PENOLA CATHOLIC COLLEGE

STUDENT MANAGEMENT POLICY

Other Related Documents:

- Penola Catholic College Mission Statement
- CEDP Documents –"Welfare of students in Catholic Systemic Colleges"
- Penola Catholic College Staff Handbook

CONTACT PERSON	
Assistant Principal	● Mrs Peta Sparkes
Leader of Student Wellbeing & Learning	● Mr Martin Stein
Head of Learning	● Mrs Peta Sparkes
Administration and Compliance Officer	● Mrs Stephanie PCCully

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Contents

Penola Catholic College - Student Engagement Flowchart

We strive for safe, responsible and respectful teaching and learning. If at any time, the student(s) make good choices in regards to behaviour – give positive feedback and encouragement.

Minor Behaviours
Inappropriate behaviour in a lesson, on the yard or on an excursion

Teacher Step 1
- Re teach expectations with positive outcomes
- Outlining consequence if behaviour continues
- Responsible Thinking Questions:
  ○ What are you doing? Why? What should you be doing? What are we going to do about it?

Teacher Step 2 (If behaviour continues)
- State explicitly desired behaviour and provide student with choice for compliance v non compliance
- Provide timeout/reflection time (if necessary) & address the motivator of the behaviour

Teacher Step 3 (If behaviour continues)
- Follow-up with consequences
- Ensure follow-up and resolution of issue prior to the next lesson/duty (May involve **LOL**)
- Parent contact made; Compass entry made

LOL - be informed, mentor, guide & facilitate

Eg. Minor defiance; Disruption of the learning; Littering; Walking around the classroom; Uniform infractions; Lateness

NB: LOL = relevant KLA OR Stage LOL   **Sample consequences:** Restorative meetings; Goal setting interventions; Time payback (Teacher detentions);

Moderate Behaviours
Inappropriate behaviour in lesson, on yard or excursion OR Persistent Minor Behaviours

Teacher Step 4
- State explicitly desired behaviour and provide choice (compliance v non compliance)
- Responsible Thinking Questions:
  ○ What are you doing? Why? What should you be doing? What are we going to do about it?

LOL informed of the issue and mentor, guide & facilitate

Teacher Step 5 (If behaviour continues)
- Remove student from the environment
- **Teacher** and **LOL** meet, review and problem solve
- Chronicle entries made via Compass
- Parent contact made

LOL - Mentor, guide & facilitate discussion with student & teacher - agree re ongoing process.

Teacher Step 6
- Ongoing monitoring and parent communication
- **Teacher** follow up with strategies discussed to remedy and redirect behaviour
- **LOL** - may attend interview with student and/or parent to mentor, guide & facilitate with classroom teacher

Stage LOL - informed via chronicle or discussion.

E.g. Continued minor infractions; Bullying/harassment

Sample consequences: Restorative meetings; Parent meetings; Goal setting interventions; Time payback (Teacher/College detentions); Faculty Cards

Major Behaviours
Inappropriate behaviours in a lesson, on the yard or on an excursion

No Danger
- **Teacher** reviews issue
  ○ removes student(s) where necessary
  ○ gathers information, from students, writes a statement and informs **LOL**

- **Teacher** and **LOL** consult.
- Review incident using SMP to determine appropriate consequence(s) for student(s)
- Confer with **LOSWL**, **AP** and /or **Principal**.
- Parent(s) informed

- **Teacher/LOL/LOSWL/AP/Principal** determine and implement consequence(s)
- Teacher/**LOL/Exec** enters chronicle
- Inform Stage **LOL** if KLA based
- **LOL** facilitates the mediation

Danger
- **Teacher** removes student(s) from danger
- Contact office immediately for urgent executive support
- **Exec** determines level of critical incident

- **Teacher/LOL** & **Exec** member ensure the safety of and/or learning for all
- **LOL** & **Exec** confer using SMP to determine consequences
- Parent(s) informed

- **Teacher/LOL/LOSWL/AP/Principal** implement consequence
- **Teacher/LOL/Exec** enters chronicle
- Inform Stage **LOL** if KLA based
- **LOL** facilitates the mediation

Eg. Breaking hands off; Unsafe behaviours; Swearing; Aggressive/offensive language to anyone; Continued deliberate interruption of the learning of others after correction; Missing student

