



Positive Behaviour for Learning and Teaching Guidelines 2018

Context

The St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

This vibrant student-centred learning community will develop engaged, purposeful and successful 21st century learners influenced by the Gospel values of justice, hope, compassion and respect.

Our young women:

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly

Code of conduct

St Joseph's Catholic College expects all students to:

- show compassion by modelling Catholic values in daily life and through interactions with others
- show respect and act justly, honestly and ethically
- show optimism and be positive to make a difference in the world
- prepare for and engage in learning
- participate in co-curricular and social justice activities to enhance personal and social wellbeing

This code of conduct is based on the college values of justice, hope, compassion and respect. Students demonstrate these values when they show respect, when they care and when they achieve. Table 1 summarises the behaviours of students complying with our values.

Positive behaviours for learning and teaching are communicated to staff and students at the beginning of each school year and to new staff and students when they commence at the college. The PBL&T plan is also reinforced during the school day and throughout the year in the variety of conversations about behaviour choices that typically occur between teachers and students. Additionally, behaviour choices and their consequences are recurring themes in the pastoral care and student wellbeing program. The positive behaviour for learning and teaching program is also communicated to parents in the first edition of Joey's Journal published at the beginning of the school year and reiterated in subsequent editions during the year.

**Table 1: SJCC values inspired behaviours
At St Joseph’s Catholic College**

We show respect when we:	We care when we:	We achieve when we:
<ul style="list-style-type: none"> • acknowledge the right of students to learn and teachers to teach • follow the requests and instructions of teachers and support staff • listen to others and accept different opinions • are polite and acknowledge others’ personal space • arrive to class on time with required equipment • wear the college uniform correctly at all times 	<ul style="list-style-type: none"> • consider the impact our actions have on others • recognise the success of others • report conflict, bullying and harassment • encourage resilience in others • look out for others • are good sports • maintain our privacy and the privacy of others • try to resolve conflicts • keep the environment clean and tidy • use resources responsibly 	<ul style="list-style-type: none"> • strive to learn and improve • keep an open mind and positive attitude • are happy and enjoy learning in a safe environment • are resilient • are positive representatives for the college • act honestly and ethically • accept responsibility for our own words and actions • accept constructive feedback

Acknowledging and reinforcing positive behaviour

1. Merit/Merit ticket

Teachers acknowledge students who demonstrate respect, care and achievement by awarding a Merit. Typical behaviours for which students may receive a Merit include consistent punctuality to homeroom, achieving a commendable test result, consistent application to class work and homework, complimenting peers on their success, being helpful in class or in the grounds and assisting the college community e.g. setting up chairs, picking up rubbish or other acts of kindness.

Teachers award a Merit by completing an entry directly on Edumate to acknowledge these positive behaviour choices or by issuing the student a merit ticket (shown in Figure 1) during class as a visible and immediate reward for positive behaviour. Students record their name on the merit ticket and hand it the teacher on leaving the classroom at the end of the lesson. Teachers use these merit tickets as reminders to enter a Merit for that student on Edumate at the end of the day.

Figure 1

Merit ticket

Student’s name *Date*

Demonstrating respect

Demonstrating care

Demonstrating achievement

2. Positive behaviour postcard

Additionally, teachers may wish to acknowledge positive behaviour by informing the student’s parents. Emailing a positive behaviour postcard (shown in Figure 2) is immediate and a potentially powerful reward for students.

Figure 2



Positive behaviour postcard



Positive Behaviour Postcard
Thought you'd like to know....

..... (insert student name here)..... *has been very positive and cooperative at school today.*

From (insert teachers name here)

Date

3. MacKillop Award

Students qualify for a MacKillop Award (shown in Figure 3) after receiving a set of ten Merits. A MacKillop Award qualifies the student to receive an ice-block from the canteen and to enter a weekly draw at Monday college assembly for a \$10 voucher for the college canteen. Students must be present at the assembly to claim the winning ticket in the draw.

