

# Whole – School Student Behaviour Support Plan

# *Our Vision Statement*

**Embrace**

**Embody**

**Empower**

Assisi Catholic College seeks Peace and Justice through education based on gospel values that:

- Embrace the love of God through our families, our faith community and our environment
- Embody the mission of Jesus through the Franciscan spirituality of St Francis and St Clare
- Empower all members of our community to make a difference in their world.

## 1. VISION AND MISSION

Franciscan ideals and values are central to our identity, vision, mission now and in the future. In accordance with our Vision Statement, we aim to develop responsible young Australians who consciously attempt to live out the gospel values in their everyday relationships with others, so that these practices show evidence of forgiveness, acceptance, justice, self-discipline, friendship, respect and caring.

As an authentic Catholic School, our Assisi Catholic College community recognizes that each student is entitled to a socially just education; where they are able to achieve their full potential, in an environment that is characterized by:

- the message and person of Jesus and the values described in the Gospel;
- a relevant Franciscan spirituality;
- an emphasis on the development of high quality interpersonal relationships;
- a curriculum that caters for all learners;
- a high level of co-operation and collaboration amongst staff, parents and students;
- non-discriminatory organizational and administrative procedures;
- effective channels of communication on all levels;
- a clearly stated, and consistently implemented, school responsible behaviour management plan which aims to develop self-directed, self-motivated learners who are able to make choices and accept responsibility for their own behaviour.

The Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and positive. Through our plan, shared expectations for student behaviour are clear for everyone, thereby assisting the College staff to create and maintain a safe and orderly learning and teaching environment.

*Assisi Catholic College emphasizes the formation of the responsible whole person and we value our whole-school approach to responsible behaviour through an effective program, which contains positive strategies and processes for assisting students to be the best that they can be.*

## 2. PROFILE OF COLLEGE

Assisi Catholic College is a P – 12 College with 1370 students enrolled and a dedicated staff of over 130 personnel (including Leadership Team, specialist teachers, support teachers, school officers and two Guidance Counsellors). The College has been organized around four precincts (Early, Junior, Middle and Senior).

Located at the northern end of the Gold Coast, the College draws from a wide catchment area and is expected to reach 1450 students by 2015. At present, there are three streams P – 6, four streams in Year 7 and five streams in Years 8 – 12.

## 3. CONSULTATIONS AND DATA REVIEW

This plan was developed in consultation with our school community. A consultative committee, with significant input by stakeholders, developed the initial Responsible Behaviour Plan in 2009. In light of the current information from Brisbane Catholic Education “Student Behaviour Support – Guidelines, Regulations and Procedures”, it has been reviewed and updated during March 2014.

Consultation occurred through Staff completing a Survey and/or participating in a Focus Group. A review of school data relating to behaviour incidents and disciplinary actions also informed the plan. (See Appendix 1 for details of collated data) The Plan was submitted to the College Principal, College Board and Area Supervisor for endorsement and will be reviewed **every five (5) years**.

#### 4. BELIEFS ABOUT LEARNING AND BEHAVIOUR

Parents are the prime educators of their children. Clearly, Assisi Catholic College will work closely with parents/caregivers in the education and development of children. Therefore:

1. Our College Motto: *Peace through Justice*, has been a guiding philosophy of our Student Behaviour Support Plan;
2. The Student Behaviour Support Plan will be informed by Brisbane Catholic Education “Student Behaviour Support: Guidelines, Regulations and Procedures” (2013)
3. All members of our School Community have rights, which need to be respected and responsibilities, which need to be enacted. We have specific practices, rules and procedures which promote these rights and responsibilities;
4. There must be a warm, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships. As a Learning Community, emphasis will be on educating the student about consequences of their actions rather than simply delivering retribution;
5. All rules and practices at Assisi Catholic College should be:
  - Fair and just
  - Purposeful and effective
  - Clear and concise
  - Regularly communicated, modelled and reviewed
  - Used consistently
  - Linked with logical consequences;
6. Any physical punishment is expressly prohibited.
7. Practices, rules and processes will be developed collaboratively through the involvement of community members;
8. Staff will be provided with access to quality professional development on various topics and in various forms as required. At the beginning of each year, a session during Professional Development Days will be held to update staff on the Student Behaviour Support Plan;
9. All in our College community will work in a collaborative manner, using all forms of helpful processes and engaging all appropriate agencies and assistance, to cater for the needs of our students and other stake holders;
10. Regular opportunities for the monitoring and review of school practices, policies, plans and procedures will be conducted;
11. Recognition and encouragement should be given to those students who continually work to be the best that they can be.
12. Staff should focus on specific behaviour and the needs of the student. Where warnings or reprimands are necessary, these should be given individually and privately unless prevented by circumstance.
13. Staff members are required to avoid practices, which do not promote the dignity of the student. Intervention strategies should begin with the least intrusive, progressing to the most intrusive, as necessary.

As a College community, we expect students to follow the **Code of Student Behaviour**.  
At the commencement of each year, students and parents/guardians sign this code.

### **CODE OF STUDENT BEHAVIOUR**

- Take part in the College's Religious Education programs;
- Be responsible, with help from my teachers, for my own work and will ensure it is completed to the best of my ability;
- Come to College on time and be ready for work;
- Follow the rules and expectations set by Assisi and my teachers so that my time at College is productive and enjoyable;
- Be neatly dressed in uniform, either College uniform or sports uniform, so that the uniform code is followed appropriately;
- Abide by the College regulations in respect to hair, make-up, jewellery and personal grooming;
- Use my personal gifts and talents to ensure that everything I do is done as well as possible;
- Be actively involved in all that is required of me, including sports carnivals, excursions, assemblies, Masses and special events;
- Always to remember to act in a polite way, ensuring manners are used and positive relationships are formed with teachers, students and other members of the community;
- Show respect for myself, others and property of Assisi Catholic College.

Students are also asked to sign a number of agreements for specific activities:

- Student Digital Citizenship Agreement
- Code of Practice for Vocational Education and Training
- Leadership Contract

(See Appendix 2)

Supporting documentation, that clearly outline expectations for the students e.g. Uniform Code, Code of Behaviour and Expectations are contained in the **Student Organisers (JY / MY / SY)** and **Communication Book (EY)** and are referred to at various times throughout the year.

## 5. ROLES, RIGHTS AND RESPONSIBILITIES OF COLLEGE COMMUNITY MEMBERS

### Expectations for Students

#### BE RESPECTFUL

Students will display this quality by:

- *Respecting the rights of others to learn*
- *Being polite and well-mannered at all times*
- *Following all teacher directions*
- *Speaking positively and listening attentively to others*
- *Using appropriate language in an appropriate tone*
- *Being tolerant of others and their skills*
- *Keeping out of and respecting other's personal space*
- *Taking care of the natural and physical environment, ensuring all rubbish is placed in bins, furniture and equipment returned to correct area and bags left in designated areas.*

#### BE RESPONSIBLE

Students will display this quality by:

- *Wearing College uniform with pride*
- *Being punctual to class, Assembly and all school-related activities*
- *Being on task and knowing timetable in order to be in the right class at the right time*
- *Moving quickly to classes without running and waiting quietly outside classrooms*
- *Wearing hats at all times when outdoors and following sun-safe procedures*
- *On the playground, playing safely and following all rules*
- *Switching off all mobile phones / iPods or other electronic devices during classes*
- *Using all facilities (toilets and drinks) during break time and remembering to be hygienic (washing and drying hands)*
- *Walking bikes through school grounds*
- *Moving quickly and quietly and sitting in Class / Family Team lines at Assembly; listening quietly, respecting Guest Speakers and applauding appropriately*
- *Waiting behind signs until instructed by staff to move in the correct order when waiting for the bus.*

#### BE YOUR OWN PERSON (BE YOUR BEST)

Students will display this quality by:

- *Taking every opportunity to learn*
- *Monitoring own thinking and maintaining a high standard of living out the Franciscan values*
- *Forgiving others, resolving conflict and promoting non-violence*
- *Using Franciscan Five as a time for self to reflect, pray and meditate.*
- *Showing compassion to others*
- *Being an active bystander who stands up for the rights of others*
- *Believing in self – You Can Do It!!*

#### BE PREPARED

Students will display this quality by:

- *Always turning up prepared with correct equipment*
- *Planning appropriately and identifying and using necessary resources*
- *Attending all appointments on time*
- *Completing homework on time and submitting all pieces of assessment by due date*
- *Returning excursion and other forms promptly*
- *Displaying appropriate forms (late or early departures) when required.*

#### BE PERSISTENT

Students will display this quality by:

- *Asking for help if unsure*
- *Taking a position after consideration of the rights of all.*
- *Trying hard with difficult tasks and using different ways to solve the problem*
- *Pushing the limit of their own knowledge and abilities*

## Expectations for Parents & Carers, Staff, Principal and Leadership Team

Parents and Carers are required to:

1. support the College to achieve the best outcomes for their child
2. ensure that each child has the material and personal requirements to participate fully in a typical College day
3. support College Staff in maintaining a safe and respectful learning environment for all
4. show an active interest in their child's schooling and progress
5. initiate and maintain effective communication and positive relationships with staff regarding their child's learning, well-being and behaviour, and
6. contribute positively to behaviour support plans and processes that concern their child
7. follow the BCE Volunteer Code of Conduct.

