closure of a school in relation to school specific circumstances may be provided to a principal verbally by the appropriate School Network Leader.
- 3.2. Written verification must be provided to the relevant principal by the School Network Leader within two working days.
- 3.3. This documentation must be kept on file by both the principal and the School Network Leader.
- 3.4. Directives regarding temporary school closures in prescribed circumstances are managed by an identified lead agency and schools are to refer to the *Incident/Emergency Management Framework*.

Consultation and communication

- 3.5. In the event of a temporary school closure, principals must:
 - consult with the School Network Leader
 - ensure parents of each child are notified. Notification may, in certain circumstances, include a written note to parents, visible signs at school entrances, social media, radio or television announcements and/or advertisements in newspapers.
 - schools are not to rely solely on written notices or notification by social media.

Duty of care

- 3.6. When a school is closed at short notice (within one full working day), two staff members determined by the principal must remain at the school to provide care for students who remain at school or who may arrive after the temporary closure has commenced.
- 3.7. Students must not be sent home without prior notice to parents

Record keeping

- 3.8. School rolls must be marked to reflect the schools status as temporarily closed.
- 3.9. The circumstances of the temporary school closure must be documented and this information, together with the written authority to close the school, kept on an official school file.

4. Contact

- 4.1. The Director, Governance and Assurance is responsible for this procedure.
- 4.2. For support contact Governance and Assurance Branch on (02) 6207 1974.

5. Complaints

- 5.1. Any concerns about the application of this procedure or the procedure itself, should be raised with:
- the school principal in the first instance;
 - contact the Directorate's Liaison Unit on (02) 6205 5429;
 - online at http://www.det.act.gov.au/contact_us.
 - see also the *Complaints Policy* on the Directorate's website.

6. References

6.1. Definitions

- **School:** includes ACT Public pre-schools, primary schools, high schools and colleges.
- **Critical Incident:** refers to any situation that poses an immediate threat to the safety of students and staff.
- **Emergency:** refers to an actual or imminent threat which requires a significant and coordinated Directorate response (e.g. pandemic, elevated fire danger).
- **Incident:** A localised event which can be dealt with by a business unit within normal operating resources (e.g. isolated report of notifiable diseases).

6.2. Related Policies and Documents

In the event that a school is to be closed on a temporary basis the following protocols and plans may be utilised to assist with this course of action:

- *School Emergency Management Plans* - provide schools and the Directorate with site specific guidelines in relation to managing emergencies;
- *Bushfire Package- Temporary School Closure During an Elevated Fire Danger Rating* – provide schools and the Directorate with protocols to be implemented during bushfire season when an elevated fire danger rating is declared (posted on Index);
- The *Directorate Emergency/Incident Notification Framework* - provide schools and the Directorate with a framework and overview of roles and responsibilities involved with the notification of an emergency/incident and for any response /action if required.
- Emergency Control (Australian Standards AS 3745 – 2010)
- Industrial Action Affecting the Operation of Schools Policy
- Managing High Temperature in ACT Public Schools

Fitzgibbon, Breanna

From: Toogood, Tim
Sent: Monday, 28 March 2022 2:14 PM
To: Smith, Rebecca
Cc: Norton, Sue; Murtagh, Aisling (ACTEDU)
Subject: RE: OVRA [REDACTED] Calwell High School

OFFICIAL: Sensitive

That is correct.

Cheers,

Tim Toogood

Director School Operations

Phone: 0468514690 Email: tim.toogood@act.gov.au

School Improvement Branch | Education | ACT Government

Hedley Beare Centre for Teaching and Learning Stirling | GPO Box 158 Canberra ACT 2601

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I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

From: Smith, Rebecca <Rebecca.Smith@act.gov.au>
Sent: Monday, 28 March 2022 12:44 PM
To: Toogood, Tim <Tim.Toogood@act.gov.au>
Cc: Norton, Sue <Sue.Norton@act.gov.au>; Murtagh, Aisling (ACTEDU) <Aisling.Murtagh@ed.act.edu.au>
Subject: RE: OVRA [REDACTED] Calwell High School

OFFICIAL: Sensitive

Hi Tim,
Calwell High submitted a riskman last week and this was triaged and allocated for response by Aisling this morning. Aisling will be reaching out to the school and offering an OVRA.
I believe [REDACTED] Aisling would be best to organise the OVRA with one of the Deputies (Trish/Natalie) – is this correct?
Bec

