



# Behaviour Support Guidelines

## PK-12

## 1. Aim

Holy Cross College is committed to providing a positive environment in which all students feel welcomed, included and accepted. All members of the College community have responsibilities in ensuring that Holy Cross College is a safe and positive teaching and learning environment in which all have every opportunity to have life to the full. The staff at Holy Cross College also have the right to teach and work in a safe and supportive environment.

The Behaviour Support Guidelines aim to support and encourage all students to maintain acceptable standards of attendance, behaviour and academic participation, and improve student outcomes.

Sources of Authority	
CECWA Policy	Community
Executive Directives	Student Safety and Wellbeing Student Behaviour

## 2. Scope

These procedures apply to staff, students and parents/caregivers.

## 3. Definitions

Good Standing: All students will commence the year with Good Standing unless otherwise determined by the relevant Deputy Principal or Head of Primary. Having Good Standing allows a student to participate in extra-curricular activities. Students may lose their Good Standing when they are in breach of the Student Code of Conduct.

Student Code of Conduct: The Student Code of Conduct (Appendix 1) outlines the rights and responsibilities for every student at Holy Cross College. It is a condition of enrolment of all students at Holy Cross College to know and understand the required standards of behaviour and practice. The purpose of the Code of Conduct is to describe minimum standards of conduct and behaviour to ensure the safety and wellbeing of all students and staff.

Multi-tiered support system: a framework that supports schools to identify students' behavioural and social-emotional strengths and challenges and provide differentiated support for students based on their needs.

Restorative Practice: promotes positive student behaviour by providing a framework for students, as they are supported by staff, to build healthy, functioning relationships and maintain positive student behaviour. Restorative practice is inclusive of not only the person responsible for causing harm, but also the person that has been harmed. It allows for those who caused harm to reflect on the consequences of their actions and what impact their actions or inactions had on others (Moran et al., 2025).

#### 4. Student Rights and Responsibilities

All students at Holy Cross College have the **right** to:

- Achieve their full potential
- To feel safe and connected in their school environment
- To participate in the Catholic faith life of Holy Cross College
- To excel and extend themselves in their learning and in leadership.

All students at Holy Cross College have the **responsibility** to:

- Work to the best of their ability
- Be organised
- Participate in learning
- Encourage one another
- Contribute to a positive learning environment
- Treat others with dignity and respect
- Foster a positive, safe and caring environment
- Follow the College's procedures and standards of behaviour
- Respect the rights of others
- Be responsible for their own actions
- Participate respectfully in Mass, Liturgy and prayer
- Actively participate in the faith life of the College and Parish
- To make a difference by serving others
- Be a reflective learner and plan for growth
- Take all the opportunities that are offered
- Challenge themselves to achieve their full potential
- Respect the College environment and use College resources wisely

#### 5. Positive Behaviour Recognition

A safe and supportive teaching and learning environment coupled with relationships based on understanding and trust promote positive development and wellbeing in people who have experienced trauma. Positive recognition is a collective responsibility of all the College staff including: classroom teachers, specialist staff, Education Assistants, support staff, HTG teachers, Middle Leaders and the Senior Leadership Team. Students can earn house points by demonstrating positive behaviours that are aligned with the College vision 'have life to the full', the College's values and expectations.

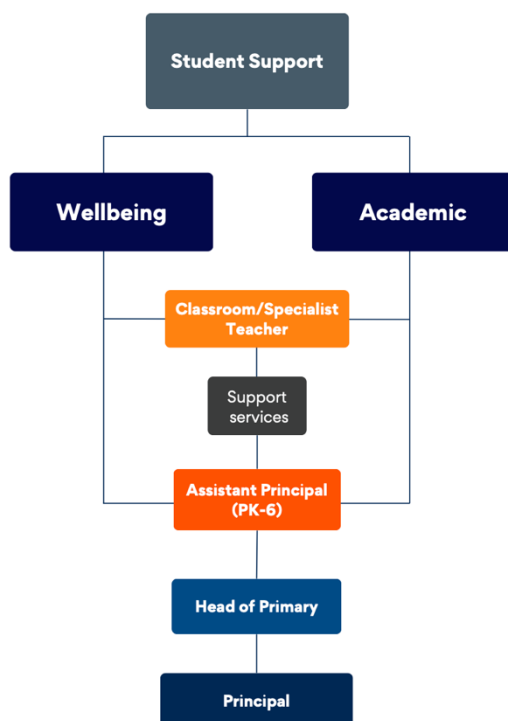
- Positive interactions with students
- Verbal recognition
- Positive feedback on student work and verbally
- Merit certificates
- Sharing of student work
- Letter of commendation/positive affirmations shared with parents/caregivers
- Feedback in SEQTA

- House assembly commendation
- Social media posts
- Awards at the end of the academic year