Enabling Principles
- *Teachers follow agreed practices*
- *All students have the right to learn*
- *Ensure descriptive feedback. Close mark work*
- *Be positive and encouraging*
- *Chunk the lesson (Surface/Deep/Transfer)*
- *Independent quiet learning time occurs*
- *Use accountable talk & strategies*
- *Teachers must be in control of seating plans*
- *High and consistent uniform expectations*

1.0 INTRODUCTION

<u>Foundation Principles</u>

· Quality teaching and learning is the most effective form of student management.
· Positive relationships with students leads to better classroom learning.
· Celebrating successes with students and colleagues is a critical element of positive student management.
· Identifying issues clearly is critical in setting standards and expectations
· The behaviour you walk past is the behaviour you accept (class learning space, playground, etc..)

At Penola Catholic College our student management policy is based on the premise that it is our collective responsibility to build and encourage positive student behaviours and relationships in learning spaces, on the playground & when representing the college in extra-curricular activities.

We are committed to the development of the whole person for all students. This commitment is firmly grounded in courage, compassion, integrity and hope and it acknowledges that any consequence which lowers the dignity of the person is unacceptable and incongruent with our Catholic ethos.

Statement of Safe and Supportive Behaviours

At all times students are to be treated fairly and without bias, in particular when an incident is being investigated to determine the outcome/s. All procedures included in this policy document support Procedural Fairness Principles and the students right to an unbiased decision as supported by Parramatta Diocesan Policy.

Procedural fairness requires us to act justly and in a timely fashion in resolving discipline and pastoral situations. *"Processes will be conducted with procedural fairness ensuring fair practice and equity" (Maintaining Right Relations, 2003)*.

This policy will support the 'hearing rule' where students have the right to:
● Know the allegations being made against them and any other information which will be taken into account in considering the matter;
● Know the process by which the matter will be considered;
● Respond to allegations;
● Know how to seek a review of the decision made in response to the allegations;

An unbiased decision includes the right to impartiality in an investigation and decision-making and an absence of bias by a decision-maker. Procedural fairness requires impartiality of the decision maker.

Corporal punishment is never to be used by any teacher as a disciplinary measure. This is a child protection issue and is supported by Parramatta Diocesan Policy. *"Please Note: As legislated under the Children and Young Persons Care and Protection Act, all teachers are mandated to report to the Principal any suspicion, evidence or notification of corporal punishment being used in the home."*

At our school we will support students to be the best they can be. We have high expectations for learning and expect that every member of our community is safe from harm. Students who repeat serious misbehaviours in the categories listed on pages 27- 46 (red level), may be required to discuss negotiated withdrawal, transfer or the exclusion process for repeated offences.

Core staff beliefs

1. **Student Learning -** That each student can learn and is to be accountable for their learning
2. **Student Management** - Is a clear process, based on restorative justice, which leads to the development of positive relationships and positive attitudes towards learning.
3. **Teacher Responsibility** - Is to create a productive and supportive learning environment.
4. **Pride** - We will strive to develop pride amongst all staff and students.
5. **Expectations** - High expectations lead to better classrooms & improved results.
6. **Consistency** - Consistency breeds success. Every lesson, every day!

Core student beliefs

I will always give my best to learn	I know I am valued	I will respect the learning of others	I know I am capable

Safe	Respectful	Responsible

Student Well-being and counselling support

Our College Counsellor works at our school 5 days/week.
Students can self-refer by using the class code of :xfqtgp which gives them access to the PCC College Counsellor Noticeboard. On this page there is a referral form to complete online. Instructions are on the Counsellors window.
Teachers can refer a student after first speaking to the Stage LOL and making an entry onto COMPASS of their concern or observations. Parents may also speak to a teacher about seeking counselling support. Teachers should then make an entry on COMPASS, speak to Stage LOL and then Stage LOL will email the College Counsellor.

02. Agreed Practices

Classroom Teacher Agreed Practices

Each lesson should be focussed on positive relationships between students with their teacher and other students in the class.