Rebecca Smith | Director Occupational Violence and Complex Case Management Team

Phone: +61 2 6205 0680 | Email: rebecca.smith@ed.act.edu.au

Education Support Office | Education Directorate | ACT Government

Hedley Beare Centre for Teaching and Learning | 51 Fremantle Drive, Stirling, Canberra ACT 2611

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I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

From: Toogood, Tim <Tim.Toogood@act.gov.au>
Sent: Monday, 28 March 2022 12:25 PM
To: Smith, Rebecca <Rebecca.Smith@act.gov.au>
Cc: Norton, Sue <Sue.Norton@act.gov.au>
Subject: OVRA [REDACTED] Calwell High School

OFFICIAL: Sensitive

Hi Rebecca,

Can you please organise someone from the OV team to contact Calwell High School to support an OVRA following the incident with [REDACTED] last Thursday?

Let me know if there anything else I can do to support this. Timeframe is tight, as it really needs to be done prior to the end of term.

Cheers,

Tim Toogood
Director School Operations
Phone: 0468514690 Email: tim.toogood@act.gov.au
School Improvement Branch | Education | ACT Government
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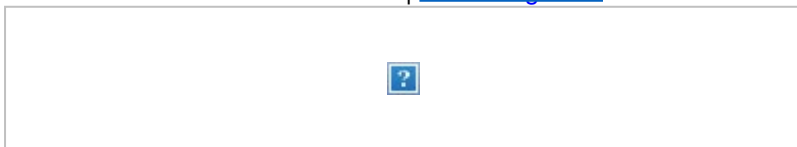
I acknowledge the traditional custodians of the lands and waters where we live and work, and pay my respects to elders past, present and future.

From: [Atkins, Jessie](#)
To: [Walpole, Murray](#); [Seton, Sam](#)
Subject: RE: Calwell
Date: Monday, 28 March 2022 3:27:57 PM
Attachments: [image001.png](#)
[image002.png](#)

OFFICIAL

Thank you for this update. Really well done!
Kind regards
Jessie

Jessie Atkins
Executive Branch Manager | Complex Case Management
P: 0423 079 443 | E: jessie.atkins@act.gov.au
Student Engagement | Education Directorate | ACT Government
GPO Box 158 Canberra ACT 2601 | www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work

From: Walpole, Murray <Murray.Walpole@act.gov.au>
Sent: Monday, 28 March 2022 3:27 PM
To: Seton, Sam <Sam.Seton@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Subject: RE: Calwell

OFFICIAL

Will do

From: Seton, Sam <Sam.Seton@act.gov.au>
Sent: Monday, 28 March 2022 3:25 PM
To: Walpole, Murray <Murray.Walpole@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Subject: RE: Calwell

OFFICIAL

Well done!
Let us know if you need any supports as you work through this with the school.
Kind regards

Sam Seton | Executive Branch Manager
Phone 02 62057196 | sam.seton@act.gov.au
Student Engagement
Education Directorate | ACT Government
GPO Box 158 Canberra ACT 2601 | www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work

From: Walpole, Murray <Murray.Walpole@act.gov.au>
Sent: Monday, 28 March 2022 3:23 PM
To: Seton, Sam <Sam.Seton@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Subject: Calwell

OFFICIAL

Hi Jessie and Sam

Meeting went quite differently to what we expected. Sue and the 2 deputies were all very interested in what PBL was about and how it could help them. They asked a lot of questions of us not the other way around. There was definitely an understanding that it's at the Universal level that they must begin with.

So we spent most of the time formulating a simple plan to move forward. It consisted of selecting a behaviour that is achievable, to make some improvement in (respectful language), target it with simple instruction, and get staff to acknowledge it through specific positive feedback. We will take data at the beginning and end of the 2 week period and feed that back to staff (if there is any improvement). The hope is this will get staff focussing on the 60% of students doing the right thing and thus starting to build that culture.

We will meet with a small team, that they are selecting, towards the end of stand down to train them. Then they will deliver the plan to staff on the afternoon of the first day back.

Then we can slowly work on putting in place the other systems and practices for both behaviour and quality teaching. (will probably need to engage curriculum people at some stage)

So a promising start.