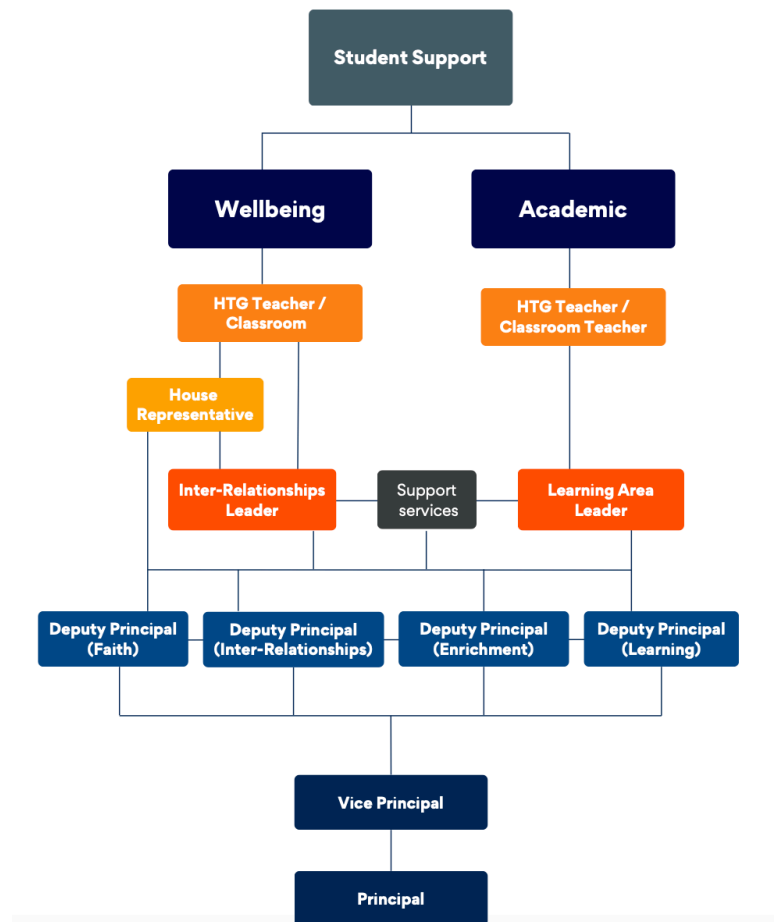
#### 6. Holy Cross College Support Structures

Our support structures at Holy Cross College seek to keep the child at the centre of everything that we do reflective of our College as a Christ-centred and student-focused teaching and learning environment. Classroom and specialist teachers in our Junior School, and HTG and classroom teachers in our Middle and Senior Schools work collaboratively with middle leadership and support services.

##### Junior School Support Structure

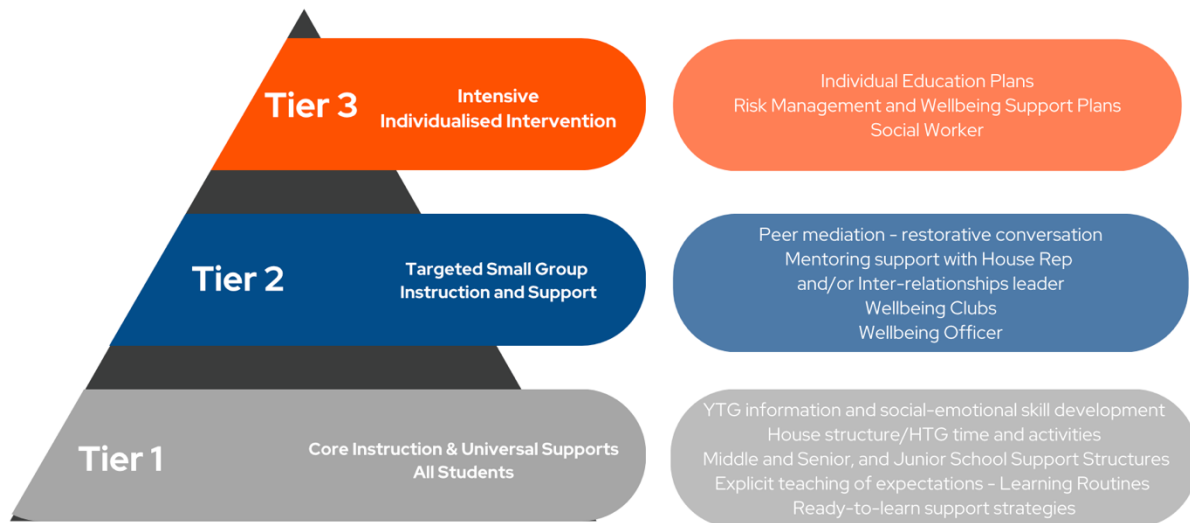


##### Middle and Senior School Support Structure



## 7. Multi-Tiered Support Systems

The foundation of a multi-tiered support system (MTSS) is its proactive and preventative nature. Additionally, MTSS intends to reach all students in a school system and provide support tailored to each student based on data acquisition. There are three tiers: universal, targeted and intensive (Nitz et al., 2023).



### 7.1 Tier 1: Core Instruction and Universal Supports

All students have access to Tier 1 interventions that are evidence-based. Tier 1 interventions seek to create and maintain a positive learning environment for all and thus are inclusive of social-emotional learning and positive reinforcement and consequences. At Holy Cross College, our classrooms have learning routines in place (Appendix 2). These routines seek to achieve predictability, calmness and positivity in the classroom setting.

#### 7.1.1 Tier 1: Middle and Senior School

In addition to Learning Routines, the Extended HTG/YTG time supports student connectedness and explicit teaching of social-emotional skills.

#### 7.1.2 Tier 1: Junior School

In Junior School, we seek to create environments in which all students feel ready to learn, allowing our Junior School students to stay on task, follow instructions and respect others' right to learn. Strategies in a Junior School setting include: morning circles, positive reinforcement, class positive behaviour strategies, positive classroom rewards system and predictable procedures and routines.

