Student Behaviour Support Plan

Updated – December, 2014
CLAIRVAUX MACKILLOP COLLEGE
Student Behaviour Support Plan

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1. Mission Statement

“Jesus welcomed the crowds, spoke to them about the Kingdom of God, and healed those who needed it.” Luke 9:11

Our mission is to work actively as a Christian Learning Community.

At Clairvaux MacKillop College we are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith, and embrace the example of Jesus and the teaching of the Gospel. Our focus as educators is to implement effective learning and teaching strategies that value and respect the diverse needs, abilities and dignity of each person and the importance of fostering positive, respectful relationships. We understand that opportunities for quality learning experiences are inextricably linked to student behaviour. We need to develop an inclusive, welcoming environment which aligns pastoral programs, student behaviour support, social justice practices and curriculum, indicative of our supportive environment.

1.1. Rationale
At Clairvaux MacKillop College we understand that rapid and complex social changes contribute to uncertainty, insecurity and stress for families in the community and among students in our school.

We acknowledge the very diverse range of personal, social, cultural, family and religious influences that can impact on relationships and behaviour, and the need to develop a shared understanding about behaviour support that is student-centred, relevant, age appropriate, supportive and embraces individual needs and abilities. At Clairvaux MacKillop College, we understand that individuals are moral beings, accountable for their decisions and responsible for their actions.

The Student Behaviour Support Plan at Clairvaux MacKillop College therefore concentrates on the end purpose of behaviour support; that is, securing effective learning behaviour, and the development of the whole person.

2. Context Statement

Clairvaux MacKillop College is a co-educational Catholic Secondary College that seeks to develop a unique identity of faith, hope and love, based on the vision and person of Jesus Christ. Situated in Upper Mount Gravatt, the College takes its place responsibly in the local urban setting with a strong sense of identity reflecting the best ideals of Australian society while holding to a vision of Christian faith in the Catholic tradition. While programs are governed by the educational requirements of
various secular authorities, they are founded on principles articulated in Church teaching and Archdiocesan Guidelines. The College has effective structures for planning, implementing, resourcing, evaluating and reporting on programs and provides opportunities for communication and forums for shared decision making. Policy is determined in consultation with staff and parents, is anchored in Mission, supported by documented procedures and processes, and kept relevant by review.

Our Mission Statement anchors practice, focusing our ethos on authentic relationships within the College community and outwards towards in its place in society with a view to contributing to the coming of the reign of God: A better future under God's care. Operating within Brisbane Catholic Education, our mission is to work actively as a contemporary Christian Learning Community. We educate the whole human being in each of our students, physical, mental, social and spiritual, by integrating all academic and vocational programs with sound principles based on Gospel values. Students, teachers, parents and the wider community work together for the mission of the College. We reach out to families and parishes related to the College. Recognising that the family is the first place where faith can be nurtured, the College supports the vocation of parents and builds on their experience as the first and most influential educators.

Students experience successful learning in a safe and adequately resourced environment, where appropriately qualified teachers foster self-directed learning in all its forms, both within the classroom and beyond. Students thus acquire the knowledge, attitudes and skills that will enable them to develop fully as human beings; apply Christian values to the challenges of a rapidly developing world; remain life-long learners; and contribute to building a wider society that values spirituality, ethical behaviour and respect for human rights.

College programs enhance readiness to modify plans and opinions as a result of negotiating, think critically about social action, and factor in consequences and creative alternatives when making decisions. We seek to be innovative with a curriculum that addresses the needs, interests and abilities of our students. We teach for physical and intellectual health, clarity of mind and soul, awareness of human dignity, a sense of personal self-worth, the meaningfulness of life, and the value of one's own decisions and actions, in order to be full participants in the society of the future. Religious Education will always be a part of the curriculum. In the Catholic view, education involves the whole human being, mind, body and soul. Our academic and vocational programs are therefore integrated with sound personal and social development and a range of co-curricular activities are offered in domains such as sport, performing arts, life skills and community service. Action for Social Justice, another dimension of Religious Life is incorporated into co-curricular activity. Student activities in favour of Catholic missions and social welfare organisations go beyond fundraising to teach the value of contributing to the well-being of the community. Valuable learning may be gained from working together in teams to plan practical events with available resources.