Murray Walpole

Senior Director | Student Engagement & School Support

P: 0490 042 421 | E: murray.walpole@act.gov.au

Student Engagement | Education Directorate | ACT Government

GPO Box 158 Canberra ACT 2601 | www.act.gov.au



The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work

From: [Norton, Sue](#)
To: [Marton, Trish](#); [Dickie, Natalie \(ACTEDU\)](#)
Cc: [Walpole, Murray](#); [Wensing, Michael](#); [Toogood, Tim](#); [Collins, Steven \(ACTEDU\)](#)
Subject: Wellbeing strategy....
Date: Tuesday, 29 March 2022 4:42:13 PM

Dear Trish and Natalie

Thank you for meeting yesterday with Murray and Michael, looking at data and discussing a sharp and targeted approach to reframing positive acknowledgements at Calwell HS next term.

The actions that we discussed are as follows:

- Prepare a one page strategic plan for the introduction of reframing positive acknowledgement.
- Meet with the wellbeing team during the second week of stand down with Murray and Michael and look at the data to establish the 'why' and the 'how' to increase students in the green.
- Prepare presentation for staff in week 1 about reframing positive acknowledgement
- Staff to decide whether they will use ticket system as a reminder to staff to focus on positive acknowledgement
- Develop a school wide approach to the priority (eg. One of the expectations – possibly respect/speaking respectfully) area and how this will be communicated to students and acknowledged
- Pastoral care (Aspire) to focus on the priority – how will we gain a common understanding for all staff to deliver the message?
- Community comms to be developed to inform community of the priority being focused on

Can we please discuss when I call out later in the week?

Thank you
Sue

From: [Ackland, Daniel](#)
To: [Matthews, David](#); [Selfe, Sophie](#)
Subject: RE: Work safety concerns at Calwell High School
Date: Thursday, 31 March 2022 8:29:00 AM
Attachments: [image001.png](#)

OFFICIAL: Sensitive

Dave,

I have included past fortnight staff absence data FYI (Calwell High has listed as 25FTE establishment). These absence rates as a trend are significantly lower than numerous other schools.

30/3	-	9 absences with 1 relief cover for a total of 8 missing
29/3	-	4 absences with 1 relief cover for a total of 3 missing
28/3	-	7 absences with 1 relief cover for a total of 6 missing
25/3	-	3 absences with 3 relief (of which 1 was from central relief pool) cover for a total of 0 missing
24/3	DATE OF INCIDENT	3 absences with 3 relief (of which 1 was from central relief pool) cover for a total of 0 missing
23/3	-	4 absences with 3 relief (of which 1 was from central relief pool) cover for a total of 1 missing
22/3	-	4 absences with 3 relief cover for a total of 1 missing
21/3	-	2 absences with 1 relief cover for a total of 1 missing
18/3	-	6 absences with 3 relief cover for a total of 3 missing
17/3	-	9 absences with 2 relief (of which 1 was from central relief pool) cover for a total of 7 missing

Daniel Ackland | Executive Branch Manager, People and Performance
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From: Matthews, David <David.Matthews@act.gov.au>
Sent: Thursday, 31 March 2022 8:09 AM
To: Ackland, Daniel <Daniel.Ackland@act.gov.au>; Selfe, Sophie <Sophie.Selfe@act.gov.au>
Subject: FW: Work safety concerns at Calwell High School

OFFICIAL: Sensitive

From: [REDACTED] <[REDACTED]@aeuact.org.au>
Sent: Wednesday, 30 March 2022 7:25 PM
To: Haire, Katy <Katy.Haire@act.gov.au>
Cc: Simmons, Jane <Jane.Simmons@act.gov.au>; Matthews, David

<David.Matthews@act.gov.au>; [REDACTED]@aeuact.org.au>; [REDACTED]
[REDACTED]@aeuact.org.au>; [REDACTED]
[REDACTED]@aeuact.org.au>

Subject: Work safety concerns at Calwell High School

CAUTION: This email originated from outside of the ACT Government. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi Katy

Apologies for the late email. We would have followed up tomorrow by phone, [REDACTED]. [REDACTED] have operational carriage of this matter for the AEU.

Yesterday afternoon our members at Calwell High School met to discuss the recent pressures that their school has been under. This included serious work safety concerns and ongoing staffing problems. At their meeting, they unanimously passed a motion that:

The Calwell High School sub-branch seeks the urgent assistance of Work Safe ACT and the AEU branch office to make our workplace safe.