Staff are required to:

1. actively support all students
2. model appropriate behaviour through words and actions
3. provide positive reinforcement for responsible behaviour
4. treat all students respectfully
5. provide a consistent approach to behaviour management in the College
6. recognize and cater for the diversity of needs, and
7. support external professional personnel as required
8. follow the BCE Code of Conduct, Digital Communications Student Safety and Staff Conduct, Integrity in the Service of the Church and Student Protection Processes (Mandatory Reporting).

Principal and Leadership Team are required to:

1. play a strong leadership role in implementing and communicating the College Student Behaviour Support Plan within the College Community
2. communicate high expectations for individual achievement and behaviour
3. provide support structures, policies and practices that enhance the Student Behaviour Support Plan
4. monitor and review the effectiveness of College practices and their effect on student learning
5. support staff in their required behaviour management practices; and
6. arrange professional development opportunities for staff
7. follow the BCE Code of Conduct, Digital Communications Student Safety and Staff Conduct, Integrity in the Service of the Church and Student Protection Processes (Mandatory Reporting).

There are several ways in which staff establish the Behaviour Expectations of our students, including the following:

- Explicit teaching and consistent follow-up of College expectations
- Displaying the College and Classroom expectations clearly in each room
- College expectations and consequences charts are displayed in Student Organisers and Communication Books
- Applying appropriate consequences for not meeting behaviour expectations
- Using Restorative Justice processes to empower students to take responsibility for their actions
- Maintaining effective communication and sharing a common language about behaviour in our College community.

## 6. BEHAVIOUR MANAGEMENT / SUPPORT

At Assisi Catholic College, staff believe that a more successful method of managing student behaviour is by accentuating positive behaviour, rather than intervening after incidents have occurred and using the principles of restorative justice.

### Positive Education

To develop the Positive School Culture, a wide range of strategies are used, including:

- Promotion of the Assisi Habits and Values through all we do at Assisi Catholic College;
- The Flourish Program where students are reminded to “fill their bucket” and the bucket of others.
- Promotion of programs such as “R U OK” and “Random Acts of Kindness”;
- As a community service for Early Years and Junior Years students, Year 6 Peer Mediators are able to assist younger students to work through problem-solving issues in the playground.
- Year 9 students are involved in Service Groups to enable the theme “Call to Serve through Peace and Justice” to be lived out on a daily basis;
- Rock and Water Program for MY / SY students;
- Praise and encouragement of students who have been actively involved in activities (sport, culture, academic, community) by the Principal at Whole College Assemblies;
- STELLA Awards for EY / JY students;
- Pastoral Coordinators’ Awards for MY / SY students;
- Acknowledgement of student efforts and results in academic, sporting, behavioural and cultural contexts through Celebration of Excellence;
- Newsletter Articles identifying the positive culture of the College;
- Public display of work in classrooms, Chiara and other areas of the College;
- Phone calls, emails and communication with parents;
- Teacher evaluations and comments on work / reports;
- Supporting “Bully No Way” Days and other activities that promote student resilience and understanding of how to treat others, themselves and the environment;
- Parent Education Sessions organized by Counsellors;
- Celebration of Learning Activities (Open Mornings) throughout the year.

The efforts of Staff members are also acknowledged at Staff Briefings, in Newsletters and at College / Precinct Assemblies.

### Restorative Justice Principles

At Assisi Catholic College, the goal is to develop self-disciplined, self-directed learners. Students need to develop an understanding that their actions and behaviours have consequences. They are responsible for the choices that they make and they need to own and accept the subsequent consequences. All Staff and Parents have a duty to guide, support and direct our students, so that their self-concept, dignity and sense of belonging can develop positively within the College Community and that our school motto “Peace through Justice” is lived out in the daily practices of all in the community.

Restorative Justice is built on a philosophy that focuses on building, maintaining and valuing relationships within a school community. It is about building communities of care around individuals while not condoning harmful behaviour – in other words holding individuals accountable for their actions, focusing upon repairing and strengthening relationships.

Restorative Justice Practices actively encourage students:

- To be aware of expectations, rights and responsibilities

- To think critically about relevant issues
- To be aware of consequences of their actions
- To be able to function effectively within the community
- To be able to make good choices
- To be able to make a positive contribution to the life of the College community through their actions, behaviour and sense of good will
- To seek support, guidance and direction as required and
- To be in a position to enjoy their experience at the College.

Students will be assisted in the process:

- **by seeing appropriate behaviour modelled:** *Students learn from the example of others therefore it is important that staff and parents model appropriate behaviours. Refer to: "Expectations for Parents & Carers, Staff, Principal and Leadership Team".*
- **by knowing the logical consequences for inappropriate behaviour in advance:** Students will be made aware of the Consequence Process. Posters clearly outlining the process and Levels of Behaviour as well as expectations will be displayed throughout the College.
- **by having opportunities to develop plans and strategies to improve their behaviour:** Students will be given opportunities to develop Responsible Behaviour Action Plans where they detail the incident, the inappropriateness of this action, the action that will be taken to remedy the situation. (Appendix 3)
- **by participating in social-skills programs as required:** All students at Assisi College have the opportunity to participate in Social Skills activities. Program Achieve is embedded in the curriculum framework and pedagogical practices from Prep to Year 12. Student Support Services, in particular the Guidance Counsellors, offer one-on-one and small group social skills programs.
- **by being taught assertiveness and problem solving strategies:** Embedded in the curriculum framework and pedagogical practices of each subject area are activities that are described in the Personal & Social Development Framework (positive self-esteem; emotional resilience; assertiveness; resolving conflict; strengthening support networks; dealing with stress; how to stay safe; making decisions and developing friendships).

Restorative practices involve direct participation by both victims and offenders. Victims have an opportunity to have a say in how the situation will be resolved and offenders get a full understanding of the consequences of their actions. This approach allows the offender to gain a deeper understanding of their feelings and those of others and therefore the effect of their behaviour on others. The perpetrator is involved in making amends with an outcome that reintegrates them to the community rather than leaving them feeling isolated.

Restorative Justice practices and procedures should be enacted as soon as possible after a situation arises. Classroom teachers, Pastoral Care Coordinators, School Counsellor and/or members of the Leadership Team will implement these processes. For more serious incidents, a more formal mediation process will take place.

Research indicates that this develops greater self-discipline with an increase in students developing responsibility for their own behaviour. Implementation will take time because it does involve a cultural shift from punishment, retribution and blame to a focus on restoring relationships and making amends. It also involves a shift from requiring students to comply to getting students to choose to act appropriately and take responsibility for their actions.

As a Christian community, our emphasis will be upon fostering forgiveness and peacemaking. This also means students finding forgiveness and peace within themselves.

## Universal Behaviour Support

Class Teachers / Subject Teachers have the first responsibility to monitor behaviour to ensure that learning is not interrupted and that students are acting safely in their school activities. Procedures to assist the management of these behaviours are outlined in the “Managing Students’ Level of Behaviour” Flowchart.