In particular, the mission statement implies that people have a capacity to learn, grow, heal and change, impact on one another in society, exert an influence for the common good, and accept people as they are without reducing all values systems to the interchangeable. This pursuit of social and spiritual values is compatible with multicultural society. A welcoming and inclusive community
recognizes the importance of shared values, including our catholic faith, mutual respect and recognition that everyone has a valuable contribution to make.

The evangelisation dimension proper to the life of this Catholic secondary College is further realised in an active and coherent program of formation, which regularly occurs through dedicated Reflection days across all the year levels, and the traditional Catholic genre of the Retreat for Year 12. We believe that young people are strengthened and prepared for life by reflecting on their interior lives. Retreat is a time to experience the sacredness of life while reviewing one’s experience, including difficulties, with a view to forming a personal understanding of life and how it can be given a concerted direction for the better.

We aim to extend the faith life of everyone in the community. Our practice aims to reinforce familiar Catholic values for those families that espouse them, while also exerting an evangelising influence on all others who enter our community. The vision of life-long learning and on-going renewal of programs inspires our approach to in-service education opportunities for staff, of whom is required both professional competence and an awareness of the spiritual dimension of their work. All staff are involved in creating the religious quality of the College, embracing the work of College ideals across a spectrum of services with a spirit that builds the ethos of the school. The staff comprise a core of experienced teachers who have pursued ongoing in-service and taken personal interest in keeping professionally informed about recent curriculum growth. Some teachers have been at the College for many years but an increasing number of younger and graduate teachers are arriving. Classes are also actively supported by the special education and counselling services of the College.

Much of the effective content of the ethos is drawn from the essential character of our founding orders, the Christian Brothers of Edmund Rice and St Joseph Sisters of Mary MacKillop. The Christian Brothers opened Clairvaux College in the 1960s and the Sisters of St Joseph named their school after Mary MacKillop in the 1970s. Clairvaux MacKillop College was amalgamated in the mid-1980s. Today we are a community of students, parents and staff working together towards common goals.

This means that Clairvaux MacKillop College works:

- To be welcoming, open to, and supportive of each other.
- To encourage students to relate to one another and to others locally, nationally and internationally with justice, respect, compassion, forgiveness and patience.
- To educate today’s youth spiritually, intellectually, physically, socially, emotionally and morally.
- To offer curriculum that is suited to the needs, abilities and interests of the students.
- To provide encouragement and opportunity for each student to reach excellence as an individual.
- To foster in students the development of self-discipline, self motivation, responsibility and accountability.
- To develop attitudes and skills in students that will assist them to contribute positively to society.
3. Beliefs about Learning and Behaviour

The distinctive nature of teaching and learning at Clairvaux MacKillop College emphasises the development of the whole person: spiritually, intellectually and socially through a commitment to quality teaching and an expectation that all students will learn successfully. The community promotes students respect for, and a deep understanding of, themselves, others and their environment. We are a learning-centred community focussed on creative engagement, high expectations and life-enhancing relationships amongst all learners in the community.

Clairvaux MacKillop College has developed a distinctive Curriculum Framework, “Lifelong Learning Through Effort and Faith” as part of the College’s Strategic Renewal Plan which remains consistent with the Brisbane Catholic Education Strategic Renewal Framework 2012 – 2016.