Figure 3



MacKillop Award
For positive behaviour, application and contribution to the college

Name *Year* *House*

Leader of House

Date

<p><i>Ice-block Voucher</i></p> <p><i>Name</i>.....</p> <p><i>Pastoral class</i>.....</p> <p><i>Date</i></p> <p><i>Detach this voucher and present to the canteen in exchange for an ice-block</i></p>	<p><i>Assembly draw for \$10 voucher</i></p> <p><i>Name</i>.....</p> <p><i>Pastoral class</i>.....</p> <p><i>Date</i></p> <p><i>Detach this voucher and place in the box at Student Services to enter the assembly gift voucher draw</i></p>
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- collecting the roll each day for five weeks (half a term)
- volunteering at carnivals to complete an extended duty
- co-curricular involvement e.g. band/ensemble, musical, choir, debating, Broken Bay sporting representation
- community involvement e.g. giving blood, Red Cross and Red Shield door-knock appeals, 40 hour famine, surf lifesaving, Guides and Scouts
- consistently meeting the obligations of relevant student leadership positions
- social justice involvement

MacKillop Awards and Community Services contribute points to the student's house so every student has the opportunity to participate in the competition for house points. The MacKillop Shield is awarded to the house with the most points at the Year 12 graduation assembly at the end of Term 3. The student who contributes the highest points to her house in each year is acknowledged at Presentation Evening at the end of the year.

5. **Bronze, Silver, Gold Awards**

MacKillop awards also combine with Community Service awards or similar e.g. sports award or CAPA award to allow access to a hierarchy of awards in which:

BRONZE – a student qualifies for a Bronze Award when she earns two MacKillops

SILVER – a student qualifies for a Silver Award when she earns three MacKillops + Community Service or similar

GOLD – a student qualifies for a Gold Award when she earns four MacKillops + three Community Service or similar from at least three different areas = Gold award

Edumate maintains these records so Year Leaders and Leaders of House are aware when students qualify for higher awards.

6. **Mary MacKillop Citizenship Award**

Students can earn multiple Gold awards in the same year and possibly a Gold award every year from Year 7 to Year 12. Students who enrolled after Year 7 and achieved a Gold Award for every full academic year since enrolment at the college are eligible (minimum 3 years). This extraordinary achievement is acknowledged with the Mary MacKillop Citizenship Award at the graduation assembly in Year 12. It was presented for the first time in 2015.

7. **Rewards Day**

Rewards Day is under review for 2018. More information will be provided about this day proceeding later in the year.

8. **100% Attendance Award**

This award acknowledges students with a perfect attendance record for the school year. The award is presented just ahead of Principal Awards at the college Presentation Evening to signify its value.

Modifying unacceptable behaviours

Unacceptable behaviours are behaviours that demonstrate a lack of respect or an absence of care or are behaviours that undermine achievement. When unacceptable behaviour occurs, students experience consequences that are consistent and proportionate to the nature of the unacceptable behaviour:

- 1. Minor unacceptable behaviour** – low level and infrequent, do not seriously harm others or cause injury or seriously violate rights of others and are not part of a pattern of problematic behaviours.

Unacceptable behaviour is handled directly by the teacher present as soon as the behaviour happens. The teacher uses her/his own behaviour management strategies (refer to Table 2 for *sample* strategies) to encourage the student to choose positive behaviours and has a direct conversation with the student that:

- names the unacceptable behaviour
- illustrates that the student is demonstrating either a lack of respect, or care or achievement by referring to the chart in the classroom
- clearly states the expected behaviour

The teacher uses his/her discretion to enter *reflective conversation* on the discipline register on Edumate.

Table 2

<p>Optional behaviour management strategies for individual teachers:</p> <ul style="list-style-type: none"> • verbal reminders of expected behaviour with special reference to class/school rules • detaining students to tidy up at the end of the lesson/recess or lunch • changing a student's seating position • picking up litter in the grounds • teacher detention • issuing a class detention • requesting an apology • writing a comment in the student's Planner or making a phone call to inform parents • separating the student from the group/team

Students will be given opportunities to modify their behaviour in response to classroom teachers' conversations and management strategies.