<b>LEVEL ONE</b>	<p><b>Thinking Desk</b> is a tool to be used within the classroom to heighten that a student’s behaviour needs to change to ensure that learning takes place. A teacher will use this tool after using a verbal / proximity warning, followed by the four questions as listed in the flowchart:</p> <ul style="list-style-type: none"><li>• <i>What are you doing?</i></li><li>• <i>What are you supposed to be doing?</i></li><li>• <i>What will happen if you do this again?</i></li><li>• <i>Is this what you want to happen?</i></li></ul> <p>If a student continues to disrupt the learning or be disrespectful, the teacher must contact the PC Coordinator/APA to remove the student from the classroom.</p> <p><b>“Time Out”</b> is to be used as a proactive strategy when a student is stressed or simply needs a period of time to refocus for learning. It is a method that allows the student some time to reflect and regain composure. When a student has <b>“time out”</b>, it should take place in eye-sight of the supervising staff member or in an area such as Sostegno (Learning Support Centre). “Time Out” should be monitored carefully and is a short-term proactive strategy.</p> <p><b>Misdemeanours (MY / SY)</b> are used for behaviour issues within and outside the classrooms. It is the responsibility of the classroom/supervising teacher to record the inappropriate behaviour and take appropriate action. Behaviour of the students and action taken by the teacher is recorded in the Misdemeanour File. PC Coordinators/APAs will peruse the misdemeanours and act upon issues that are on-going or repetitive by a student.</p> <p><b>Lunchtime Detentions</b> are coordinated by the classroom teachers and / or PC Coordinators and are age/development appropriate. Classroom teachers can use it as a short-term means of completing unfinished work and / or addressing behaviour concerns. It should be no longer than 20 minutes at Big Break and students must be given appropriate access to food, drink facilities and toileting facilities. It should be under the direct supervision of the teacher giving the detention and take place in the classroom. PC Coordinators/APAs can also give detentions to students, using the same guidelines.</p> <p><b>Community Service</b> will be used at various times as part of the Restorative Justice Process where students will be asked to complete some service activity during their recess time. It should be no longer than 20 minutes at Big Break and students must be given appropriate access to food, drink facilities and toileting facilities. It should be under the direct supervision of the teacher/PC Coordinators.</p>
------------------	---

<p><b>LEVEL TWO</b></p>	<p><b>Behaviour Review Cards</b> are used when students have a continuing pattern of infringements on a regular basis. The Behaviour Review Cards enable a student's behaviour within the classroom to be monitored on a regular basis by the classroom teacher. Students are given a rating from 1 – 5 and/or comment according to the behaviour that they are demonstrating. The card is signed by the PC Coordinator / APA and parents. Students can be placed on these cards for one to four weeks (age and development appropriate).</p> <p><b>After-School Detentions (MY / SY)</b> are used when students are continuing a pattern of infringements on a regular basis and are showing no improvement or students have truanted from school. It is a method that is used by the Leadership Team and will not jeopardize a student's safe transport home. Parents/caregivers will be given adequate notice.</p> <p><b>Withdrawn from Class</b> is used when learning is being disrupted repeatedly or when students are physically violent towards other students or abusive to staff and/or students. The student is placed under direct supervision of a member of the Leadership Team, parents are contacted and students complete a Behaviour Review Sheet (placed on record) and complete any necessary class work. They return to class after a period of time, which is age and developmentally appropriated.</p>
<p><b>LEVEL THREE</b></p>	<p><b>Withdrawn from College Activities (Internal Suspension)</b> – the College Principal may suspend a student, where behaviour includes the following:</p> <ul style="list-style-type: none"> <li>• <i>Persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse;</i></li> <li>• <i>Persistent disruption: students who persistently disrupt and prevent the learning and teaching of others; and</i></li> <li>• <i>Breach of College Student Behaviour Support Plan: students who seriously breach the College's published rules and regulations.</i></li> </ul> <p>The student is placed under direct supervision of a member of the Leadership Team. The student completes a Behaviour Review Sheet (placed on record) and any necessary class work. Parents/Caregivers are contacted and asked to come in for an interview to discuss the student's goals related to improved behaviour and to establish a process for re-entry. The student may be placed on a Student Behaviour Agreement.</p> <p><b>Student Behaviour Agreements</b> are used with students who are continuing a pattern of infringements on a regular basis and are showing no improvement and all other processes are failed. The student, parents, PC Coordinator and member of the Leadership Team meet to discuss the best way forward for the student. The student will identify how they will repair their relationship with the College Community. The student, parents and member of Leadership Team sign the Agreement and there is a review meeting in six months. The student is asked to attend regular meetings with their PC Coordinator and the College Counsellor.</p>

<p><b>LEVEL FOUR</b></p>	<p><b>Final Student Behaviour Agreements</b> are used with students when all other methods of behaviour management have failed. The student, parents and Principal/P-12 Head meet to discuss the continuing enrolment for the student. The student will identify how they will repair their relationship with the College Community. The student, parents and Principal/P-12 Head sign the Agreement and there is a review meeting in six months. The student is asked to attend regular meetings with their PC Coordinator and the College Counsellor. If a student breaks the Agreement during the six months, the Principal will outline the available options, including negotiated change of school and / or exclusion.</p> <p><b>External Suspension</b> is at the Principal's discretion and includes the following (but is not exclusive to) possession of alcohol or suspected illegal substance, violence or threat of serious physical violence, concerning or serious sexual behaviour, possession of weapon or knife, or verbal abuse. This may be a period of up to 10 days without being referred to the Director – School Services. For a period of longer than two days, Principals must notify the Area Supervisor.</p> <p>During this time, the College is not obliged to provide a student with schoolwork. Parents / Caregivers have responsibility for their child while they are under external suspension.</p> <p>The Principal will document the background and reasons for suspension, with period of suspension clearly identified. A record of the conversation between Principal and the parents/caregivers should be attached to the report. A letter will be forwarded to the parents/caregivers notifying them of the suspension and the date/time of the re-entry interview. A copy of all documentation should be placed in the student's file. A copy of the correspondence between the College and student's parents/carers will be forwarded to the Guidance Counsellor, Area Supervisor and details entered into the College Database.</p> <p><b>Negotiated Change of School</b> In some circumstances, a change of school may be agreed to be the most appropriate means to responsibly support a student's well-being and or learning needs. The Principal will discuss with the parents/caregivers the implication of the negotiated change of school and why the change is being proposed.</p> <p><b>Exclusion</b> is the complete withdrawal of a student's right to attend Assisi Catholic College, on the authority of the Executive Director (or nominee). Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long term consequences for the student and the family.</p> <p>Students will not normally be excluded without a clearly documented range of intervention strategies having being tried. The purpose of exclusion is to:</p> <ul style="list-style-type: none"> <li>• Signal that the student's behaviour is not accepted at Assisi Catholic College because it seriously interferes with the long-term safety and well-being of other students and staff;</li> <li>• Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.</li> </ul> <p>The Principal will consult with the Area Supervisor before a decision about an exclusion is made.</p>
--------------------------	--

In addition to the Behaviour Management Strategies listed above, a number of other strategies are used to ensure that students are fulfilling the requirements of the Code of Student Behaviour.

### **Work Habits**

All MY / SY students are expected to complete set tasks and homework as well as bringing correct equipment to class. Staff will monitor students work habits by checking homework, class work and equipment/materials. A stamp will be administered to the Student Organiser if a student has not worked to an adequate, reasonable capacity, not completed homework/assignments or not attended class with the appropriate equipment. Students who failed to bring their computer charged and ready for work will be given a Work Habit Stamp for Equipment and a "C" will be recorded next to it.

Work Habit Stamps (Black Stamp) are a valuable communication between staff and parents / caregivers, enabling an open relationship between the College and home.

- A student receiving three stamps given by the same teacher in the same class means a letter is sent home asking the parents/caregivers to talk to their child about their work habits (1<sup>st</sup> Letter).
- If a student receives six stamps of concern in a semester, parents will be requested to arrange an interview with the Pastoral Coordinator to discuss their child's progress (2<sup>nd</sup> Letter).
- If a student receives nine stamps in total, the parent / caregiver is asked to contact the APA of the precinct to address the issues (3<sup>rd</sup> Letter).
- When a student has received twelve stamps in a Semester, the parents / caregiver must contact the P – 12 Head (MY / SY) as a matter of urgency to discuss the way forward for the student (4<sup>th</sup> Letter).