To achieve “Lifelong Learning Through Effort and Faith” requires the alignment of six key factors:

1. **Faith** – We educate our community to live a life of faith that actively seeks a sustainable, future-orientated expression of the values, traditions and ethical imperatives inherent in both the secular and Catholic Christian dimensions of our curriculum.
2. **Teaching at CMC** – We engage in highly effective teaching practices that create an educational environment in which students are engaged, challenged, provided with opportunities to excel and supported to experience success.
3. **Professional Learning Community** – We foster a professional learning community that is safe, tolerant and inclusive and one which promotes intellectual rigour and effort.
4. **Excellence and Equity** – We strive to nurture and build every student’s intellectual and imaginative capacity and enable all students to explore and develop their gifts and talents.
5. **Active Citizenship** – We focus on connecting the students with the world beyond the classroom through a commitment to responsible stewardship.
6. **Learning at CMC** – We facilitate student learning through the use of ‘Classroom Instruction That Works’ and the ‘Thinking Skills’ frameworks to enable students to become active participants in their own learning.
4. Network of Care at Clairvaux MacKillop College

At Clairvaux MacKillop College we believe student behaviour is the shared responsibility of every member of the College community. We welcome and nurture supportive partnerships and open communication between staff, parents, students and other community and professional agencies that may be able to support students in need.

![Figure 1: Student Support at Clairvaux MacKillop College](image)

5. Clairvaux MacKillop College Code of Conduct

Clairvaux MacKillop College is a community that is guided by Christian Values. The College’s Code of Conduct was established by students, parents and staff as a series of tangible points for sustaining positive relationships and for acknowledging our responsibilities.

- To value and respect ourselves and others.
- To extend courtesy to all members of the College and wider community.
- To do our best in all things.
- To respect the rights of others as learners.
- To accept responsibility for our own actions and decisions.
- To enhance and strive to improve the good reputation of the College.
- To respect the property of ourselves and of others.
- To care for and respect our environment.
6. **Expectations of Community Members**

As a community we believe each person has rights and responsibilities that will enable learning and relationships to flourish.

### 6.1. Student Expectations

<table>
<thead>
<tr>
<th>Student Commitment</th>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To value and respect ourselves and others</td>
<td>• To be treated with respect</td>
<td>• To treat others with respect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To actively display right relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To respect the characteristics and uniqueness of others</td>
</tr>
<tr>
<td>To extend courtesy to all members of the College and wider community</td>
<td>• To be treated with courtesy</td>
<td>• To treat others with courtesy</td>
</tr>
<tr>
<td></td>
<td>• To be free from discrimination, intimidation, bullying and harassment from other members of the community, be it physical, emotional or ‘online’</td>
<td>• To refrain from bullying, intimidating or harassment</td>
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<tr>
<td></td>
<td></td>
<td>• To listen to others and assist in times of difficulty or distress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To co-operate with staff and others adults</td>
</tr>
<tr>
<td>To do our best in all things</td>
<td>• To be provided with effective teaching and learning experiences</td>
<td>• To work consistently to the best of their ability by participating actively in class</td>
</tr>
<tr>
<td></td>
<td>• To be provided with facilities and equipment that are safe and free from hazard</td>
<td>• To be prepared for all lessons</td>
</tr>
<tr>
<td></td>
<td>• To be provided by parents, with safety equipment including hats, sunscreen and bike helmets</td>
<td>• To be punctual and attend all lessons</td>
</tr>
<tr>
<td>To respect the rights of others as learners</td>
<td>• To be provided with high quality learning experiences and opportunities</td>
<td>• To refrain from disrupting the learning process</td>
</tr>
<tr>
<td></td>
<td>• To learn at an appropriate level which meets their needs</td>
<td>• To participate fully in learning activities and experiences (curricular and co-curricular)</td>
</tr>
<tr>
<td>To accept responsibility for our own actions and decisions</td>
<td>• To have safety rules clearly explained and enforced</td>
<td>• To complete all assessment tasks and homework on time and to the best of your ability</td>
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<td></td>
<td>• To be instructed in evacuation and emergency procedures</td>
<td>• To ensure computer use supports learning and satisfies the conditions of College use</td>
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<tr>
<td></td>
<td>• To have clear expectations of assessment timelines and procedures</td>
<td>• To prioritize school, work and family commitments</td>
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<tr>
<td>To enhance the good reputation of the College</td>
<td>• To be listened to</td>
<td>• To keep Student Diary up-to-date</td>
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<td>• To be extended courtesy</td>
<td>• To observe the Student Uniform Dress Code</td>
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<td>• To take home school correspondence</td>
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<td></td>
<td></td>
<td>• To demonstrate care and sensitivity in representing others in all forms of communication</td>
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<tr>
<td>To respect the property of ourselves and of others</td>
<td>• To be provided with a safe and accessible locker to store personal property and equipment</td>
<td>• To take care of personal and others property</td>
</tr>
<tr>
<td></td>
<td>• To expect that your property and equipment will be well cared for</td>
<td>• To refrain from bringing inappropriate/undesirable property or equipment to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To report vandalism or damage of</td>
</tr>
</tbody>
</table>
6.2. Staff Expectations