### 7.2 Tier 2: Targeted – Small Group Instruction and Support

Tier 2 measures and supports are available to students who are limited in their responsiveness to Tier 1 interventions. These measures are more targeted in their approach and seek to meet the needs of a smaller group of students. Peer or teacher mediations at times of conflict, incident report reflections and mentoring support are embedded into student support. The questions below are a guide for staff in managing conflicts:

When Things Go Wrong	When Someone Has Been Hurt
<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you have done? In what way?</li> <li>• What do you think you need to do to make things right?</li> <li>• What strategies could you use to prevent a similar situation in the future?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you think when you realised what had happened?</li> <li>• What impact has this incident had on you and others?</li> <li>• What has been the hardest thing for you?</li> <li>• What do you think needs to happen to make things right?</li> </ul>

### 7.3 Tier 3: Intensive – Individualised Intervention

Tier 3 interventions are put in place if a student does not respond to Tier 2 or their individual needs require support at this level. Tier 3 is characterised by its individualised approach in seeking to meet the students' needs whilst also considering the College's context and capabilities. Tier 3 often focuses on the specific behaviour/s. Students who require Tier 3 intervention may:

- Lose their good standing and/or be going through the process of re-instatement using the Fulfilling Life Daily Progress Card.
- Be seeking to restore relationships through suspension re-entry meetings.
- Be on an Individual Education Plan
- Be on an Individual Behaviour Support Plan or Ready to Learn Plan
- Be part of a case management approach involving student, family, College staff and external agencies.

## 8. Good Standing Overview

Good Standing acknowledges and rewards students who consistently demonstrate behaviours that align with the Student Code of Conduct that contribute to a positive and safe school environment. This process assists students in learning the impact of and taking responsibility for their choices. Having Good Standing allows a student to participate in extra-curricular activities. Students may lose their Good Standing when they are in breach of the Student Code of Conduct. The Good Standing Process applies to students in Years 4 – 12.

### 8.1 Loss of Good Standing

Students are at risk of losing good standing if they engage in behaviour that is in breach of the Student Code of Conduct. A member of the Senior Leadership Team decides whether a student loses good standing. A student may lose their good standing for the following reasons:

- Ongoing non-compliance: In the event a student engages in ongoing non-compliance, the student will lose their good standing. Ongoing non-compliance includes, but is not limited to:
  - Behaviour: ongoing lack of respect for people and/or property and/or school procedures/guidelines.

- Participation: regular refusal to participate in school events, course curriculum, and/or assessment requirements.
- Uniform: ongoing refusal to adhere to the Student Standards of Uniform and Personal Presentation.
- Attendance: pattern of truancy and unexplained absences.
- Mobile phone or electronic devices: at least three occasions of mobile phone or electronic devices being confiscated in the calendar year.
- ICT misuse: failure to follow directions regarding effective use of ICT and/or personal devices at school.
- Any other behaviour deemed significant by the College's Senior Leadership Team.

In addition to this, the following behaviour support measures may result in loss of good standing:

Year 4-6 Students	Year 7-12 Students
<ul style="list-style-type: none"> <li>● Recess or lunch detentions: If a student receives three recess and/or lunch detentions in a term, this student will lose their good standing.</li> <li>● Internal Suspension: If a student is internally suspended at the College on three occasions in the year, this student will automatically lose their good standing.</li> <li>● External Suspension: If a student is externally suspended from the College, this student will automatically lose their good standing.</li> </ul>	<ul style="list-style-type: none"> <li>● Three afterschool detentions within a term.</li> <li>● Suspension: If a student is suspended (external or internal) from the College, this student will automatically lose their good standing.</li> </ul>

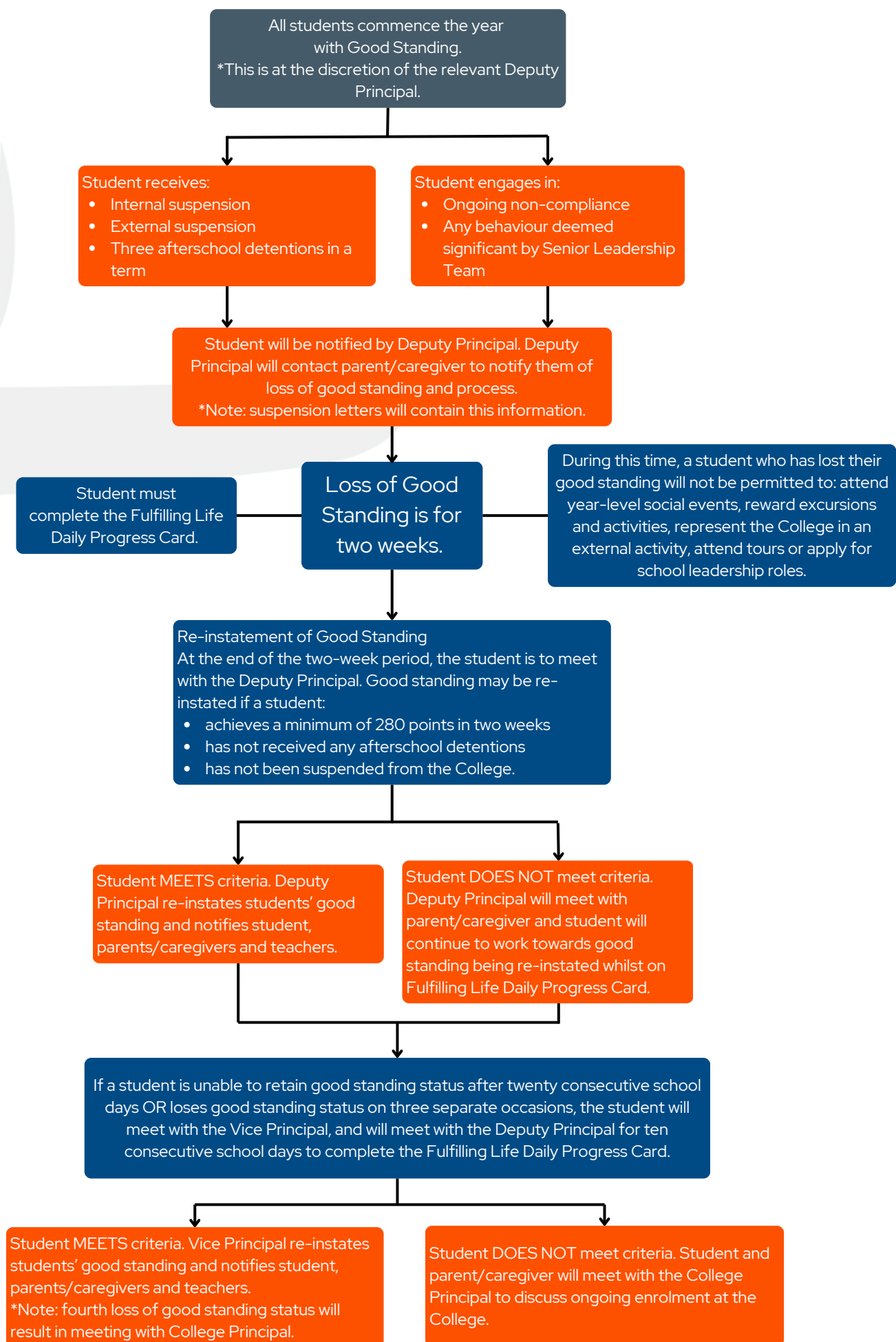
The Wellbeing Administration Assistant will keep a record of students who have lost good standing.