Work Habit Stamps will not be used for classroom behaviour issues. Instead these behaviour issues will be recorded in the misdemeanour file.

### **Uniform**

Students are expected to be dressed in correct uniform at all times. If a MY / SY student is wearing incorrect uniform, they must bring a note and receive a Uniform Stamp (Blue Stamp) in their Organiser (on the designated page). After a student has received six Uniform stamps, their parents/caregivers will be contacted by the PC Coordinator to speak about the matter and the urgency of addressing the issue.

## **7. TARGETED BEHAVIOUR SUPPORT**

At times, it will be necessary for those students who have been identified as having significant behaviours to be moved to a more formal management plan.

Some students who are at risk of disengagement from their learning require evidence-based, targeted interventions that are monitored regularly (College Leadership, Counsellors, PC Coordinator, Classroom Teacher, Student Support Personnel) to assist them to improve their educational performance and well-being.

As one means of encouraging responsible behaviour, an **Individual Behaviour Management Plan** will be devised to assist a student to meet College expectations. This plan will be devised after consultation with Student Services Department (Guidance Counsellor and/or Learning Support Teachers), parents/carers, PC Coordinator/Classroom teacher and a member of the Leadership Team. One method of developing an individual support plan is through the use of Functional Behaviour Assessment (FBA) conducted by School Service Staff.

Copies of **Individual Behaviour Management Plans** should be located in a central area to allow access for all Leadership Members and other relevant personnel.

## 8. INDIVIDUALISED BEHAVIOUR SUPPORT

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care.

Individual supports may include:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual behaviour plan based on Functional Behaviour Assessment
- Support from our Specialist Staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- Wrap Around with outside agencies who have a vested interest in the student's welfare.

## 9. CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Consequences for inappropriate behaviour should be determined by individual need and situation. The Guide for Managing Students' Level of Behaviour should be used by Staff to determine the appropriate consequence for a student's behaviour. Consequences need to be logical, match the behaviour and have a teaching component.

The following chart is a guide for the level of behaviours.

**Independent Level:** Students are self-managing and require minimum adult intervention

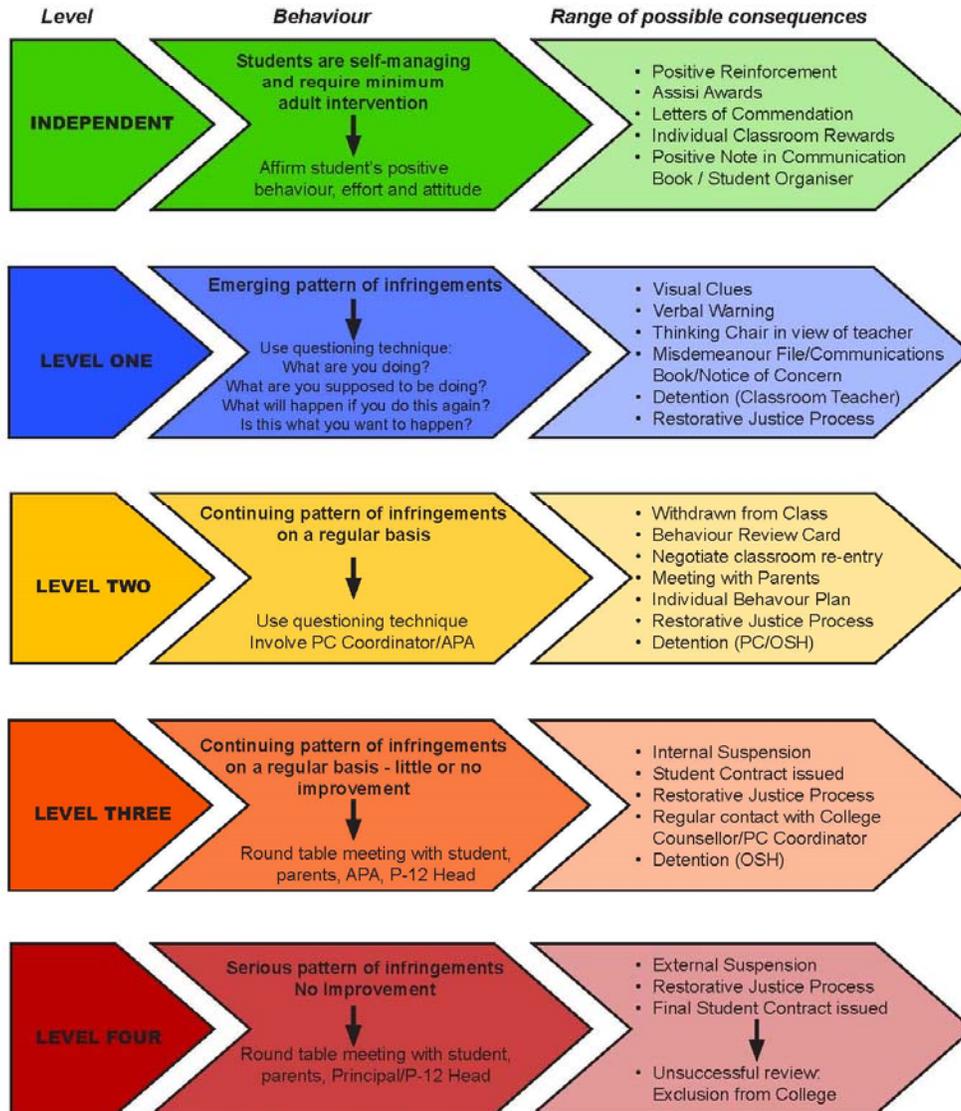
**Level One: Emerging pattern of infringements** (Minor incidents of inappropriate behaviour: Talking in class, disrupting learning by calling out, ignoring instructions, playing in inappropriate areas, incorrect uniform, littering, lateness to class)

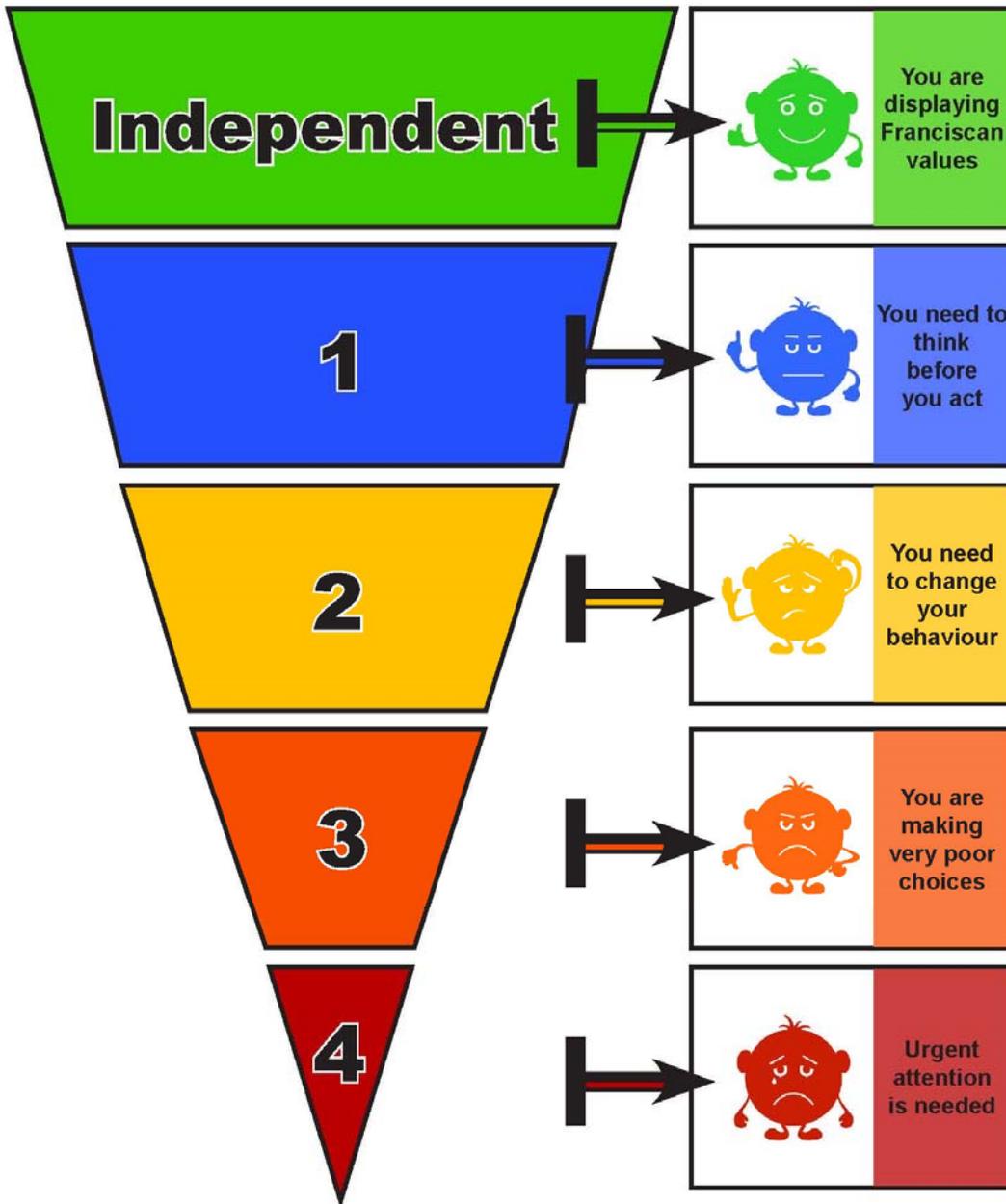
**Level Two: Continuing pattern of infringements on a regular basis** (Continued minor behaviours as above; repeated defiance; inappropriate use of technology; all forms of harassment – name-calling, teasing, ostracizing, derogatory comments (face-to-face or using technology); strong verbal abuse towards students and staff)