If a student continues to choose unacceptable behaviour the interventions referred to above, the teacher should:

In the classroom setting	Outside the classroom setting
(i) Refer student to core values to reflect on their behaviour	(i) Refer student to core values to reflect on their behaviour
(ii) Have a reflective conversation with the student at the end of the lesson	(ii) Have a reflective conversation with the student
(iii) Inform student of lunch detention	(iii) Inform student of lunch detention
(iv) Enter details of ' <i>reflective conversation</i> ' including core values infringed and place on lunch detention on Edumate	(iv) Enter details of ' <i>reflective conversation</i> ' on Edumate including core values infringed and place on lunch detention
(v) Students complete ' <i>reflection sheet</i> ' (purple - see Appendix 1) during detention	(v) Students complete ' <i>reflection sheet</i> ' (purple - see Appendix 1) during detention
(vi) Completed reflection sheet given to teacher for restorative conversation with student	(vi) Completed reflection sheet given to Year Leader for restorative conversation with student
(vii) Teacher files sheet in faculty folder for future reference.	(vii) Year Leader files sheet for future reference.

<p>(viii) Teacher/Leader of Learning phones parents (after checking with Year Leaders) to discuss the unacceptable behaviour being displayed when the student has completed two (2) Behaviour Reflection sheets (purple) in a single key learning area within a short period of time.</p>	<p>(viii) Year Leader phones parents to discuss the unacceptable behaviour being displayed when the student has completed two (2) Behaviour Reflection sheets (purple) within a short period of time.</p>
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Lunch detention

A 20 minute lunch detention supervised by the Principal, Assistant Principal, Leader of Learning and Teaching and Leaders of Learning is held in Room 26 and must be completed without exception the day after it is issued. Students failing to attend lunch detention on the assigned day will be required to report to the Principal/Assistant Principal at recess the following day and again at lunch to serve their detention. Students are required to complete a reflective writing task provided by the supervising teacher during their lunch detention.

Appendix 1



**Behaviour Reflection –
minor unacceptable behaviour
(to be completed in detention)**

Name: Subject:

Date: Year: House:

Class: Period: Teacher:

I did not meet the following core values (see over):

.....
.....

My behaviour has affected others (my fellow students and teacher) in the following ways:

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

In future, I will:

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

Student signature:

Detention supervisor:

Detention date:

Teacher signature:

Note: see over for the table of SJCC values inspired behaviours

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2. Major (challenging, problematic) unacceptable behaviour

All incidents of unacceptable behaviour are referred to the student's Year Leader, a Leader of Learning or the Assistant Principal using the referral option on Edumate.

These behaviours:

- significantly disrupt the learning of self and/or others in the classroom – Level 1
- significantly violate the rights of others – Level 2
- put others/self at risk of harm and are illegal – Level 3

Major unacceptable behaviours

Level 1 Disrupt the learning of self and/or others	Level 2 Violate the rights of others	Level 3 Put self or others at risk of harm and are illegal
<i>Referred to Leader of Learning or Year Leader</i>	<i>Referred to Leader of Learning & Teaching or Leader of Student Wellbeing</i>	<i>Referred to Assistant Principal or Principal</i>
<i>Afternoon Detention</i>	<i>Extended Afternoon detention</i>	<i>Discretion of Principal/AP</i>
<ul style="list-style-type: none"> ◦ Repeated Minor unacceptable behaviours ◦ Repeated defiance ◦ Repeated disrespect ◦ Disruptive movement ◦ Out-of-bounds ◦ Persistent talking in class ◦ Repeated lateness to class and/or to school ◦ Partial/fractional truancy (up to 1 lesson) 	<ul style="list-style-type: none"> ◦ Repeated Level 1 unacceptable behaviours ◦ Oppositional behaviour that impacts on others ◦ Shouting/swearing at others ◦ Cheating to gain an unfair advantage ◦ Bullying & harassment ◦ Violating others' personal space ◦ Truancy (2+ lessons) 	<ul style="list-style-type: none"> ◦ Production/distribution of inappropriate images (pics) ◦ Serious bullying & harassment ◦ Cyberbullying ◦ Physical/verbal abuse – assault ◦ Leaving school grounds without permission ◦ Deliberately throwing objects in a dangerous manner ◦ Smoking in school uniform ◦ Body piercing another student ◦ Cutting others hair ◦ Theft ◦ Dealing in or taking illicit drugs/alcohol ◦ Possession of a knife/weapon ◦ Making threats ◦ Vandalism

When major unacceptable behaviour occurs and it is appropriate to remove the student from the class, the classroom teacher emails to request the support of the Assistant Principal or Principal in the classroom and/or sends a student to request they attend. The teacher completes the referral option on Edumate to the appropriate leader as determined in the above table.