SEQUENCE	What we see the TEACHER doing	What we see the STUDENTS doing
1. Entry to every class	- Instructing students to enter room - Seating Plan - If you have a class that is working and learning well, you are in control of where the students are sitting and how they are doing their work. If one student acts out, he/she may be required to change seats, therefore you have a plan for your seating. - If on the other hand, the students sit where they want to and the learning is compromised, the teacher would be expected to put in a more formal seating plan to manage the learning. - Welcoming (Grace to you and peace), students respond (and with your spirit) Sign of the Cross then optional formal prayer and Teacher instructs students to sit (7-10) - Marking roll on COMPASS	- Lining up (7-10) outside in two lines (no earphones in ears) and picking up any rubbish in the outside vicinity of the classroom - Entering the classroom in an orderly fashion and place equipment on desk i.e. Diary, exercise book, pens/pencil case, etc (individual KLA subjects will have other required equipment) - Leaving their iPad or laptop in school bag until directed by the teacher to take it out - Hanging school bags from the back of the chair or in an area which does not obstruct access around the classroom - Standing behind the desk (7-10) - Sitting quietly when directed - Ruling margins & date in classwork book
2. Introduction - Learning Intentions	- Articulating learning intentions and writes it on the whiteboard (or projects it onto whiteboard/screen) - Connecting the learning from previous lesson(s) and/or learning preparation. - Discussing why students need to learn the work (by authentically linking to students' lives where possible) (Engagement and Relevance) - Engaging students using stimulating/rich information and questions	- Engaging in the conversation about the learning intentions - Putting their iPad face down or laptop at 45° when teacher instruction is occurring
- Success Criteria	- Co-constructing success criteria with the class - this may be developed across a number of lessons of a unit of work - Referring back to the success criteria throughout the lesson/s	co-constructing success criteria and write in book/laptop/iPad
- Subject Specific Terminology	Providing/creating SST (Subject Specific Terminology) list	Recording and defining SST (Subject Specific Terminology) lists

3. Body of Lesson	- Chunking the learning into manageable and timely units with incorporating differentiation, challenge and variety - Facilitating learning for ALL students through: - Direct Instruction/New Information opportunities to process the information - a mix of activities (at the teacher's discretion) to enable depth of investigation, skill development, application and understanding - Circulating around the classroom giving necessary feedback - Tracking student progress in relation to Student Learning Performance and assessment as and for learning	- Engaging appropriately in learning and sets targets for their own learning - Applying the learning in practical and meaningful ways. - Working with surface, deep and transfer level learning. - Using Tier 1, Tier 2 and Tier 3 language.
4. End of Lesson	- Ensuring appropriate length of time is dedicated to the closure of the lesson (plan for the bell or afternoon announcements) - Concluding the learning - links back to learning intention and success criteria - Setting reflective task (which can be used as an exit ticket from the classroom) - Instructing students on home based learning and reminders - Ensuring room is neat and tidy for next class (and furniture returned to original state if moved during the lesson) - Asking students to stand behind chair (or place chair on desk if it is the last period the classroom is being used for the day) - Dismissing students in a formal manner - Checking home based learning is recorded in diary as students exit the classroom - Completing any learning card responsibilities	- Reviewing content - Recording home based learning in diary - Being dismissed in an orderly manner
5. Post Lesson	- Reflecting on the effectiveness of the lesson and completing registration and evaluation, program annotations and determining any relevant work samples) - Determining what needs to be followed up in the next lesson - Sharing ideas and thoughts with colleagues	

Home Room Teacher Agreed Practices

7-10	11-12
● Be punctual (teachers and students)	
● Line Up in two lines outside the room	● Wait respectfully for HR Teacher
● Check Uniform as they enter and greet students warmly	
● If student takes phone out they are asked to take it to the office	
● Students who are out of uniform without a valid note or uniform pass are to be given a recess uniform detention (name placed on the GOOGLE register)	
● Check students have technology (iPads/laptops) and diaries. Students without diaries to be given a diary replacement slip (SEE LOL) Students without this equipment must also be placed on the GOOGLE detention register	
● Ask students to write in their classes for the day/week into their diaries	
● Insist on silence during roll call and students respond with "here" or "present Miss/ Sir". Do a headcount after the roll call to ensure the two numbers correspond	
● Hand out notes and mark off the fact on a roll as a record of the note being distributed	
● Check owing absence notes and ensure return slips have been returned	
● Class captains (or delegated students) to read out notices and prayer	● Staff or student read out notices and say prayer
● Talk to individual groups about how they are going and celebrate birthdays, student success or upcoming events	
● When a student is in hospital or ill for an extended period of time (eg. broken leg, severe medical issue) send a get well video (individually posted to GOOGLE classroom) or get all students in the homeroom to sign a card	
● Call home when students are absent for a 3rd consecutive day	
● Notes that require collection must have a collection envelope included	

03. Student Rights and Responsibilities

Every student has the right to a safe and effective learning environment. It is the responsibility of all students to ensure that this environment is maintained at all times.