**Level Three: Continuing pattern of infringements on a regular basis – little/no improvement** (Continued behaviours as above; Stealing; Truancy; Physical and Verbal aggression towards student and staff; Smoking; Intimidation and/or harassment; Pornography; Vandalism; Sexual harassment)

**Level Four: Serious patterns of Infringements – No Improvement** (Extreme or continued behaviours as above; Possession and / or Supply of Drugs/Alcohol; Possession of a weapon; Use of a Weapon; Violent Assault)

## Managing Students' Level of Behaviour A Guide for Staff and Students





## 10. PROCESS FOR APPEALS

In the spirit of Franciscan values “Peace through Justice”, students may request access to mediation at any level of the Behaviour Management Process if they feel that they have been treated unfairly or not in line with the Student Behaviour Support Program.

### **Appeals against Suspensions/Exclusions**

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal.

Parents, or students living independently, may appeal a suspension of longer than three days to the Area Supervisor.

Parents or students living independently may appeal exclusion to the Executive Director.

The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. The Guidance Counsellor will refer an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

## 11. BULLYING AND CYBER SAFETY

Assisi Catholic College is committed to providing a safe, secure and supportive learning and social environment where every person in our community, be it staff, student or parent/caregiver, has the right to feel safe and free from any form of intimidation be it physical, verbal, emotional or sexual.

All persons in our community have the right to be free from humiliation, harassment and abuse. We will take every opportunity to reinforce the Franciscan values, which promote and protect the rights and dignity of each individual. Each member of the community will recognize that any behaviour, which intimidates another person is unacceptable and that every member has the responsibility to protect his/her own as well as other’s rights to ensure that there exist right relationships amongst members of the community.

Each year, we embrace the “Saying No to Bullying” Day. Students dress in orange and wear arm-bands displaying the message of “Bullying, No Way”, balloons and signs are placed around the College, activities that teach them about standing up to bullies and not being bystanders are arranged and the College Assembly focuses on getting the message of zero tolerance of bullying at Assisi. Every student, staff and parents attending the Assembly stand and recite the following pledge:

***We believe that everybody at Assisi Catholic College has the right to feel safe, valued and accepted.***

***We will treat others with respect and kindness.***

***We will reach out to those who are bullied.***

***We will not be a bystander but will speak up when we see someone being bullied.***

***We promise to take a stand against all types of bullying.***

***At Assisi, we say “Bullying, No Way.”***

By definition, bullying is the *“repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons”* (Rigby, 1996).

*“A person is bullied or victimized when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons.”* (Olweus 1994).

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. It involves intimidation, coercion and deliberate control and can take a number of forms:

- Physical, emotional and/or sexual abuse
- Racists or Sexual Taunts
- Spreading rumours and lies
- Death stares, threats, teasing, joking and making fun of a student
- Cyber-bullying (text messages, email, chat rooms, blogs)
- Property tampering
- Deliberately and continually excluding a student from groups and activities
- Note writing
- Inappropriate gestures and touching
- Stalking

A **bystander** is a person who witnesses a bullying incident as an onlooker. If a student is a bystander who encourages bullying behaviours, or witnesses bullying and does not report the incident, their behaviour is considered to be bullying.

### **Guiding Principles**

A student who feels that they are being bullied, is encouraged to approach in the first place:

- Classroom Teacher / PC Coordinator
- Supervising Teacher
- Counsellor

When an incident is reported, the person approached will investigate the complaint to the best of their ability, determining whether it is a low level or high level case. Assisi Catholic College adopt a 'no blame' approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the College's anti-bullying position. At this stage, there might not be any consequences and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher/PC Coordinator so that the incident can be tracked according to the Behaviour Support Plan.

In a high level case, the Classroom Teacher will report immediately to PC Coordinator / APA who will proceed with the following steps and maintain written records:

**Step 1:** Interview all parties concerned. Determine the underlying problem and talk to students about the consequences of their behaviour and take action as determined by the flow chart. (Level 2)

**Step 2:** Further or more serious bullying will be referred to the APA for a formal interview between the student, parents / caregivers, Pastoral Care Coordinator, APA, Counsellor.

**Step 3:** Further bullying will be referred to the P – 12 Head / Principal for Level 4 processes to be enacted. (Level 4)

Through the Personal and Social Development Program, students will be equipped with the skills necessary to be assertive and resilient when faced with students who can be intimidating. They will also be assisted in developing positive peer relationships.

It is desirable that restorative justice processes be used to ensure that both the victim and the perpetrator have the opportunity to resolve their differences in a non-threatening manner.

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

## **12. LINKS TO BCE POLICIES**

The following link will take you to:

- [Student Behaviour Support - Guidelines, Regulations and Procedures](#)
- [Professional Standards](#)
- [Student Protection](#)

## **13. RELATED RESOURCES**

All relevant documentation cited in this plan is attached in the Appendix and on Staff Portal. The following web-links are to assist teachers with particular strategies to deal with issues:

- [Bullying - No Way!!](#)
- [Cyber-Smart](#)
- [Racism No Way!!](#)
- [Kids Matter](#)
- [Behaviour Management Tools](#)
- Michael Carr-Gregg

# Appendix 1

## Staff Survey Results

## **REPORT OF SURVEY CONDUCTED WITH ASSISI CATHOLIC COLLEGE STAFF**

February 2014

The survey form was sent to all staff at the College. There were 41 respondents.

- 5 x Early Years Staff
- 2 x Junior Years Staff
- 34 x Middle / Senior Years Staff

### **Responsible Behaviour Program**

Of the 41 staff who participated in the survey, two (2) MY / SY staff were not aware that there was a Responsible Behaviour Program at Assisi. Three (3) staff (2 x MY / SY and 1 x EY) did not what the steps / levels used were. The EY staff was aware of the program but not the steps / levels.

Three (3) staff (2 x MY / SY and 1 x EY) indicated that they use their own program, even though they were aware of the College program. Eighteen (18) staff use the program sometimes and seventeen (17) use the program all the time.

Twenty-two (22) staff indicated that they have participated in some form of Professional Development in this area and nineteen (19) responded that they had not participated.

All respondents detailed various ways that they teach the students about behaviour and the Assisi Habits and Values. Particular mention was made of setting the boundaries at the beginning of the year, classroom rules, role playing, reward evidence of Habits and Values, explain the levels a number of times throughout the year in PC.