Major unacceptable behaviour will result in the following consequences:

- Level 1: **afternoon detention** during which the student is required to complete a green Behaviour Reflection form for major unacceptable behaviour (Appendix 2) and have a reflective conversation with her Year Leader or Leader of Learning who informs the student's parent/carer. The Year Leader/Leader of Learning enters the afternoon detention on Edumate and sends an email to parents with details about when the student is to complete her detention.

If level 1 behaviours persist, the student moves to level 2 consequences

- Level 2: mandatory parent/carer interview with the student's Year Leader, Leader of Student Wellbeing, Leader of Learning and Teaching and relevant classroom teachers. During the interview, a positive classroom behaviour and teacher feedback plan is prepared to support the student for the next two weeks at which time the plan

will be reviewed. Parents are informed that the student is required to complete an **extended afternoon detention** (date is specified to parents) during which she will complete a green Behaviour Reflection form (Appendix 2). The Year Leader/Leader of Learning enters the extended afternoon detention on Edumate and sends an email confirmation to parents.

If level 2 behaviours persist, the student may be **withdrawn from class** by the Assistant Principal.

- Level 3: Most level 3 behaviours result in a short period of suspension from school or withdrawal from class for low grade bullying and cyberbullying. Parents/carers are required to attend a re-entry interview with Principal and/or Assistant Principal and may be required to sign a formal behaviour agreement. The student could be referred to the school counsellor, Leader of Learning Support or relevant external agencies such as Police Liaison Officer, School's Consultant, CSO Child Protection team or FACS. Students will be required to **attend school on a student free day** if level 3 behaviours involve truancy or withdrawal from class because of major unacceptable behaviour.

Afternoon and Extended Afternoon detentions

Afternoon detentions (45 minutes duration) and extended afternoon detentions (90 minutes) are held from 3.05pm on Wednesday afternoon in Room 26 and supervised by a Year Leader or Leader of Learning.

Year Leaders and Leaders of Learning are responsible for entering details about the afternoon on Edumate and notifying parents via email of the reason for the detention and the date on which it is to be completed. The Leader of Student Wellbeing or Leader of Learning and Teaching are responsible for entering details about the extended afternoon detention on Edumate and notifying parents via email of the reason for the detention and the date on which it is to be completed.

Students complete a green Behaviour Reflection form (Appendix 2) during an afternoon and extended afternoon detention and submit it to the supervising teacher for checking. The green form is then returned to the student to take home to be signed by a parent. The signed form is then returned to the Year Leader or Leader of Learning who instigated the afternoon detention or the Leader of Student Wellbeing or Leader of Learning and Teaching who instigated the extended detention. The student uses any remaining time in detention to complete a reflective writing task provided to the student by the supervising teacher.

An additional afternoon or extended afternoon detention is added when a student fails to attend an assigned detention and has not negotiated an alternative time with the Assistant Principal. The original and additional detention must be completed before the end of the week in which it was initially scheduled.

Appendix 2



**Behaviour Reflection –
major unacceptable behaviour
(to be completed in Afternoon Detention)**

Date:

Name: Year:

House:

Subject: Class: Teacher:

Level 1 or 2 unacceptable behaviour (Please circle)

Level 1 name of referring Leader of Learning/Year Leader..... **OR**

Level 2 name of referring Leader of Learning and Teacher/ Leader of Student Wellbeing

.....

I did not meet the following core values(see over):

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

I demonstrated the following unacceptable behaviour – see table next page:

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

My behaviour has affected others (my fellow students and teacher) in the following ways:

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

My behaviour has affected me in the following ways:

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

..... continued over

The behaviour I should have demonstrated includes – refer to the laminated sheet provided:

.....

.....

.....

.....

.....

.....

In future, I will:

.....

.....

.....

.....

I would like to make the following additional comments:

.....

.....

.....

.....
(Student's signature)

.....
(Parent's signature)

To be signed and returned to the referring leader the next school day (see page 1).