Staff rights and responsibilities in supporting student behaviour and more broadly, employee conduct, are stipulated in the BCE Code of Conduct, October 2008. In particular, teachers have a responsibility to commit to the religious and social values of our Catholic tradition in supporting student behaviour.

<table>
<thead>
<tr>
<th>Staff Commitment</th>
<th>Staff Rights</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
</table>
| To value and respect ourselves and others | • To be treated with respect  
• To be informed of issues affecting students after due consideration for privacy and confidentiality | • To treat others with dignity, justice and respect  
• To refrain from using physical, verbal and psychological forms of corporal punishment  
• To respect privacy and confidentiality and to follow Child Protection procedures |
| To extend courtesy to all members of the College and wider community | • To be free from discrimination, intimidation, bullying and harassment from other members of the community, be it physical, emotional or ‘online’  
• To be extended courtesy by all members of the College community | • To develop effective partnerships with students and parents  
• To communicate rules, regulations and procedures that affect students and parents  
• To respect the characteristics and uniqueness of each student’s family background |
| To do our best in all things | • To be provided with support and opportunity for the provision of quality teaching and learning  
• To be provided with opportunities to discuss and implement procedures for following WH&S regulations and student safety  
• To be provided with opportunities to discuss, set in place and practise evacuation and emergency procedures | • To explain and consistently assist with the carrying out of safety rules and procedures  
• To ensure students wear safety equipment including hats when required  
• To remain current in professional learning and provide an inclusive and engaging curriculum  
• To be consistent with classroom expectations |
| To respect the rights of others as learners | • To be offered opportunities for professional development  
• To be provided with opportunities to take part in the development and regular review of the College Student Behaviour Support Plan | • To initiate a variety of learning activities and opportunities  
• To assist in creating an effective learning environment  
• To keep up to date with current curriculum developments and... |
6.3. Parent/Caregiver Expectations

Below are some examples of parent/caregiver commitments to supporting student behaviour in the context of Clairvaux MacKillop College.