### **Further Responses related to this Topic**

- The Responsible Behaviour Program should be discussed at the beginning of the year
- The Responsible Behaviour Program needs to be highlighted at assemblies. Explicit highlighting of behaviour / bullying at assemblies
- Go over the current system in all staff meetings
- Consistency is the key
- Everyone using the Bucket Program

**Focus Question: how do we foster a supportive school community with regards to the behaviour support program?**

### **Behaviour Management in the Classroom and Playground**

All respondents believed that it was the classroom teachers' responsibility to manage behaviour and forty (40) believed that it was the supervising teachers' responsibility for playground behaviour. One (1) respondent believed that it was the responsibility of the APAs.

Five (5) staff (3 x EY and 2 x JY) use the Red Chair / RT (responsible thinking) desk all the time. Six (6) MY / SY staff did not know about the Red Chair. Seventeen (17) staff (15 x MY / SY and 2 x EY) use it sometimes. Thirteen (13) staff do their own thing.

The majority of the respondents emailed or phoned parents to make contact about behaviour issues. Mention was also made of notes in the Student Organiser and Behaviour Sheets to record the student's behaviour and response. One staff member (MY / SY) said that they use the Black Stamp, which is not for behaviour.

### Further Responses related to this Topic

- There is too much talking to students and not enough consequences
- Tougher consequences are needed
- When there are new enrolments throughout the year, it would be good for teachers to know if there have been behaviour issues which has led the child to be enrolled at a new school
- The Red Chair becomes difficult to implement when more than one student is misbehaving
- Do we need the Red Chair?
- The Red Chair should not be used in Senior Years classrooms – new strategies need to be used
- Responsible Thinking Process should be used within a Responsible Thinking Centre (RTC). Set detention room
- Use of questions are very important and should be used by all staff
- Management needs to circle around playgrounds at break

**Focus Question: are there regulations and procedures that need to be changed in this updated Student Behaviour Support Program?**

### Anti-Bullying Policy

Thirty-four (34) respondents knew that the College had a policy and seven (7) did not know. All respondents had a good understanding of what “bullying” is and there were very similar words used: repeated, constant, continual and persistent, deliberately targeting someone.

Using a five point scale, staff responded to how significant they thought incidence of bullying were at Assisi:

- |                        |                  |
|------------------------|------------------|
| 1. Very significant    | - 0 respondents  |
| 2.                     | - 5 respondents  |
| 3. Significant         | - 22 respondents |
| 4.                     | - 13 respondents |
| 5. Almost non-existent | - 1 respondent   |

### Further Responses related to this Topic

- There should be a separate Discipline Plan for students who bully. Substantial consequences for a repetitive bully
- Students need to be educated about bullying and what actions are seen as being bullying
- Teach empathy as some students do not realise that they are bullies and that their actions are hurting others
- Students should know who the “safe people” are that they can talk to (posters)

**Focus Question: what processes need to be put in place to ensure that Assisi Catholic College is seen as a safe environment where bullying is not tolerated?**

# *Appendix 2*

**Student Digital  
Citizenship Agreement  
Code of practice for Vocational Education  
Leadership Contract**



# Student Digital Citizenship Agreement

At Assisi Catholic College our policies are designed to ensure the positive and effective use of digital technologies. We acknowledge the trend in society towards the widespread use of personal digital communication devices, wireless computing and a wide range of networked digital resources. We support the responsible adoption of these technologies as integral to the educational frameworks of our College.

I, ..... undertake:  
*(student's name)*

1. To use the College's resources in a manner consistent with the ethos of the College
2. To accept responsibility for all activity occurring under my username
3. To accept the consequences for inappropriate computer use, including the costs of repairs, remedial discipline and / or loss of computer and access privileges
4. To use only the login issued to me by the College to protect the security of the College network
5. To use the College's resources only for applications approved by the College
6. To allow staff access to any digital device that may have connected with the College network or internet during school hours
7. To not access or browse any content that may be considered offensive or inappropriate and to report to the College any suspect activity associated with such material
8. To accept responsibility for the security and use of any privately owned digital communication device bought to the College including mobile phones, iPods, etc.
9. To agree that privately owned personal digital devices bought to the College will be used in accordance with the College policy
10. To agree that access to the College network for appropriate College use is given in accordance with College policy
11. To not make recordings of any individual at the College or of the College environs, without the express permission of the College
12. To not upload to the network or the internet, any photographs, film or audio of the College environs or of any member of the College community, without the express permission of the College
13. That any photograph, film, audio or text published in any form which relates to the College or individuals associated with the College community, will not bring the College or anyone within the College community into disrepute

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assisi Catholic College:**

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education
- Is a registered as a Registered Training Organisation (RTO) with the Queensland Studies Authority (QSA) to provide vocational education units of competency in the following vocational training areas:
  - Business
  - Furnishing
  - Construction*(Courses will be offered at the school's discretion)*
- Has affiliations with external Registered Training Organisations enabling students to obtain additional vocational qualifications in other industry areas
- Has access to the facilities and resources required for the delivery of Vocational Educational Training (VET) units of competency
- Has in place an assessment policy that applies to all subjects offered in this College (see Assessment Policy and Guidelines)
- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for all registered VET units of competency
- Has a process for addressing student concerns regarding VET competencies and processes. A range of people will provide students with advice and guidance for example teachers, subject coordinators, counsellors and administrators
- Has a process for verification of student attendance at external training and work placement providers
- Has a process for the termination of training or work placement if student behavioural expectations are not met

**VET Students will:**

- Attend off-campus training / work placement for all agreed hours of placement
- Advise the College and parent / guardian if these agreed hours are amended in any way
- Wear dress appropriate to the situation as stipulated by the College / employer / RTO
- Be responsible for the maintenance of progress in subjects missed due to off-campus attendance. It is the student's responsibility to contact the class teacher
- Behave in an appropriate manner reflecting the ethos of Assisi Catholic College and the workplace / RTO

**Parents of VET Students will:**

- Contact the College and advise of student's non-attendance at the workplace / RTO due to illness before 9:00am on the day of absence
- Contact the workplace / RTO of off-campus non-attendance due to illness, assessment or approved College event before the commencement of duties on the day of absence
- Accept responsibility for support of the student regarding all requirements of off-campus attendance e.g. communication, transport, required materials, uniforms plus off-campus etiquette and behaviour

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

In accepting the position of Leader, I, .....  
*(student's name)*

- Be a worthy representative of the College at all times
- Actively and positively support the College activities
- Maintain a very high standard of attitude, dress, conduct, manners and behaviour, thereby setting a good example to other students
- Liaise confidently and effectively with staff members, parents and other students
- Be loyal to the College
- Be a responsible and effective Leader
- Reliably carry out supervision duties which may include litter, clean-up, uniform enforcement, tuckshop organisation, transport supervision and general playground behaviour by other students
- Carry out other tasks as requested by the staff of the College to the best of my ability

I understand the failure to carry out the responsibilities detailed above may result in my leadership position being reviewed.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# *Appendix 3*

**Early Years Good Choices Sheet**

**Junior Years Responsible Behaviour  
Sheet**

**MY / SY Responsible Behaviour Sheet**

**Student Review Card (Behaviour)**

**Student Review Card (Make-up)**

**Withdrawn from Class (MY / SY)**

**Internal Suspension (MY / SY)**

**Suspended from School Report**

**Student Behaviour Contract**

**Student Behaviour Final Contract**

# Early Years Good Choices Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Write or draw what happened.



Was this a good choice or a bad choice?



Write or draw what you will do next time.



Signed (teacher): \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Signed (parent): \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

# Junior Years Responsible Behaviour Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Write in correct sentences. A sentence begins with a capital letter and finishes with a full stop.



What actually happened? Explain what happened.

---

---

---

What did you do that was a poor choice?

---

---

Which of these habits and values did you not follow?

- Be respectful     Be responsible     Be prepared     Be your own person

What would have been a better choice for you to do?

---

---

How will you make things better?

---

---

Signed (teacher): \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Signed (parent): \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

# Middle / Senior Years Responsible Behaviour Sheet

---

Name: \_\_\_\_\_ Family Team: \_\_\_\_\_

**Description of Incident (what really happened?)**

.....  
.....  
.....  
.....