Activities that are additional to course curriculum and assessment requirements are considered a privilege and are therefore only accessible to students with good standing. These activities include, but are not limited to:

- Invitations to social events such as: Year 12 Ball, Year 11 Dinner Dance, Year 10 River Cruise, Socials.
- Invitations to reward excursions and reward activities such as: Feast Day Lunch, School Feast Day.
- Representing the College in an external activity such as: NEAS, ACC Carnivals.
- Intrastate, interstate or international tours.
- School leadership roles.

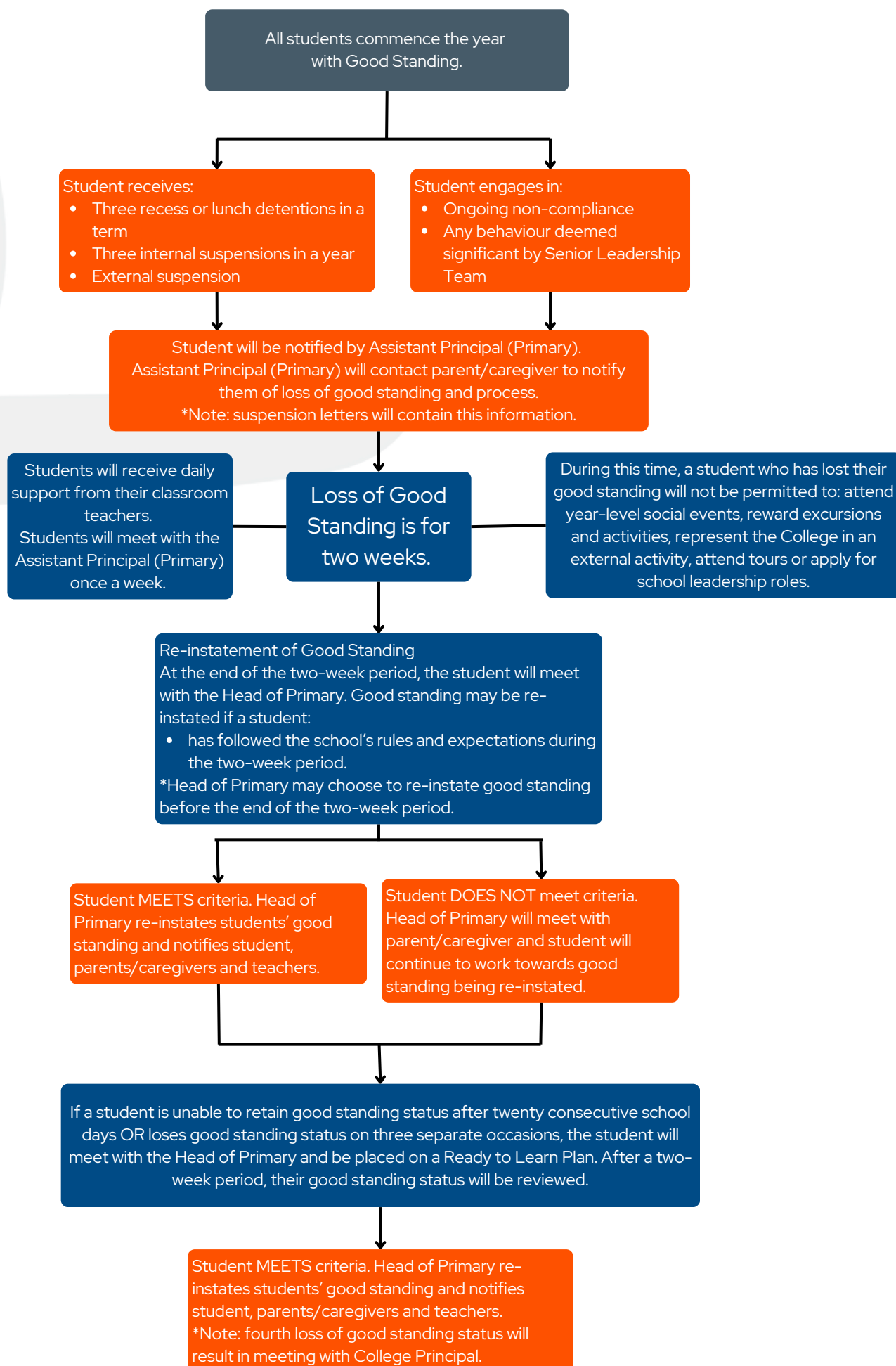
During a period of loss of good standing, students in Year 7-12 are required to complete a Fulfilling Life Daily Progress Card (Appendix 3) and students in Year 4-6 are required to complete a Fulfilling Life Daily Progress Card (Appendix 4).