Rights	Responsibilities
to feel safe	to behave in ways that promote the physical, social and emotional well-being of others
to learn	to behave in such a manner that promotes good learning and teaching
to be valued	to value the qualities of myself and others
to be heard	to listen

Student Expectations

3.1 **Code of Conduct**

All staff at Penola have the authority and responsibility to lead, guide and encourage students to examine their behaviour and take ownership of it. Teachers use their authority in such a way as to promote students' self-discipline, self-esteem, respect for each other's rights and reverence for the God present among them. The following outlines expected behaviours of students.

LEARNING

The learning expectations are ways of showing respect for the right to teach and learn.
- We will be prepared for class, bring necessary equipment and complete learning preparation as requested.
- We will be on time.
- We will not hinder the right to teach nor learn.
- We will show effort at all times.

IMAGE AND PRESENTATION

The image and appearance rules are ways of showing we uphold our College community standard of dress and behaviour.
- We will adhere to dress and grooming requirements as outlined in the Uniform Policy.
- We will promote the College positively at all times internally and externally, being mindful not to bring the college into disrepute by our actions or words.

MOVEMENT

The movement rules are ways of showing we respect the right for all students and staff to move around the College safely and efficiently.
- We walk, not run, inside the buildings and in areas such as verandas, corridors, walkways and other places where it could be dangerous.
- We will not be "out of bounds".
- We will behave sensibly and responsibly when travelling within, to and from College and also at College functions.

COMMUNICATION

The communication rules are a way of showing respect for each other by the way we speak and act
- We speak at appropriate times, respectfully, and respond to those in positions of authority.
- We use positive language. This means that swearing (direct or indirect); put-downs and/or aggressive behaviour will not be tolerated.
- We minimise disruptive noise both in class, around the College and on transport.
- We show reverence during times of prayer and in sacred places and be attentive at College assembly times.
- We display good manners and respect to others at all times.

HEALTH AND SAFETY

The health and safety rules promote responsibility for our own well being and that of others.
- We will not have in our possession or use: cigarettes, alcohol or other illegal drugs at College, whilst travelling to or from College, at College functions or wearing the College uniform.
- We will not have in our possession or use weapons or other dangerous items.
- We will not engage in dangerous behaviour (eg. Rock throwing, spitting, climbing, tackles, brandings, physical violence).
- We will observe the safety rules specific to each subject area.

CARE FOR PROPERTY AND SURROUNDING AREAS

These rules are ways of showing our respect for the College environment and the property of others. It is everyone's responsibility to assist in making Penola a pleasant place.
- We keep the College neat and tidy.
- We will not damage, misuse or steal College property, or that of others.
- We show care for furniture and property by not chewing gum, nor engaging in graffiti or other acts of vandalism.
- We look after the College's garden, animals and surrounding bushland.

3.2 In All Classrooms
***We will*:**
- Respond respectfully to all teachers
- Treat each other with respect using positive language. This means no swearing, put downs, or other aggressive or bullying behaviour.
- Display good manners at all times.
- Avoid anything that disrupts learning.

3.3 Classroom Procedures
***Students will*:**
- Move quickly to the classroom as soon as the music begins prior to the bell and be at the classroom when the music stops (Students must move on the bell when music is switched off due to examinations)
- Line up in two straight lines. (7-10)
- Be neat and tidy and in full school uniform before entering the classroom.
- Move into the room in an orderly way.
- Obtain a signed note in the diary from a staff member in the event of lateness to class.
- Respond to the teacher's greeting, then be seated and unpack quietly.
- Have the necessary equipment for all classes, including your diary which is to be kept in good condition.
- Take technology (ipad/Computer) out of their bag ONLY when and if directed to by the classroom teacher.
- NEVER TAKE MOBILE PHONES OUT IN THE CLASSROOM
- Leave your seat only when a teacher directs you to do so.
- Do not eat in class.
- Pack up when the teacher directs you to do so and wait to be dismissed.
- Leave the room clean and tidy for the next class.
- All students will have their diary signed on the 'leaving class' page if they need to leave during a lesson. Students will then take their diary with them.

4. Teacher Expectations

All staff have the responsibility to ensure all students meet College expectations.