**List five constructive choices available to you in this situation.**

.....  
.....  
.....  
.....

**In what ways would you benefit from choosing one of the above choices?**

.....  
.....  
.....

## RESTORATIVE JUSTICE – MAKING THINGS RIGHT!

**Describe what you will now do to make up for your inappropriate behaviour.**

.....  
.....  
.....

---

Student Signature: \_\_\_\_\_ Date:     /     /

Pastoral Coordinator Signature: \_\_\_\_\_ Date:     /     /

# Middle / Senior Years Withdrawn from Class Report

---

Name: \_\_\_\_\_ Year / Level: \_\_\_\_\_

## Description of Incident

.....  
.....  
.....  
.....

## Action Taken

.....  
.....  
.....  
.....

## Student Response

.....  
.....  
.....

## RESTORATIVE JUSTICE – MAKING THINGS RIGHT!

**Describe what you will now do to make up for your inappropriate behaviour.**

.....  
.....  
.....

---

Student Signature: \_\_\_\_\_ Date:     /     /

Leadership Team Signature: \_\_\_\_\_ Date:     /     /

# Middle / Senior Years Internal Suspension Report

---

Name: \_\_\_\_\_ Year / Level: \_\_\_\_\_

## Description of Incident

.....

.....

.....

.....

## Action Taken

.....

.....

.....

.....

## Student Response

.....

.....

.....

## RESTORATIVE JUSTICE – MAKING THINGS RIGHT!

Describe what you will now do to make up for your inappropriate behaviour.

.....

.....

.....

---

Student Signature: \_\_\_\_\_ Date:     /     /

Leadership Team Signature: \_\_\_\_\_ Date:     /     /

# Middle / Senior Years Suspended from School Report

---

Name: \_\_\_\_\_ Year / Level: \_\_\_\_\_

## Description of Incident

.....  
.....  
.....  
.....

## Action Taken

.....  
.....  
.....  
.....

## Student Response

.....  
.....  
.....

## RESTORATIVE JUSTICE – MAKING THINGS RIGHT!

Describe what you will now do to make up for your inappropriate behaviour.

.....  
.....  
.....

---

Student Signature: \_\_\_\_\_ Date:     /     /

Leadership Team Signature: \_\_\_\_\_ Date:     /     /

## Teacher and Student Review Card

Name: \_\_\_\_\_

Family Team: \_\_\_\_\_

Class: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

### Our Rights and Expectations:

- Each of us has the right to learn to the best of our ability
- Each of us has the right to feel safe in the classroom
- Each of us has the right to be respected

### I will:

- Assume responsibility, with the help of my teachers, for my own work and study and for the submission of classwork, homework and assessment items by due dates
- Attend College and all classes regularly and punctually
- Ensure that I have all equipment required for lessons including my Student Organiser
- Make sure that I have my sheet signed every lesson
- Have my parent / guardian sign this sheet daily
- Endeavour to learn to the best of my ability
- Behave in an acceptable manner showing respect to myself and others at all times
- Show this card to my Pastoral Coordinator each day before or after school

### I know that:

- If my progress is unacceptable for each day this will be referred to determine further action
- If I lose this sheet I will be asked to begin again and placed on a pastoral care lunchtime detention

Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

### Note to Teachers:

- Please write the subject and a comment in the box provided
- Please rate out of 5 (where 5 is a positively acting), according to each of the aspects of uniform and classroom behaviour where applicable

Week:

Week Beginning:

/ /

Monday			
Period	Rating	Teacher Comment	Self-Rating & Comment
PC	A = B = C = D = E =		
Period 1	A = B = C = D = E =		
Period 2	A = B = C = D = E =		
Period 3	A = B = C = D = E =		
Period 4	A = B = C = D = E =		

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Student Comment / Review of the day: \_\_\_\_\_

- A = Following teacher instructions
- B = Cooperating and interacting well with other students
- C = Completion of classwork
- D = Homework / Assessment
- E = Uniform Aspects

Week:

Week Beginning: / /

Tuesday			
Period	Rating	Teacher Comment	Self-Rating & Comment
PC	A = B = C = D = E =		
Period 1	A = B = C = D = E =		
Period 2	A = B = C = D = E =		
Period 3	A = B = C = D = E =		
Period 4	A = B = C = D = E =		

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Student Comment / Review of the day: \_\_\_\_\_

- A = Following teacher instructions
- B = Cooperating and interacting well with other students
- C = Completion of classwork
- D = Homework / Assessment
- E = Uniform Aspects

Week:

Week Beginning: / /

Wednesday			
Period	Rating	Teacher Comment	Self-Rating & Comment
PC	A = B = C = D = E =		
Period 1	A = B = C = D = E =		
Period 2	A = B = C = D = E =		
Period 3	A = B = C = D = E =		
Period 4	A = B = C = D = E =		

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Student Comment / Review of the day: \_\_\_\_\_

- A = Following teacher instructions
- B = Cooperating and interacting well with other students
- C = Completion of classwork
- D = Homework / Assessment
- E = Uniform Aspects

Week:

Week Beginning: / /

Thursday			
Period	Rating	Teacher Comment	Self-Rating & Comment
PC	A = B = C = D = E =		
Period 1	A = B = C = D = E =		
Period 2	A = B = C = D = E =		
Period 3	A = B = C = D = E =		
Period 4	A = B = C = D = E =		

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Student Comment / Review of the day: \_\_\_\_\_

- A = Following teacher instructions
- B = Cooperating and interacting well with other students
- C = Completion of classwork
- D = Homework / Assessment
- E = Uniform Aspects

Week:

Week Beginning: / /

Friday			
Period	Rating	Teacher Comment	Self-Rating & Comment
PC	A = B = C = D = E =		
Period 1	A = B = C = D = E =		
Period 2	A = B = C = D = E =		
Period 3	A = B = C = D = E =		
Period 4	A = B = C = D = E =		

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Student Comment / Review of the day: \_\_\_\_\_

- A = Following teacher instructions
- B = Cooperating and interacting well with other students
- C = Completion of classwork
- D = Homework / Assessment
- E = Uniform Aspects



## Uniform and Behaviour Review Card

Name: \_\_\_\_\_

Family Team: \_\_\_\_\_

Class: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

### Our Rights and Expectations:

- Each of us has the right to learn to the best of our ability
- Each of us has the right to feel safe in the classroom
- Each of us has the right to be respected

### I will:

- Assume responsibility, with the help of my teachers, for my own work and study and for the submission of classwork, homework and assessment items by due dates
- Attend College and all classes regularly and punctually
- Accept the College's guidelines and discipline as being necessary to its good function and organisation and to my own growth in self-discipline
- Be neatly dressed on College days in the appropriate uniform
- Abide the College regulations in respect to hair, make-up, jewellery and personal grooming
- Act politely and in a co-operative way while at the College and while travelling to and from the College
- Demonstrate due care with my own property, the property of others and that of the College
- Make sure that I have my sheet signed every lesson
- Have my parent / guardian sign this sheet daily
- Endeavour to learn to the best of my ability
- Behave in an acceptable manner showing respect to myself and others at all times
- Show this card to my Pastoral Coordinator each day before or after school

### I know that:

- If my progress is unacceptable for each day this will be referred to determine further action
- If I lose this sheet I will be asked to begin again and placed on a pastoral care lunchtime detention

Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

### Note to Teachers:

- Please write the subject and a comment in the box provided
- Please rate out of 5 (where 5 is a positively acting), according to each of the aspects of uniform and classroom behaviour where applicable

Week: .....

Week Beginning:        /        / .....

Monday		
Period	Rating	Teacher Comment
PC	A = B = C = D = E =	
Period 1	A = B = C = D = E =	
Period 2	A = B = C = D = E =	
Period 3	A = B = C = D = E =	
Period 4	A = B = C = D = E =	

PC Teacher's Signature: .....

Pastoral Coordinator's Signature: .....

Parent's Signature: .....