<table>
<thead>
<tr>
<th>Parent/Caregiver Commitment</th>
<th>Parent/Caregiver Rights</th>
<th>Parent/Caregiver Responsibilities</th>
</tr>
</thead>
</table>
| To value and respect ourselves and others | • To be treated with courtesy and respect.  
• To have College related problems listened to and acted upon justly.  
• To be informed of any serious breach of the College rules by their child. | • To treat others with courtesy, justice and respect  
• To acknowledge receipt of information when required; make contact with the school if necessary and support any actions taken |
| To extend courtesy to all members of the College and wider community | • To be provided with facilities and equipment that are safe and free from hazard  
• For their children to be provided with necessary safety equipment | • To support the school in expecting students to follow safety rules  
• To provide children with appropriate safety equipment, including aprons, hats, sunscreen |
| To do our best in all things                                      | To expect that the college will provide an environment conducive to learning  | To participate in learning opportunities provided by the College  |
|                                                                | To expect that their child will be offered necessary assistance with learning | To support the College in the management of disruptive students  |
|                                                                | To expect that their children will be offered learning opportunities appropriate to their level of ability | To support the College in the implementation of learning experiences generally and individual programs specifically  |
|                                                                | To expect that children who choose to be disruptive will be provided with opportunities to change/grow | To provide information about children or circumstances, that may impact on learning, to the College  |
|                                                                | To expect that their child will be offered necessary assistance with learning | To ensure their child attends school, is punctual and is equipped for class  |
| To respect the rights of others as learners                    | • To be listened to                                                             | To consistently model appropriate communication procedures/conventions during interactions with students, other staff and parents/caregivers  |
|                                                                | • To be spoken to respectfully                                                 | • To provide open and honest communication about significant events that affect the child’s health, safety and capacity to learn  |
|                                                                | • To expect family privacy to be respected and that information is treated with an appropriate level of confidentiality | • To acknowledge parents’ rights to enquiry, consultation and information with regards to their children  |
|                                                                | • To acknowledge parents’ rights to enquiry, consultation and information with regards to their children | • To respond in a timely manner to parent enquiries  |
| To accept responsibility for our own actions and decisions      | • To be free from violence, intimidation, bullying and harassment from other members of the school community. | • To refrain from using physical, verbal and psychological forms of violent behaviour  |
| To enhance the good reputation of the College                  | • To have curriculum and behaviour support initiatives clearly explained        | • To ensure that their child/children adhere to the Student Uniform Dress Code  |
| To respect the property of ourselves and of others             | • For their children to be provided with a safe and accessible place to store personal property and equipment | • To ensure that their child takes care of their own and others property and equipment  |
|                                                                | • To expect that their child’s property and equipment will be well cared for and won’t be damaged | • To ensure that their child does not bring inappropriate/undesirable property or equipment to school  |
|                                                                | • To expect that the College will provide materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment) | • To report possession of this type of property or equipment  |
|                                                                | • To expect that their child learns in a clean and tidy environment             | • To report damaged school property in a timely manner e.g. computing devices  |
| To care for and respect our environment                         | • To expect that their child learns in a clean and tidy environment             | • To assist in maintaining a clean and tidy working, learning and playing environment  |
7. Behaviour Support Framework

**BEHAVIOUR SUPPORT FRAMEWORK**

*Students have the right to learn and teachers have the right to teach in safety. No one has the right to prevent other students from learning, or to violate the rights of others.*

**Student Code of Conduct**
Emphasis on Right Relationships

**Preferred Classroom Management Practices:**
- Emphasise behaviour ownership through Responsible Thinking
- Least to most intrusive management style
- Establishing effective relationships
- Promote and support positive behaviour
- Support dignified use of the Responsible Thinking Classroom

**Classroom Teacher Implementing the RTP**

**Classroom Management Plan**
- Clear classroom rules
- Effective Teaching & Learning (mixed ability, special needs)
- Seating plans
- Student work expectations and routines
- Use of Proactive Strategies (see Appendix 1)
- RTP Process

**RTP Questions**
- Repeated disruptive behaviour
- Student chooses to go to RTC
- Student provided with a Behaviour Referral slip

**RTP Procedure**
- Incident recorded
- Plan completed
- Return to class following negotiation with Teacher
- Plan signed by student, teacher and parent

**Support Strategies**
- Learning Support
- Peer Mentors
- Counselling
- Monitoring Cards
- At-Risk Support Meetings
- Behaviour and/or Academic Interventions

**Frequent Referral to RTC**
1. Letter home – identifying disruptions (3 referrals per cycle) by RTC via EarlyMark
2. Pastoral/Curriculum Leader notified – letter and call to parents requesting an Interview – mini-intervention (may include Counsellor)
3. Full Intervention – Behaviour or Academic – involving PL, CL, AP, DP, Counsellor, Learning Support