This means staff should always take action whenever there are breaches of the College code of Conduct. Courses of appropriate action are outlined in the Student Management Plan.

Teachers should know their students
- names, interests, involvement in extracurricular activities, greeting students in the yard.

Teachers should be well prepared
- planning lessons which employ a variety of activities aimed at developing effective, personalised learning for all students.

Teachers should be consistent
- in being punctual to class, setting clear expectations for acceptable behaviour, demands of work standards, role modelling what they want from students and making contact with parents if the need arises.

Teachers should avoid
- shouting at students, using sarcasm, public embarrassment of students, putting students outside of a classroom unless they are supervised in a constant direct line of sight.

Teacher should never
- Act in a way that breaches Catholic Education Office policy "Maintaining Right Relations' (2005) such as denying procedural fairness or use of corporal punishment

Teachers need to adhere to sound and consistent classroom routines which facilitate effective learning and teaching. These routines should include:-
- Ensuring students address them in a professional manner eg Sir/Miss or Mr, Mrs, Miss plus last name.
- Lining students up in an orderly manner (Years 7 – 10).
- Making sure the room is clean and tidy both before and at the conclusion of the lesson.
- Greeting the students
- Having each student place their diary on the desk at the commencement of the lesson.
- Marking the class roll each lesson and keeping a record of attendance, behaviour and parent contact.
- Conducting prayer, indicating learning intentions and success criteria.
- Insisting students are respectful and attentive during prayer.
- Not eating in homeroom or subject classes.

Teachers Have a Responsibility to
- Notify the Principal immediately of a reportable matter (Child Protection).
- Be familiar with and observe the guidelines of the Catholic Education Office policy "Maintaining Right Relations' (2005).
- Respond to incidents of bullying as outlined in "The College Anti-Bullying Policy".
- Follow up on classroom issues in a timely manner
- Communicate with KLA LOL, STAGE LOL, COLLEGE EXECUTIVE if any issues are arising

Teachers are supported by
- Feedback and coaching from Middle Leaders when issues arise in order to grow and develop in their pedagogical practices and behaviour management.
- Receiving necessary information with regard to student management and wellbeing
- Communication from middle leaders regarding ongoing or escalated issues
- Middle Leaders or Executive debriefing with the class involved or affected if deemed appropriate for the issue

The process for suspensions is as follows
- Students will be either given, or parents will be directly emailed:
  - a notification letter, outlining the reason for the suspension, the length of the suspension as well as the date and time of the return to school interview.
  - A students self-reflection sheet to be completed whilst on suspension (Students are not to return without completing the reflection sheet in a meaningful and respectful manner)
  - A student timeline of classes. Students will be expected to complete classwork if it is shared on GOOGLE classroom or complete SUBJECT WORK relative to what is normally studied on the timetable. This timeline must also be completed to show that school work was completed.
- Sharon Clarke will email the details to staff on behalf of the Stage LOL that explains the length of the suspension, that staff are not to talk to the students about the suspension and that should they have any questions, staff are to see the Stage LOL. This email will also ask the staff to supply work on GOOGLE Classroom for the suspended student.
- Return from suspension interviews
  - In the first return from suspension interview, the STAGE LOL and the LOSW&L will interview the student and the parent/guardian
  - Should there be a second return from suspension interview, the STAGE LOL and the AP will interview the student and the parent/guardian
  - Should there be a third return from suspension interview, the Principal and the AP will interview the student and the parent/guardian. The STAGE LOL may be involved at this time too.

05 . STUDENT LEARNING PERFORMANCE GRADE (SLP) and PENOLA LEVELS to promote learning & wellbeing

SLP 2021: Teacher, KLA/Stage LOL Procedure, expectations and responsibilities to track grade allocation (for timelines)

The Student Learning Performance (SLP) is a personal profile that appears on student reports in Terms 2 and 4 and on an interim (SLP only) report in Terms 1 and 3 for Year 7-10. Students' reports are given twice a year for all year groups, however, Year 11 and 12 have different timelines.

At Penola Catholic College we believe that every child is entitled to an excellent education where our community of learners support one another to develop in ALL dimensions: academic, social, physical, emotional, creative and spiritual areas. Thus, enabling success and the ability to achieve his or her aspirations, and contribute to our community now and into the future.

The SLP will report on the whole term and every lesson timetabled for the student. In order to have great success, a student needs to attend every lesson at school.

ALL students have the ability to achieve in ALL areas of our Student Learning Performance report, regardless of their ability.