The ACT Education Directorate has failed to maintain the staffing levels it promised to the school in June 2021, and the school is unable to secure relief teachers to cover ongoing absences.

Serious and recurring staff absences have resulted in the frequent collapsing of classes, and this is exacerbating serious instances of occupational violence and dramatically undermining the health and wellbeing of staff and students. Collapsed classes routinely breach enterprise agreement limits and with up to 60 students in a single class, the composition of students is not able to be controlled compounding the dangers and the risks.

The sub-branch notes that a staff member has been physically injured because of a recent occupational violence incident, and that the ongoing student defiance, violence and mobbing behaviours are contributing to staff feeling unsafe.

Calwell High School sub-branch is aware of the extensive teacher shortage across the ACT, and the staff shortage matrix which the Education Directorate is supposed to be using to make our workplaces safe. Calwell High School has been accessing the Level 3 measures in the matrix, but these have been unable to be delivered consistently. The school has not yet accessed the level 4 measures in the matrix (including school closure measures), and this is exposing staff and students to dangerous ongoing threats to their health and safety.

The sub-branch requests that the school's senior executive continue discussions with the Education Directorate to secure additional staff to resolve the current situation.

In accordance with the request of our members, today we have raised their concerns with Worksafe ACT. We have also advised our members to continue logging work safety concerns via

Riskman and behaviour incidents via SAS. We have been provided with a number of reports made by our members over recent weeks that detail significant work safety concerns. We have not provided those reports because they will identify the members who made them.

Further, we note with disappointment that these staffing concerns have re-emerged after we resolved a formal dispute about staffing and teaching hours under the dispute resolution provisions of the Teaching Staff Enterprise Agreement in July 2021. Our members now report that the measures we agreed to in resolution of that dispute have not been honoured by their employer. While we will investigate and consider how best to approach the industrial concerns raised by this situation, our most immediate concern and highest priority is the safety of staff and students at the school.

While the sub-branch has not directly asked us to raise these matters with the Education Directorate, we know that you are committed to ensuring the safety of staff and students in our schools and request your assistance in ensuring that the situation at Calwell is made safe. We note that the ACT Government has committed, through the Teaching Staff Enterprise Agreement, to ensure that the highest levels of health and safety are maintained for all employees. We want to work with the Education Directorate to ensure that this is the case for all AEU members in ACT Public Schools.

We seek your assistance to resolve the work safety concerns of AEU members at Calwell High School and to prevent similar work safety concerns from arising at other school sites.

Regards

[REDACTED]
Australian Education Union – ACT Branch

40 Brisbane Avenue, Barton ACT 2600

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From: [Clinch, Jolene](#) on behalf of [DDGEDUoffice](#)
To: [DGEDUoffice](#)
Cc: [DDGEDUoffice](#)
Subject: FOR ADVICE: FILE22/3275 S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Date: Thursday, 31 March 2022 10:00:09 AM

OFFICIAL: Sensitive

Hi Courtney

I have been working with SI over the last week to get the most up to date information as there have been several meetings over the last 2 weeks. I received the latest update from SI late yesterday and will send up once DDG has reviewed this morning.

Thank you
Jolene

From: DGEDUoffice <DGEDUoffice@act.gov.au>
Sent: Wednesday, 30 March 2022 4:13 PM
To: EGMSDD <EGMSDD@act.gov.au>; EGMSIoffice <EGMSIoffice@act.gov.au>
Cc: DGEDUoffice <DGEDUoffice@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>
Subject: FOR ADVICE: FILE22/3275 S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

OFFICIAL: Sensitive

Good afternoon all,

Please see below request from DG for an update on the welfare and wellbeing of all staff and students involved in this incident.

Can you please provide this as soon as the information is available?

Kind regards,
Courtney

Courtney Pilicic | A/g Executive Support Officer to Katy Haire, Director-General, Education Directorate
Phone: 6207 8330 | Mobile: 0466 244 210 | Email: courtney.pilicic@act.gov.au
220 London Circuit, Canberra City ACT 2612 | GPO Box 158 Canberra ACT 2601
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From: Haire, Katy <Katy.Haire@act.gov.au>
Sent: Tuesday, 29 March 2022 2:37 PM
To: DGEDUoffice <DGEDUoffice@act.gov.au>
Subject: RE: FOR INFORMATION: FILE22/3275 S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

OFFICIAL: Sensitive

Can I please have an update on the welfare and wellbeing of all staff and students involved?