## 8.2 Good Standing Process – Year 7-12 Students





### 8.3 Good Standing Process – PK-Year 6 Students



## 9.0 Behaviour Support Measures – Overview

One of our primary aims is for students at Holy Cross College to develop their ability to make positive and responsible choices. On occasion, staff at the College may need to implement management strategies or apply consequences. In all instances, the dignity of all members of our College Community should always be maintained. Where possible, the teacher will apply their own strategies to manage student behaviour. There may be occasions where the teacher is required to seek support from a middle leader or the Senior Leadership Team. Serious issues or incidents are referred directly to the appropriate middle leader or the Senior Leadership Team.

### 9.1 Behaviour Support Measures – Year 7-12 Students

#### Level 1

##### **Recess and Lunchtime Detention issued by Classroom Teacher or Learning Area Leader**

- If a student continues to breach the Student Code of Conduct despite teacher's use of restorative practices and strategies, a recess or lunch detention will be issued. The type of detention should provide an opportunity to reflect on the reason/s for it being issued, and/or should reflect the behaviour for which it was issued. Parents/caregivers will be notified of this lunchtime detention.

##### **Confiscation of Non-Approved Uniform or Personal Presentation Items, or Mobile Phones or Auditory Devices Without Staff Permission**

- Any member of staff may confiscate uniform or personal presentation items that do not conform with the College Standards of Uniform and Personal Presentation or a mobile phone or auditory device in use between arrival at the College and the conclusion of the school day. These items are to be taken to the Wellbeing Centre, and can be collected by the student at the end of the school day. Repeated confiscations will be escalated.

##### **Lunch Detention for non-compliance with College Standards of Uniform and Personal Presentation**

- If a student does not meet the College Standards of Uniform and Personal Presentation, the student will be issued with a lunchtime detention by a staff member. Parents/caregivers will be notified of this lunchtime detention. Students will have two opportunities to attend this lunchtime detention before it is escalated.

#### Level 2

##### **Removal from Class and/or Placement in 'Buddy' Class**

- If a student continues to disrupt the teaching and learning environment despite teacher's use of restorative practices and strategies, and Level 1 middle leader intervention, the student may be removed from class to work in a separate area supervised by a staff member or sent to a 'buddy class' with work to complete. Parents/caregivers will be informed of any removal from class. Prior to the student returning to the classroom, a restorative conversation will be facilitated by the relevant middle leader between the student and staff member.

##### **Academic Completion Session**

- A student will attend an academic completion session if they need to complete an assessment that was not completed in the two scheduled missed assessment sessions or if they have an overdue assignment. Students and their parents/caregivers will be notified of their requirement to attend at least 24 hours prior. If the work is completed to a satisfactory standard prior to the academic completion session, they will not be required to attend. If the work is not completed to a satisfactory standard, the student will be required to attend until it is deemed satisfactory by the Learning Area Leader.

## Level 2

### **Afterschool Detention**

- An afterschool detention will be issued for ongoing or serious breaches of the Student Code of Conduct, or the College's procedures and guidelines. Afterschool detentions are issued by the Learning Area Leader, Inter-Relationships Leader or member of the Senior Leadership Team. Afterschool detentions should provide students with an opportunity to reflect on their choices. Students will be given two opportunities to attend this afterschool detention before it is escalated.

## Level 3

### **Loss of Good Standing**

- Students may lose their Good Standing due to serious breaches of the Student Code of Conduct, or College's Guidelines and Procedures. Reasons for loss of Good Standing may include: ongoing non-compliance, three afterschool detentions in a term, suspension or any behaviour deemed significant by the Senior Leadership Team.

### **Internal Suspension**

- A student may be withdrawn from some or all classes for a period of time. A decision to internally suspend a student will be made by the relevant Deputy Principal in consultation with the Inter-Relationships Leader and/or Learning Area Leader. Parents/caregivers will be notified of the internal suspension. The student will be required to reflect on their choices and complete classwork while withdrawn from classes. Suspension will result in automatic loss of good standing.

### **External Suspension**

- A student may be externally suspended from the College for a period of time for very serious breaches of the Student Code of Conduct, or the College's guidelines and procedures. A decision to externally suspend a student will be made by the relevant Deputy Principal in consultation with the Inter-Relationships Leader and/or Learning Area Leader. Parents/caregivers will be notified of the external suspension and will need to collect the student. The student will be required to reflect on their choices and complete classwork while at home. Before the student can return to classes or any College-related activities, the student must attend a re-entry meeting with the relevant Deputy Principal to discuss their College enrolment and renew their commitment to the Student Code of Conduct, and the College's procedures and guidelines. Suspension will result in automatic loss of good standing.

## Level 4

### **Exclusion**

- A decision may be made to exclude a student from the College for most serious breaches of the Student Code of Conduct. The decision to exclude a student from a Catholic School must be carefully considered and guided by the CECWA Student Behaviour Directives: Process for Exclusion of Students for Disciplinary Reasons. The Principal must seek consultation from CEWA before proceeding with this course of action.

### Level 1

#### Strategies

**Strategies that may be used when managing behaviour at this level may include, but are not limited to:**

- Brain breaks, emotion coaching, eye contact, naming student, one-on-one classroom discussion, proximity, tactical ignoring and classroom privileges.

#### Behaviour Support Measures

##### **Loss of Classroom Privileges**

- Loss of a classroom privilege involves temporarily removing a reward or freedom that is usually available such as: missing out on free time or preferred activity, not being able to sit with friends, losing access to iPad time, not being allowed to participate in class games or senior sport, being removed from a job or leadership role, losing choice in learning centres or activities, or temporary move to a different seat. Loss of classroom privileges are designed to help students reflect on their behaviour and understand that actions have outcomes.