**Severe Inappropriate Behaviour**
- Referral to AP/DP
- Community Service
- Student Contract/Agreement
- Referral to Principal
- ‘Send Homes’ or Suspension
- Recommended Exclusion
8. The Responsible Thinking Process (RTP)

Clairvaux MacKillop College values an inclusive and collaborative approach to student behaviour management and support. As a College we are entrusted to nurture and support students in a safe, supportive and caring environment that is grounded in our Catholic faith. This support honours the dignity and uniqueness of each individual and values the collaborative efforts of students, parents and staff involved in the learning process.

Clairvaux MacKillop College has embraced a whole-school approach to behaviour management through the Responsible Thinking Process (RTP). The intent of this behaviour management process is to teach students how to think of ways to reach their goals without violating the rights of others. The underpinning beliefs being:

- *Students have a right to learn and teachers have a right to teach.*
- *Students and staff have a right to feel safe at school.*

Clairvaux MacKillop College is committed to the total wellbeing of its students: to foster students’ self-discipline, to be responsible and inner-directed, and to be able to choose freely in accordance with their conscience.

- *The aim of student support is to help students recognise that their fundamental freedoms and rights are reciprocated by responsibility.*

Through the Responsible Thinking Process, support is provided by way of The Responsible Thinking Classroom (RTC). Here, away from the disturbance of classroom procedures, students are given an opportunity to develop real understandings of their actions and to develop and accept responsibility for their own behaviours. With support they are encouraged in this supportive room to develop effective, positive and preventative plans of action to support behaviour.

The Responsible Thinking Process values the classroom and outdoor areas as safe learning environments for work and leisure. It protects the rights of other students to learn and feel safe at school, and the teacher’s right to teach without unacceptable disruption.

8.1. What to Expect with the RTP

The Responsible Thinking Process (RTP) is a program devised by Ed Ford based on Perceptual Control Theory (PCT) which explains how human beings act to control their perceptions in ways that are consistent with their standards and values. Through this process students are taught to monitor their own behaviour by taking responsibility for what they do; rather than telling students what to do, where the teacher does the thinking, we ask the student to consider their actions in relation to the established rules and expectations. This means teaching students how to think on their own and create their own effective plans for addressing perceived problems rather than someone else doing the thinking for them. At Clairvaux MacKillop College all teachers and students should be held accountable for respecting the rights of others. Students have to be taught this skill. Ill-considered punishment and rewards do not teach people to think, they become a method of control.

The intent of RTP is to teach students who are acting as a disturbance within the College environment, how to think of ways of reaching their goals without violating the rights of others.
The Responsible Thinking Process (RTP) is a non-punitive approach to behaviour management that fosters responsibility for actions and works to change and heal inappropriate behaviours. This may involve social skills training, academic and curriculum restructuring for individual students who may require learning support for an identified learning disability, proactive management and preventative teaching, individual programs and assessment. Our intention is to guide students in their learning and social development in a supportive environment that does not impinge on the rights of others to learn and teach.

Clairvaux MacKillop College is committed to non-violent management of student behaviour. All forms of corporal punishment are expressly prohibited.

**Step 1 of RTP Process**
For disruptions to learning in the classroom or for behaviours that compromise the health or safety of others in the school grounds and in transit to and from school, students will be asked a series of questions in a calm and respectful manner:

- What are you doing?
- What are the rules?
- What happens when you break the rules? (not essential)
- Is this what you want to happen? (not essential)
- Where do you want to be? Or, What do you want to do now? (not essential)
- What will happen if you disrupt again?

The key to helping students take responsibility for their own behaviour is to stick to the critical issues: what they did, the rules, where they want to be, and what will happen if they disrupt again. Lecturing students or telling them what they should do will frustrate their own desire to work things out themselves. Similarly, asking students why they act in a certain way most often encourages excuses and avoidance tactics. This process asks students to think about what they are doing in relation to the rules. This would include losing their right to remain where they are if they continue to violate the rights of others.