There are 5 areas of a student's capability that we aspire ALL Penola graduates to demonstrate.

All teachers observe their student's learning and report upon these. **The 5 areas of the Student Learning Performance (SLP) are shown below.** Students will be given a mark out of 5 for each area and the total in each subject will be their SLP mark out of 25. This kind of scale requires overall judgements by the teacher, by the students or ideally, by both the teacher and the student.

Any student who achieves an average of 22 or above in this mark from all of their subjects will receive 7 Penola Level Points at the end of each term.

Any student who achieves 12 or less will be involved in a learning conversation with their teacher and parents/guardians to discuss strategies to improve.

Building Student Learning Skills

> 1. **Organisation and management for learning in the classroom:**
>   - Learning is well organised and personal learning resources are managed with care
>   i. Comes to class;
>   1. On time
>   2. Prepared with class work book, pen, pencil, ruler and diary, as well as device ready and charged for every learning session during the term
>   ii. Shows self-control by paying attention and resisting distractions
>
> 2. **Engaging in classroom learning:**
>   - Completes all learning experiences set by the teacher for every lesson in the term
>   - Sets goals and asks relevant questions of self, peers and teacher
>   - Responds to feedback to improve standard and re-edits work
>   - Applies knowledge meaningfully in a variety of contexts
>   - Stays on task and completes work
>
> 3. **Extending learning beyond the classroom with homework tasks:**
>   - Completes all home based learning experiences set by the teacher for every lesson in the term to enhance knowledge and skills
>   - Participates in learning extension and seeks next learning challenge from teacher
>   - Shows diligence in preparation for learning and assessment tasks by studying and seeking teacher feedback during lessons in the pursuit of future goals.

Promoting wellbeing and character to enhance learning

4. **Personal capabilities for promoting own learning and wellbeing:**
   ○ Takes an interest in learning new things with self-confidence, optimism and a positive mindset (resilience)
   ○ Persists to overcome challenge and struggles when required to complete tasks and shows determination to learn new skills and deepen knowledge
   ○ Actively listens to others
   ○ Has an attitude of open mindedness and courage, shows trust in others and takes risks to advance learning.

5. **Social capabilities to foster positive relationships with others for learning and wellbeing:**
   ○ Collaborates and cooperates with other students during learning tasks and experiences
   ○ Able to find solutions during conflicts with others, demonstrates respect for others people's feelings and includes others
   ○ Contributes and communicates effectively to group tasks
   ○ Engages and is focused during independent tasks
   ○ Contributes positively to the social climate to build effective learning relationships.

Learning Dimensions Scale

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5 = Exemplary    (Always meets Penola expectations);
4 = Proficient   (Usually meets Penola expectations);
3 = Progressing  (Sometimes meets Penola expectations);
2 = Developing   (Rarely meets Penola expectations);
1 = Beginning    (Unsatisfactory at meeting Penola expectations)
0 = Not observed or not applicable
                 (Unable to assess due to other circumstances).
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Homeroom and Pastoral Care Report

Homeroom and Pastoral care learning areas of focus	1 **Beginning** Unsatisfactory at meeting Penola expectations	2 **Developing** Rarely meets Penola expectations	3 **Progressing** Sometimes meets Penola expectations	4 **Proficient** Usually meets Penola expectations	5 **Exemplary** Always meets Penola expectations
Whole day attendance	> 10 days absent in report period	6-10 days absent in report period	4-5 days absent in report period	2-3 days absent in report period	0 or 1 days absent in treport perioderm
Partial day attendance	> 10 days partial absent in report period	6-10 days partial absent in report period	3-5 days partial absent in report period	2 days partial absent in report period	0 or 1 days partial absent in report period
Punctuality to homeroom (on-time)	> 5 times late to homeroom	4-5 times late to homeroom	2-3 times late to homeroom	1 time late to homeroom	Always on time to homeroom
Uniform	> 3 times out of uniform	3 times out of uniform	2 times out of uniform	1 time out of uniform	Always in uniform
Organisation and return of absence notes (within 7 days) and/or permission notes (within 3 days)	> 3 times out of time limit	3 times out of time limit	2 times out of time limit	1 time out of time limit	Always within time limit
Participation during homeroom and pastoral care learning activities	Unsatisfactory at meeting Penola expectations	Rarely meets Penola expectations	Sometimes meets Penola expectations	Usually meets Penola expectations	Always meets Penola expectations
Uses the diary as a learning tool for lessons, homework, assessments and communication to and from parents.	Unsatisfactory at meeting Penola expectations	Rarely meets Penola expectations	Sometimes meets Penola expectations	Usually meets Penola expectations	Always meets Penola expectations
Attendance at school events that build community eg Carnivals, information evenings, celebration days, end of term days,	Missed more than three events	Attended all but three events	Attended all but two events	Attended all but one event	Attended all events