### Level 2

#### Strategies

**Strategies that may be used when managing behaviour at this level may include, but are not limited to:**

- Calming space, emotion coaching, self-soothing activities, space to reset, AP/HOP/Wellbeing Team check-in, strategies outlined in student's Ready to Learn Plan or IEP, Wellbeing Team Referral.

#### Behaviour Support Measures

##### **Loss of Recess and/or Lunchtime Detention**

- If a student continues to breach the Student Code of Conduct despite teacher's management and strategies, the student will lose their recess or lunchtime break. This loss of break time will provide time for the student to reflect on their choice/behaviour.

##### **Confiscation of Non-Approved Uniform or Personal Presentation Items, or Mobile Phones or Auditory Devices Without Staff Permission**

- Any member of staff may confiscate uniform or personal presentation items that do not conform with the College Standards of Uniform and Personal Presentation or a mobile phone or auditory device in use between arrival at the College and the conclusion of the school day. These items will be kept by the classroom teacher and will be returned to students at the end of the day. Repeated confiscations will be escalated.

##### **Removal from Class and/or Placement in 'Buddy' Class**

- If a student continues to disrupt the teaching and learning environment despite teacher's management and strategies, the student may be removed from class to work in a separate area supervised by a staff member or sent to a 'buddy class' with work to complete. Parents/caregivers will be informed of any removal from class. Prior to the student returning to the classroom, the student and teacher will have a conversation about expectations in the classroom.

## Level 3

### Strategies

**Strategies that staff may use when managing behaviour at this level may include, but are not limited to:**

- Appropriate behaviour plan created by Assistant Principal (PK-6), co-teacher support, CEWA support liaison, engagement with Wellbeing Team members, immediate class and/or break time withdrawal.

### Behaviour Support Measures

#### **Loss of Good Standing (Y4-6)**

- Students may lose their Good Standing due to serious breaches of the Student Code of Conduct, or College's Guidelines and Procedures. Reasons for loss of Good Standing may include: ongoing non-compliance, suspension or any behaviour deemed significant by the Senior Leadership Team.

#### **Internal Suspension**

- A student may be withdrawn from some or all classes for a period of time. A decision to internally suspend a student will be made by the Head of Primary or Assistant Principal (PK-6). Parents/caregivers will be notified of the internal suspension. The student will be required to reflect on their choices and complete classwork while withdrawn from classes. Suspension will result in automatic loss of good standing.

#### **External Suspension**

- A student may be externally suspended from the College for a period of time for most serious breaches of the Student Code of Conduct, or the College's guidelines and procedures. A decision to externally suspend a student will be made by the Head of Primary or Assistant Principal (PK-6). Parents/caregivers will be notified of the external suspension and will need to collect the student. The student will be required to reflect on their choices and complete classwork while at home. Before the student can return to classes or any College-related activities, the student must attend a re-entry meeting with the Head of Primary to discuss their College enrolment and renew their commitment to the Student Code of Conduct, and the College's procedures and guidelines. Suspension will result in automatic loss of good standing.

## 9.3 Purpose of Suspension

A member of the Senior Leadership team or a Middle Leader (in consultation with a member of the Senior Leadership team) may withdraw a student from classes, breaks or other school activities for reasons aligned with the College's Behaviour Support Guidelines. Applied as close as possible to the time of the breach of the Student Code of Conduct, withdrawal is used for the purpose of providing an opportunity to:

- Calm, in circumstances where the student has become unable to self-regulate,
- Reflect on and learn from the incident, including engaging in restorative processes,
- Ensure the safety of themselves and/or others,
- Evaluate prior behaviour support and negotiate and plan adjustments that may be required, and/or
- Continue a learning activity in a less stimulating environment.

During a suspension, the student is required to:

- Complete any assigned activities that are related to the reason for the suspension of their enrolment at the College,
- Keep a record of class work that they have completed during their absence, and communication with teachers as appropriate/required, and
- Complete a reflection booklet in which they acknowledge their choices, the support they need and the steps they plan to take in conforming with College expectations.

During a suspension, a student cannot:

- Attend any College-related events,
- Participate in TAFE or workplace learning, and/or
- Attend any classes.

#### References:

Moran, E., Walsh, E. & Sloan, S. (2025). Promoting a restorative culture in schools: Insights from school leaders. *International Journal of Educational Research Open*, 8, <https://doi.org/10.1016/j.ijedro.2024.100397>

Nitz, J., Brack, F., Hertel, S., Krull, J., Stephan, H., Hennemann, T. & Hanisch, C. (2023). Multi-tiered systems of support with focus on behavioral modification in elementary schools: A systematic review. *Heliyon*, 9(6). <https://doi.org/10.1016/j.heliyon.2023.e17506>

<b>Authorised by:</b>	Albert Borrello	<b>Signature:</b>	
<b>Date:</b>	5 May 2025	<b>Next Review</b>	1 January 2026

## APPENDIX 1



### STUDENT CODE OF CONDUCT

The Student Code of Conduct sets out the rights and responsibilities for every student at Holy Cross College. It is a condition of enrolment of all students at Holy Cross College to know and understand the required standards of behaviour and practice as detailed in the Holy Cross College Code of Conduct, including the Rights and Responsibilities and the expectations detailed in relevant policies and Enrolment Agreement.