**Step 2 of RTP Process**
If students answer the questions and resume learning but later disrupt then they are again asked what they are doing and what they said would happen the next time they disrupted. In responding they are acknowledging that earlier they knew they were entering the Responsible Thinking Process.

At this point students are referred to the Responsible Thinking Classroom (RTC).

**Step 3 of RTP Process**
The Responsible Thinking Classroom (RTC) is a supervised space where students are asked to reflect on their behaviour and to consider ways to prevent these from reoccurring. This culminates in the completion of a ‘Plan’ that documents their reflection and what they intend on doing to avoid repeating the disruption.

Staff in the RTC will assist by focussing on the following questions:
- Think carefully about the disruption before you write your plan?
- How will the person know that you are serious about your plan?

**Step 4 of RTP Process**
When the student approaches the person, be it the teacher or other adult, or another student, to negotiate their return to where they were disrupting, they should be given the time to explain how they are going to deal with the problem the next time it occurs. Negotiating is critical to building student-teacher relationships. If part of their plan is unacceptable, alternatives should be offered, though their plan should never be ignored or refused. Using questions help students think through their problems.

- Tell me about your plan?
- What will you do if you find yourself in this situation again?
- What might I see if you are following your plan successfully?
- What could make it difficult for you to complete your plan?
- If you are having difficulty with your plan, to whom will you go to for help?

8.2. The Responsible Thinking Classroom (RTC)

The Responsible Thinking Classroom (RTC) is where students go to create a plan designed to help them work through problems they are experiencing in following the rules and respecting the rights of others. Once the plan has been completed with the final approval of the RTC teacher, the student is ready to negotiate with the teacher for whom they misbehaved. The student is seeking to be re-admitted to a particular classroom or program.

Through negotiation the student is given time to explain how the problem will be dealt with. If the teacher has any questions concerning the student’s plan this is the time to ask. If the plan is unacceptable, the students will be asked for alternatives. A calm and consistent approach are important elements to achieving a successful negotiation.

Some Key Points

- Students are referred to the RTC only for the class/subject they disrupted.
- Each time a student is referred to the RTC, the teacher in charge will stamp the student’s Diary, noting the date and the class from which the student has been referred.
- Student attendance in the RTC is monitored regularly.
- Parents will be notified where there is a concern or the need to arrange a Behaviour/Academic Intervention (Support) Meeting.
- Parents, relevant staff and other key persons involved with this student are invited to attend the Behaviour/Academic Intervention (Support) Meeting.

Further reading on the RTP is available at [http://www.responsiblethinking.com/index.htm](http://www.responsiblethinking.com/index.htm)

8.3. Data Collection for the Responsible Thinking Classroom (RTC)

The Responsible Thinking Classroom records student behavioural issues and incidents via EarlyMark. The College collects this data to track and monitor student behaviour.

Blue RTC referral slips, student incident reports, and RTC Plans following negotiation also form part of the data collected to assist teachers in planning support for positive student behaviour outcomes.
9. The Role of the Teacher in Supporting Student Behaviour

A ‘disruption’ is any behaviour that interferes with learning in the classroom or the peaceful enjoyment of the playground. Disruptions can fall into two distinct categories: general classroom disruptions requiring the RTP questions, or automatic referrals for high level or unsafe situations.