Level 1 Disrupt the learning of self and/or others	Level 2 Violate the rights of others	Level 3 Put self or others at risk of harm and are illegal
<i>Referred to Leader of Learning or Year Leader</i>	<i>Referred to Leader of Learning & Teaching or Leader of Student Wellbeing</i>	<i>Referred to Assistant Principal or Principal</i>
<ul style="list-style-type: none"> ◦ Repeated Minor unacceptable behaviours ◦ Repeated defiance ◦ Repeated disrespect ◦ Disruptive movement ◦ Out-of-bounds ◦ Persistent talking in class ◦ Repeated lateness to class and/or to school ◦ Partial/fractional truancy (up to 1 lesson) 	<ul style="list-style-type: none"> ◦ Repeated Level 1 unacceptable behaviours ◦ Oppositional behaviour that impacts on others ◦ Shouting/swearing at others ◦ Cheating to gain an unfair advantage ◦ Bullying & harassment ◦ Violating others' personal space ◦ Truancy (2+ lessons) 	<ul style="list-style-type: none"> ◦ Production/distribution of inappropriate images (pics) ◦ Serious bullying & harassment ◦ Cyberbullying ◦ Physical/verbal abuse- assault ◦ Leaving school grounds without permission ◦ Deliberately throwing objects in a dangerous manner ◦ Smoking in school uniform ◦ Body piercing another student ◦ Cutting others hair ◦ Theft ◦ Dealing in or taking illicit drugs/alcohol ◦ Possession of a knife/ weapon ◦ Making threats ◦ Vandalism

Mobile phones

Students are not permitted to have a mobile phone in any learning and teaching space during timetabled lessons, in study periods in the library and other study rooms, at sport and on buses to/from sport, or in any speciality room. The only exception to this is when a teacher requires students to use a phone as a learning tool. The teacher will make this very clear to students in advance. Students will be permitted to bring phones on excursions.

Students are to secure mobile phones in their locked locker during the school day. However, students are permitted to access and use their phone during recess and lunch only. Students are permitted to use their phone in the library at lunch. Parents who need to contact daughters during the school day are required to phone Student Services to arrange for a message to be passed onto their daughter.

Students who ignore the above regulations will be sent to the Principal/Assistant Principal to place their phone in a sealed envelope which will be securely stored until collected by the student at the end of the day. Parents will be informed if their daughter is required to surrender her phone to the Principal/Assistant Principal. When a student is required to 'hand her phone' to the Principal/Assistant Principal a second time, it may only be collected by her parents.

Some students may be exempt from these rules with permission from the Principal.

Non-compliance with uniform standards

Students are expected to comply with the college's uniform standard whenever they are wearing the uniform and teachers are expected to enforce these standards. Parents are required to write a letter of explanation to the Year Leader when a student is not in the correct uniform on a particular day.

Students in breach of uniform standards are required to complete a lunch detention. Teachers monitor student uniforms throughout the day and record a uniform detention on Edumate for any form of non-compliance. Students who repeatedly breach the uniform policy will be required to complete an afternoon detention issued by their Year Leader and their parents will be contacted.

Some students may be exempt from these rules with permission from the Principal.

Attendance and punctuality – Years 11 and 12

The Positive Behaviour for Learning and Teaching Guidelines includes two aspects of attendance and punctuality related to students in Years 11 and 12:

- (i) Students in Years 11/12 arriving late to school (between 8.50 and 9.40am) with the explanation they had an appointment e.g. dentist, physio, doctor. These students are required to provide a certificate from the practitioner to substantiate the appointment. If a certificate is not produced, the student will be referred to their Year Leader with Level 1 consequences.
- (ii) Students in Years 11/12 leaving school before the end of the day to attend an appointment e.g. dentist, physio, doctor are required to produce a letter from a parent or guardian which must be signed by the Year Leader. The Year Leader will record this early departure in the early departure record book. The student is required to provide a certificate from the practitioner to the Year Leader the following day to substantiate the appointment. If a certificate is not produced, the Year Leader will impose either Level 1 or Level 2 consequences depending on how many lessons the student did not attend the afternoon before. Also if the student is repeatedly leaving school early, the Year Leader will be required to contact the parent to discuss the student's attendance.