Also I note that the DDG has instituted processes to ensure that caveats on serious matters such as this are progressed faster and more efficiently in future.

Note: The version I received on Sunday was still a draft (I provided feedback directly to Jane on it) and was not provided to me for clearance.

Katy Haire | Director-General **Education Directorate** | ACT Government

T: +61 2 6205 9158 | E: katy.haire@act.gov.au

GPO [Box 158 Canberra ACT 2601](#) | www.education.act.gov.au

From: Reyes, Kristine <Kristine.Reyes@act.gov.au> **On Behalf Of** DGEDUoffice
Sent: Tuesday, 29 March 2022 11:48 AM
To: Haire, Katy <Katy.Haire@act.gov.au>
Subject: FOR INFORMATION: FILE22/3275 S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

Hi K

For your noting.

KR

From: Reyes, Kristine <Kristine.Reyes@act.gov.au> **On Behalf Of** DGEDUoffice
Sent: Tuesday, 29 March 2022 11:20 AM
To: DDGEDUoffice <DDGEDUoffice@act.gov.au>
Cc: DGEDUoffice <DGEDUoffice@act.gov.au>
Subject: FW: FOR PRIORITY CLEARANCE]: FILE22/3275 S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

Hi Jolene

Caveat brief on incidents can progress to MO with DDG clearance and only requires drop copy to DGO.

Thanks

KR

From: Clinch, Jolene <Jolene.Clinch@act.gov.au> **On Behalf Of** DDGEDUoffice
Sent: Tuesday, 29 March 2022 11:09 AM
To: DGEDUoffice <DGEDUoffice@act.gov.au>
Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>
Subject: FOR PRIORITY CLEARANCE]: FILE22/3275 S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022

Importance: High

OFFICIAL: Sensitive

Hi Team

Please find attached the Caveat brief on the incident at Calwell High late last week. This was sent to DG on Sunday night by DDG, just forwarding formally now.

Thank you
Jolene

From: Clinch, Jolene **On Behalf Of** DDGEDUoffice
Sent: Monday, 28 March 2022 9:15 AM
To: EGMSDD <EGMSDD@act.gov.au>
Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>; EGMSloffice <EGMSloffice@act.gov.au>; EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>; EDU, EBM P&P <ebmpp.edu@act.gov.au>
Subject: FW: [FOR PRIORITY CLEARANCE]: FILE22/3275 S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

Hi Team

This TRIM container has been updated with a version updated by Mark Huxley and approved by the DDG last night.

Kind regards
Jolene

From: EGMSDD <EGMSDD@act.gov.au>
Sent: Monday, 28 March 2022 8:32 AM
To: DDGEDUoffice <DDGEDUoffice@act.gov.au>
Cc: EGMSloffice <EGMSloffice@act.gov.au>; EDU, EBM P&P <ebmpp.edu@act.gov.au>; EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>
Subject: [FOR PRIORITY CLEARANCE]: FILE22/3275 S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

Good morning,

Please find attached for DDG clearance.

Drop copy – EGMSI, EBM P&P, SE

Thank you,
Tahlia

From: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>
Sent: Friday, 25 March 2022 3:10 PM
To: EGMSDD <EGMSDD@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>
Cc: EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>; Seton, Sam <Sam.Seton@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Subject: FOR PRIORITY CLEARANCE: S/G CAVEAT BRIEFING- Calwell High School Incident- 24 March 2022
Importance: High

OFFICIAL: Sensitive

Hi Laura,

Please progress to Kate with priority

Clearance Advice	
TRIM No	FILE22/3275
Clearance due date /Critical Date	25 March 2022
Critical date reason (if applicable)	Incident Caveat Briefing for priority clearance
Context/Background information for clearance	Staff members have been involved in an incident at Calwell High School resulting in the serious assault of one staff member and student Student is to be suspended for 15 days P&P providing support as necessary.
Additional Comments	Please provide drop copies to EGM SI and EBM P&P upon EGM SDD clearance and progression to DDG

Kim Peisley (she/her) | Executive Officer
 Executive Branch Manager, Student Engagement- Sam Seton
 Executive Branch Manager, Complex Case Management- Jessie Atkins
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