0 / NA = **Not observed or Not applicable** (Unable to assess due to other circumstances)

PENOLA LEVELS

Level	Opportunities
Level 8 (Platinum)	I have sustained an outstanding level of learning, commitment and contribution to the College throughout the year. (120+ Points)
Level 7 (Gold)	I can show evidence of outstanding learning behaviours and my positive contribution to the College community is also at an outstanding level. (60- 119 Points)
Level 6 (Silver)	I can show evidence of substantial learning behaviours and my positive contribution to the College community is also at a substantial level. (40 to 59 Points)
Level 5 (Bronze)	I can show evidence of good learning behaviours and my positive contribution to the College community is also good. (20 to 39 Points)
Level 4 Starting Point	I can show evidence of satisfactory learning behaviours and my positive contribution to the College community is also satisfactory. (-19 to 19 Points)
Level 3	I can show evidence of some satisfactory learning behaviours and my positive contribution to the College community happens inconsistently. (- 20 to -39 Points)
Level 2	I need support to show evidence of satisfactory learning behaviours and my positive contribution to the College community is minimal and inconsistent. (- 40 to -59 Points)
Level 1	I need a high level of support to show evidence of satisfactory learning behaviours and my positive contribution to the College community is rare and inconsistent. (- 60 Points)
Level 0	* Continued Level 1 behaviours leads to serious questions about my future education at Penola Catholic College

Pts	Ways to achieve Level Points	Pts	Ways to achieve Level Points
1 to 3	General Merit	3 to 5	Student Leadership/Mentor (Per Term)
1	Cooperative Learning	5	Student Leadership Team
1	Improved Learning	3	Class Captain
3	Excellent Assessment work	3	Bus Leader
3	Extra-Curricular activity eg. In school or out of school community service	3	Reader/Writer
3	(eg. Assembly, Mass, Liturgy, Open Day etc), Social Justice, music, debating, student leadership.	3	Peer Support
3	Sustained class learning	3	In School Tutor
3	Supporting the wellbeing of others		
1 to 3	Significant improvement in learning		
1 to 7	Sport Representation through College Pathways	7	Average Student Learning Performance Grade ≥22/25
1	Trialled for College Team	5	Academic Participation and Application – Excellent Semester Report
1	Representing College at Carnival		Exemplary Work Placement Achievement (TTC/VET/P-TECH)
5	College Level Representation in PDSSSC Season of Sport	5	Term Attendance Rate ≥92%
5	Diocesan Level Representation	3	
7	State Level Representation (College and Non-College)		
7	National Level Representation (College and Non-College)		

Please note: students have the capability to move between levels. Negative behaviours will lead to loss of points & the student will need to regain points through positive learning behaviours & College participation.

-1	Incorrect uniform worn	-2	Non-attendance at a lunch or afternoon detention

Implementation

1. The Student Learning Performance grade (SLP grade) is a powerful tool that teachers can use to be able to track the progress of students throughout the term. The underlying principles can form the basis of discussions with the students about their work in the classroom.
2. An excellent SLP grade is used to generate points for students towards their Penola Levels.
3. All teachers must keep good records (Electronically or in a Diary/Chronicle) for the student's SLP grade.
4. The behavioural expectations of the students must be discussed in all classes. Expectations need to be clear, consistent and follow agreed practices in this document by teachers.
5. In terms of Student Management, all students begin on Level 4 at the beginning of each new year.
6. Students tracking well are to be recognised (eg. Discussions and with the use of Merits) and may gain points that help them move up the levels after time.
7. Students NOT tracking well must be addressed at the first opportunity using the positive proactive strategies.
8. Further misbehaviour/lack of sustained effort would require more formal intervention such as Teacher detentions and phone calls home + COMPASS entries. If the students do not address the issue(s), then the support of the KLA LOL is expected. Strategies such as KLA LOL/teacher/student meetings and intervention plans including "KLA Behaviour Cards" can be trialled. Parental meetings at school about the issue are required until there is resolution. The Stage LOL can be of assistance at this stage.
9. If there is a problem across numerous subjects, the Stage LOL will work with the KLA LOLs and Teachers to resolve the issue. This will involve parental interviews at school as well as the use of positive behaviour cards and time out processes.