The purpose of the Code of Conduct is to describe minimum standards of conduct and behaviour to ensure the safety and well-being of all students and staff. The Code is summarised in the thirteen Conduct Statements below:

Upon enrolment at Holy Cross College all students commit to:

1. Uphold and actively demonstrate the right of every student and staff member to be free from harassment, bullying, intimidation, discrimination or aggressive behaviour, as outlined in the Behaviour Support Guidelines;
2. Achieve to their full academic potential by cooperating with staff in diligent preparation and thorough completion of all tasks;
3. Respect the right of others to fully engage in the teaching and learning process;
4. Honour their co-curricular commitments to training, practice, performance, rehearsals, competitions and in the support of others;
5. Represent Holy Cross College in a manner that upholds the values, ethos and reputation of the College;
6. Participate fully in the College community through enrichment activities offered under the four LIFE Pillars: Learning, Inter-relationships Faith and Enrichment.
7. Be in attendance on all school days and at all scheduled, timetabled and co-curricular obligations, except in cases of illness, misadventure or approved leave;
8. Adhere to the Attendance Procedures and Management expectations;
9. Take pride in their personal appearance and in the wearing of the correct school uniform and sporting attire, in accordance with the College Standards of Uniform and Personal Presentation;
10. Demonstrate respect for the local community showing courtesy and appropriate language when with other members of the College and when in the wider community;
11. Show respect for College buildings, property and grounds and the possessions of others;
12. Demonstrate appropriate use of digital technology, personal devices, internet usage, including social media, in accordance with sound digital citizenship and the ICT Student Agreement;
13. Not partake, possess or be under the influence of non-medically prescribed substances (including tobacco, alcohol and other illicit substances) on the campus of the College, whilst wearing any item of school uniform or whilst participating in any College activity off the campus.

All members of the College Community are required to report breaches of the Code of Conduct to their Class/HTG teacher or a member of the College leadership. Consequences apply for breaches of the Code of Conduct in accordance with the College's Behaviour Support Guidelines.

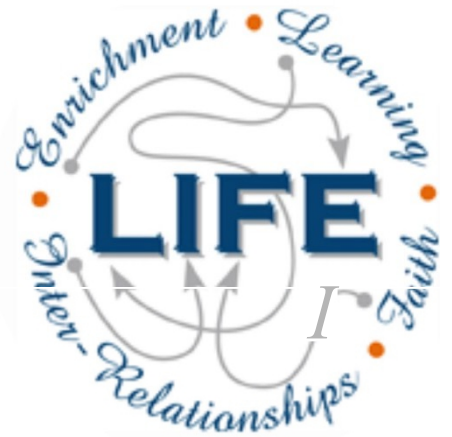
If a breach of the Student Code of Conduct is deemed to be of a serious criminal nature, Holy Cross College reserves may seek legal advice, report the matter to police and/or other external agencies. Note that teachers and some other employees have mandatory reporting obligations under the Children and Community Services Act 2004 (WA) if they have reasonable grounds to suspect a child is at risk of sexual harm.

Students with a concern or grievance are expected to follow the procedures as outlined in the Student Complaints Procedure.

The attached Code of Conduct – Rights and Responsibilities outline the significant aspects of daily conduct and behaviour and are displayed in each classroom.



# Rights and Responsibilities



## All students have a **RIGHT**:

- to achieve their full potential
- to feel safe and connected in their school environment
- to participate in the Catholic faith life of Holy Cross College
- to excel and extend themselves in their learning and in leadership

## All students have a **RESPONSIBILITY**:

**L**

- to work to the best of their ability
- to be organised
- to participate in learning
- to encourage one another
- to contribute to a positive learning environment
- to treat others' with dignity and respect

**I**

- to foster a positive, safe and caring environment
- to follow the College's policies and standards of behaviour
- to respect the rights of others
- to be responsible for their own actions

**F**

- to participate respectfully in Mass, Liturgy and prayer
- to actively participate in the faith life of the College and Parish
- to make a difference by serving others

**E**

- to be a reflective learner and plan for growth
- to take all the opportunities that are offered
- to challenge themselves in roles they might not normally consider
- to respect our environment and use the College resources wisely



## APPENDIX 2

# Learning Routines

*Our Mission is to empower every member of the community to  
"Have Life to the Full"*

**We live our Learning Pillar values of Dignity and  
Personal best when we are:**



**On time** – we get to class on time



**Ready to learn** – we bring all our equipment and required resources i.e. a charged iPad / MacBook, pen, workbook



**Respectful** – we wait outside the learning space in two lines so other people can move around, we talk quietly so other classes can get on with their learning



**Calm and settled** – we walk into the room quietly, stand behind our desks in our seating plan and wait for our teacher to start the class.



**On task** – we listen to teacher instructions, we check before we move around the room, we complete the Student Leave Form to leave class, and we record any homework or further study on SEQTA Learn 'Task List'

## APPENDIX 3

### Middle and Senior School - Fulfilling LIFE Daily Progress Card

Good Standing Status can be regained if a student adheres to the Student Code of Conduct during their time on the Fulfilling Life Daily Progress Card.

5 – Excellent  
4 – Very Good  
3 – Satisfactory  
2 – Needs Improvement  
1 – Poor

<b>Student Name:</b>		<b>Date:</b>	
<b>HTG Teacher:</b>		<b>IRL:</b>	

Lesson	Class and Teacher	REQUIREMENTS					Teacher Comment
		Punctual	Positive Behaviour and Interactions	Learning Engagement, Participation and Work Completion	Preparedness to Learn	Uniform and Personal Presentation	
HTG		✓ x					
Period 1		✓ x					
Period 2		✓ x					
Period 3		✓ x					
Period 4		✓ x					
Period 5		✓ x					
Period 6		✓ x					

Student Reflection:

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

Parent/Guardian Comment:

Parent/Guardian Signature: \_\_\_\_\_

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

### Student Responsibility:

- Student visits the IRL office at the start of each school day to hand-in the previous day's review card and collect a new card.
- Student is to give their card to their supervising teacher at the start of each lesson, and collect the card at the end of each lesson.
- Students are to write a brief reflection each day supported by IRL or parent/guardian. Students may be guided by one of the following questions in their reflection:
  - Which lessons went well for me today and why do I think they were successful?
  - When did I feel supported to achieve my full potential and what did this look like?
  - If there was an unsuccessful lesson, what could I do differently next time?
  - Are there any support/s I need to continue to work towards having my good standing status re-instated?