- A = Specific uniform aspects .....
- B = General uniform
- C = Working positively during lessons
- D = Acting respectfully towards staff and other students
- E = Thinking before acting

Week:

Week Beginning: / /

Tuesday		
Period	Rating	Teacher Comment
PC	A = B = C = D = E =	
Period 1	A = B = C = D = E =	
Period 2	A = B = C = D = E =	
Period 3	A = B = C = D = E =	
Period 4	A = B = C = D = E =	

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

- A = Specific uniform aspects .....
- B = General uniform
- C = Working positively during lessons
- D = Acting respectfully towards staff and other students
- E = Thinking before acting

Week:

Week Beginning: / /

Wednesday		
Period	Rating	Teacher Comment
PC	A = B = C = D = E =	
Period 1	A = B = C = D = E =	
Period 2	A = B = C = D = E =	
Period 3	A = B = C = D = E =	
Period 4	A = B = C = D = E =	

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

- A = Specific uniform aspects .....
- B = General uniform
- C = Working positively during lessons
- D = Acting respectfully towards staff and other students
- E = Thinking before acting

Week:

Week Beginning: / /

Thursday		
Period	Rating	Teacher Comment
PC	A = B = C = D = E =	
Period 1	A = B = C = D = E =	
Period 2	A = B = C = D = E =	
Period 3	A = B = C = D = E =	
Period 4	A = B = C = D = E =	

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

- A = Specific uniform aspects .....
- B = General uniform
- C = Working positively during lessons
- D = Acting respectfully towards staff and other students
- E = Thinking before acting

Week:

Week Beginning: / /

Friday		
Period	Rating	Teacher Comment
PC	A = B = C = D = E =	
Period 1	A = B = C = D = E =	
Period 2	A = B = C = D = E =	
Period 3	A = B = C = D = E =	
Period 4	A = B = C = D = E =	

PC Teacher's Signature: \_\_\_\_\_

Pastoral Coordinator's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

- A = Specific uniform aspects .....
- B = General uniform
- C = Working positively during lessons
- D = Acting respectfully towards staff and other students
- E = Thinking before acting



# Student Behaviour Contract

Date: .....

I, ....., understand that this contract is written as an agreement with Assisi Catholic College for me, ....., to take full responsibility for the following:

I undertake to abide by all the College rules:

1. To assume responsibility, with the help of my teachers, for my own work and for the submission of class work and assignment items by due dates.
2. To attend College and all classes regularly and punctually.
3. To accept the College's guidelines and discipline as necessary for its good function and organisation and for my growth in self-discipline.
4. To be neatly dressed on school days in the complete school uniform and on sports' days in the complete sports uniform.
5. To contribute my personal gifts and talents to the College community in curricular and extra-curricular activities.
6. To positively contribute to College sporting activities, excursions, retreat days and other activities organised by the College.
7. To act politely and in a co-operative way while at College and while travelling to and from College, knowing that right relationships with other people constitute a most important part of my own growth and development.
8. To respect myself, others, and to demonstrate due care with my own property, the property of others, that of the College and with the environment.

In particular, I will

- .....
- .....
- .....
- .....

I understand that failure to complete the terms of the above contract, as determined by the Principal, will result in my immediate suspension from the College.

Subject to successful completion of this contract, I will meet with the P -12 Head (Middle / Senior Years) at ..... on ..... to determine my future position as a student at Assisi Catholic College.

Student's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: .....

# Student Behaviour Final Contract

Date: .....

I, ....., understand that this contract is written as an agreement with Assisi Catholic College for me, ....., to take full responsibility for the following:

I undertake to abide by all the College rules:

9. To assume responsibility, with the help of my teachers, for my own work and for the submission of class work and assignment items by due dates.
10. To attend College and all classes regularly and punctually.
11. To accept the College's guidelines and discipline as necessary for its good function and organisation and for my growth in self-discipline.
12. To be neatly dressed on school days in the complete school uniform and on sports' days in the complete sports uniform.
13. To contribute my personal gifts and talents to the College community in curricular and extra-curricular activities.
14. To positively contribute to College sporting activities, excursions, retreat days and other activities organised by the College.
15. To act politely and in a co-operative way while at College and while travelling to and from College, knowing that right relationships with other people constitute a most important part of my own growth and development.
16. To respect myself, others, and to demonstrate due care with my own property, the property of others, that of the College and with the environment.

In particular, I will

- .....
- .....
- .....
- .....

I understand that failure to complete the terms of the above contract, as determined by the Principal, will result in my being asked to leave the College immediately.

Subject to successful completion of this contract, I will meet with the P -12 Head (Middle / Senior Years) at ..... on ..... to determine my future position as a student at Assisi Catholic College.

Student's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix 4

## Work Habit Letters

1 April 2014

Dear .....

**Re: 1<sup>st</sup> Progress Advisory Letter**

In keeping with our College approach of maintaining regular contact between home and school, it is important that you are aware of our concern for .....’s progress in Work Habits and Values.

Work Habits are those behaviours that have been identified by educators, government and employers as assisting its members to engage effectively in future education and the workplace. The Assisi Habits and Values guides the students to be responsible, persistent, prepared, respectful and be their own person.

In class it has been identified that ..... has difficulty in with:

- .....
- .....
- .....
- .....
- .....

This formal letter is a response to three stamps received in this particular subject. .... should have presented ..... organiser to you to sign.

Please acknowledge the receipt of this letter by signing and returning the slip below to me and I would be willing to discuss this matter if you have further concerns.

Yours sincerely,

Teacher



**1<sup>st</sup> Progress Advisory Letter – Return Slip**

27 May 2014

To: .....

I have received the letter regarding .....’s progress in .....

Parent / Carer Name: .....

Signature: .....

Date: .....



173 Billingshurst Crescent, Upper Coomera Qld 4209  
PO Box 1496, Oxenford Qld 4210  
Phone: 07 5656 7100 Fax: 07 5529 4711  
Email: [pscoomera@bne.catholic.edu.au](mailto:pscoomera@bne.catholic.edu.au)  
Website: [www.assisi.qld.edu.au](http://www.assisi.qld.edu.au)

10 April 2014

Dear .....

**Re: 2<sup>nd</sup> Progress Advisory Letter**

As was previously corresponded to you in the letter dated 1 April 2014, .....  
has failed to address the concerns relating to Work Habits.

..... has now received six stamps on six separate occasions.

Please contact the College to organise a meeting between yourself and the Pastoral Coordinator,  
....., as a matter of urgency.

Yours sincerely,

*Anne George*

Assistant Principal Administration – Middle Years



173 Billingshurst Crescent, Upper Coomera Qld 4209  
PO Box 1496, Oxenford Qld 4210  
Phone: 07 5656 7100 Fax: 07 5529 4711  
Email: [pscoomera@bne.catholic.edu.au](mailto:pscoomera@bne.catholic.edu.au)  
Website: [www.assisi.qld.edu.au](http://www.assisi.qld.edu.au)

15 April 2014

Dear .....

**Re: 3<sup>rd</sup> Progress Advisory Letter**

This is the third letter that has been sent to you regarding .....’s failure to apply ..... to the Work Habits that we value here at Assisi Catholic College.

..... has now received nine stamps on nine separate occasions.

We believe that it is important that this matter be addressed to ensure that your child is able to fully participate as a student at Assisi Catholic College.

Please contact the College to organise a meeting between yourself and the Assistant Principal Administration, ..... as a matter of urgency.

Yours sincerely,

*Peter Hurley*

P – 12 Head (Middle and Senior Years)



173 Billingshurst Crescent, Upper Coomera Qld 4209  
PO Box 1496, Oxenford Qld 4210  
Phone: 07 5656 7100 Fax: 07 5529 4711  
Email: [pscoomera@bne.catholic.edu.au](mailto:pscoomera@bne.catholic.edu.au)  
Website: [www.assisi.qld.edu.au](http://www.assisi.qld.edu.au)

20 April 2014

Dear .....

**Re: 4<sup>th</sup> Progress Advisory Letter**

This is the fourth letter that has been sent to you regarding .....’s failure to apply ..... to the Work Habits that we value here at Assisi Catholic College.

..... has now received twelve stamps on twelve separate occasions.

As there has been little change in the way your child approaches their school work, I request you attend an interview with me.

Please contact the College to organise a meeting with me as a matter of urgency to discuss the way forward from here.

Yours sincerely,

*Peter Hurley*

P – 12 Head (Middle and Senior Years)