The system to address misbehaviour is as follows:

A. We must make the students understand the importance of their points, especially for those in the negative range.
B. We must be clear and fair in giving the students accessible and timely methods to improve their points as they need to see quick 'cause and effect' relationships between improved behaviour AND improved status on the points.
C. We must work closely with our families to inform them of our processes and along the way, give them warning about the possible consequences of their child's misbehaviour.
D. We need to have clear structures that are 'Compass system based' as mechanisms for recognising strong performances or level certificates as they occur, rather than being dependent on one person who delivers certificates at regular/irregular intervals. This could be coupled with an executive member morning tea as recommended by the new leadership team once a week/fortnight to recognise those students.

Schools need to have consequences for students where the severity increases as the student proves he/she is choosing not to modify undesirable behaviours. Students need to know where the boundaries are and the school must have a strong commitment to hold those boundaries tightly when students push back against those limits and when parents complain about the treatment of their child. To that end:

a. When a student is at -15 points, parents are called by Stage LOLs/LOL/ (or KLA LOLs if the negative points are predominantly from one faculty) and the student's case history is discussed using compass chronicle reports. Parents are told that should their child hit -20, they will be required to attend the College for a behaviour plan meeting.
b. At this meeting (once -20 is reached), we set out clear parameters for expected behaviour in the classroom/playground/travel (whichever is applicable).
   i. Eg. should the student NOT follow expected behaviours,
      1. He/She will be sent to the KLA LOLs classroom for the remainder of the lesson.
      2. Parents will be called
      3. Points will be lost as per the SMP
      4. A recess detention issued

    ii.   Should there be an issue at break time,
1. He/She is excluded for the remainder of the break time
2. Parents called
3. Points lost as per SMP
4. A recess detention is issued
    iii.   Should there be a consistent issue with uniform
1. He/She will be required to attend recess detention and will be asked to sit outside the Stage LOLs office at lunch
2. Parents will be called
3. Points will be lost as per the SMP

c. Should the student hit -35 points, parents will be called and told that should the child reach -40 the next level consequences will be adopted.
    i.   FORTNIGHTLY meetings at school will be required (Stage LOL + LOSWL)
    ii.   The individual student management plan will be written covering the following
1. Out of uniform OR not following expected behaviours in class or on the yard
    a. excluded from classes (Shadow Stage LOL or spend the day in the library - different breaks)
    b. Parents called
    c. Points lost as per SMP
2. Students must complete a Positive Behaviour Card and check in with Stage LOL. Failure to do so will result in exclusion from classes

d. Should the student hit -55 points, parents will be called and told that should the child reach -60 the next level consequences will be adopted.
    i.   WEEKLY meetings at school will be required
    ii.   The individual student management plan will be REWRITTEN covering the following
1. Out of uniform OR not following expected behaviours in class or on the yard
    a. Parents called and the student will be EXCLUDED from school (Suspended for the remainder of that day AND the next day)
    b. Points lost as per SMP
    c. Return to school interview conducted with Mrs Sparkes and Mrs Cairns
2. Students must complete a Positive Behaviour Card and check in with LOSWL. Failure to do so will result in exclusion from classes

e. Naturally, at all levels, when the student chooses to follow the rules, we will actively look to reward them with points to get them out of the danger zone BUT they have to truly make the effort in all they are doing. NB. It is possible to earn up to 10 points in a week if the child wears the correct uniform each day AND achieves scores of 3 or 4 (not 1 or 2) each day. For each day positive, the student can earn two points.

10. With these measures in place, students and their families will be clearly informed of the child's choices, and understand the schools processes. There will be certainty in terms of consequences and clear strategies for staff. Parents will not have wiggle room IF we remain strong and consistent.

11. Merits and awarding positive learning, positive community participation and service are a critical part of this process and teachers responsible for students MUST input this positive behaviour into COMPASS for positive points.

12. Students who earn less than 12 MUST have a phone call home from the teacher and students who earn TWO or more grades of less than 12 will have follow up from the Stage LOL.

13. Levels are recorded on COMPASS and on the weekly attendance data generated.