### Parent/Guardian Responsibility:

- Read through the card with their child at the conclusion of each school day.
- Identify areas of success and areas for improvement.
- Communicate any feedback or questions to relevant IRL via comment box.

### Teacher Responsibility:

- If the student forgets, the teacher can remind the student to hand in their card at the start of the lesson.
- Circle the tick or cross to indicate whether the student arrived to class on time.
- Give students a rating in the four areas between 1-5. (See breakdown of ratings below.)
- Write a brief comment. Where possible, this comment should be positive and/or constructive.
- Give the card back to the student at the conclusion of the lesson.
- If a relief teacher is covering the class, communicate that the student is required to hand in a progress report and the requirement to complete it in relief notes.

### Explanation of Requirements:

Students are to be given a rating for each area between 1 and 5.

<b>Positive Behaviour and Interactions</b> <ul style="list-style-type: none"><li>• We allow others the right to learn</li><li>• We use equipment and all electronic devices safely and responsibly, and in line with College's expectations</li><li>• We build friendships through safe behaviours</li><li>• We adapt our behaviour to suit the setting</li><li>• We speak respectfully with and to all members of the College community</li></ul>	<b>Learning Engagement, Participation and Work Completion</b> <ul style="list-style-type: none"><li>• We actively listen and participate</li><li>• We apply ourselves and give of our best</li><li>• We participate responsibly in all activities</li><li>• We complete work to the best of our ability</li><li>• We prioritise our learning in the classroom</li><li>• Complete homework and assignments within set timelines and to the best of their ability</li></ul>
<b>Preparedness to Learn</b> <ul style="list-style-type: none"><li>• We are on time to timetabled classes and scheduled activities</li><li>• We bring all the required materials to class to support our learning.</li></ul>	<b>Uniform and Personal Presentation</b> <ul style="list-style-type: none"><li>• We adhere to all aspects of Student Standards of Uniform and Personal Presentation</li></ul>

## APPENDIX 4

### Junior School - Fulfilling LIFE Daily Progress Card

Good Standing Status can be regained if a student adheres to the Student Code of Conduct during their time on the Fulfilling Life Daily Progress Card.

5 – Excellent  
 4 – Very Good  
 3 – Satisfactory  
 2 – Needs Improvement  
 1 – Poor

<b>Student Name:</b>		<b>Date:</b>	
<b>Class Teacher:</b>			

Time	Class and Teacher	REQUIREMENTS					Teacher Comment
		Punctual	Positive Behaviour and Interactions	Learning Engagement, Participation and Work Completion	Preparedness to Learn	Uniform and Personal Presentation	
Morning Session		✓ x					
Middle Session		✓ x					
Afternoon Session		✓ x					

Student Reflection:

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

Parent/Guardian Comment:

Parent/Guardian Signature: \_\_\_\_\_

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

### Student Responsibility:

- Student visits the AP office at the start of each school day to hand-in the previous day's review card and collect a new card.
- Student is to give their card to their class teacher at the start the day, and collect the card at the end of the day.
- Students are to write a brief reflection each day supported by IRL or parent/guardian. Students may be guided by one of the following questions in their reflection:
  - What went well for you today?
  - Why do you think it went well?
  - What could you have done to make your day more successful?
  - What has been the hardest thing for you?
  - How am I working towards my good standing?

### Parent/Guardian Responsibility:

- Read through the card with their child at the conclusion of each school day.
- Identify areas of success and areas for improvement.
- Communicate any feedback or questions to AP via comment box.

### Teacher Responsibility:

- If the student forgets, the teacher can remind the student to hand in their card at the start of the day.
- Circle the tick or cross to indicate whether the student arrived to class on time.
- Give students a rating in the four areas between 1-5. (See breakdown of ratings below.)
- Write a brief comment. Where possible, this comment should be positive and/or constructive.
- Give the card back to the student at the conclusion of the lesson.
- If a relief teacher is covering the class, communicate that the student is required to hand in a progress report and the requirement to complete it in relief notes.

### Explanation of Requirements:

Students are to be given a rating for each area between 1 and 5.

<b>Positive Behaviour and Interactions</b> <ul style="list-style-type: none"><li>• My choices allow others to learn</li><li>• I use equipment and all electronic devices safely and responsibly</li><li>• I build friendships through safe behaviours</li><li>• I adapt my behaviour to suit the place I am in</li><li>• I speak respectfully with and to all members of the College community</li></ul>	<b>Learning Engagement, Participation and Work Completion</b> <ul style="list-style-type: none"><li>• I listen and participate</li><li>• I try my best with all my work</li><li>• I participate responsibly in all activities</li><li>• I focus on learning when in my classroom</li><li>• I complete homework and assignments to the best of my ability</li></ul>
<b>Ready to Learn</b> <ul style="list-style-type: none"><li>• My iPad is charged.</li><li>• I have everything I need.</li><li>• I let the teacher know if I was ready to learn.</li></ul>	<b>Uniform and Personal Presentation</b> <ul style="list-style-type: none"><li>• I am wearing my uniform correctly and my personal presentation is acceptable.</li></ul>