9.1. Behaviours to be managed by the Classroom/Duty Teachers

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Disruptive in Classroom</strong></td>
<td>• Classroom Rules and Expectations</td>
</tr>
<tr>
<td>➢ Student choosing not to work</td>
<td>• Discussion with the student</td>
</tr>
<tr>
<td>➢ Student effort not shown</td>
<td>• Vivo (Years 7 and 8 only)</td>
</tr>
<tr>
<td>➢ Materials not brought to class</td>
<td>• Parent contact – Diary, letter, email, phone, interview</td>
</tr>
<tr>
<td><strong>General Classroom Disruption</strong></td>
<td>• Student Peer Mentors (Years 7 and 8 only)</td>
</tr>
<tr>
<td>• Interfering with another person – ‘hands-off policy’</td>
<td>• Referral to relevant Curriculum Leader</td>
</tr>
<tr>
<td>• Interfering with the property of another person</td>
<td>• Referral to relevant Pastoral Leader</td>
</tr>
<tr>
<td>• Talking to others at inappropriate times</td>
<td>• Referral to RTC</td>
</tr>
<tr>
<td>• Calling out to others</td>
<td>• Monitoring Card – Behaviour and Academic</td>
</tr>
<tr>
<td>• Moving around unnecessarily</td>
<td>• Assessment Guidelines and Procedures (see Appendix 10)</td>
</tr>
<tr>
<td>• Late to class (twice in 10 day cycle)</td>
<td></td>
</tr>
<tr>
<td>• Failure to bring PE uniform (3 Times note in diary)</td>
<td></td>
</tr>
<tr>
<td>• Minor computer infringement</td>
<td></td>
</tr>
<tr>
<td>• Disrupting in the RTC</td>
<td></td>
</tr>
<tr>
<td>• Not following previous plan</td>
<td></td>
</tr>
<tr>
<td><strong>Automatic Referrals</strong></td>
<td></td>
</tr>
<tr>
<td>• Talking/Disrupting under exam conditions</td>
<td></td>
</tr>
<tr>
<td>• Disrupting during assembly</td>
<td></td>
</tr>
<tr>
<td>• Interruption of the RTC Process</td>
<td></td>
</tr>
<tr>
<td>• Disruption in the RTC</td>
<td></td>
</tr>
<tr>
<td>• Refusal to follow the Process</td>
<td></td>
</tr>
<tr>
<td>• Unsafe behaviour (e.g. Failure to follow safety rules for that area)</td>
<td></td>
</tr>
<tr>
<td>• Not attending the RTC when referred</td>
<td></td>
</tr>
<tr>
<td>• Food or water fights</td>
<td></td>
</tr>
<tr>
<td>• Out of bounds</td>
<td></td>
</tr>
<tr>
<td>• Unsafe items at school</td>
<td></td>
</tr>
<tr>
<td>• Leaving school property (‘wagging’) without permission</td>
<td></td>
</tr>
<tr>
<td>• Deliberate absence from class (‘wagging’)</td>
<td></td>
</tr>
<tr>
<td>• Bullying/harassment</td>
<td></td>
</tr>
<tr>
<td>• Violence/fighting</td>
<td></td>
</tr>
<tr>
<td>• Rudeness and aggression to staff (Including</td>
<td></td>
</tr>
</tbody>
</table>
- Obscene language whether directed at staff or not
- Defiant or rude attitude
- Smoking, alcohol, drugs
- Damage or destruction of property, including graffiti
- Theft (incl. when on camps or excursions)
- Major incident resulting in suspension

9.2. Behaviours to be managed by Home Room Teachers

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrect uniform</td>
<td>Discussion with the student</td>
</tr>
<tr>
<td>No late note</td>
<td>Provide loan of correct items if possible</td>
</tr>
<tr>
<td>No letters of absence</td>
<td>Parent contact – letter, email, phone, interview</td>
</tr>
<tr>
<td>Misuse of Student Diary</td>
<td>Incorrect Uniform Process (see Appendix 2)</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Referral to relevant Pastoral Leader</td>
</tr>
</tbody>
</table>

9.3. Behaviours to be managed by Curriculum Leaders

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent incomplete homework/classwork</td>
<td>Discussion with the student</td>
</tr>
<tr>
<td>Persistently not bringing the correct materials to class</td>
<td>Student Peer Mentors (Year 7 and Year 8 only)</td>
</tr>
<tr>
<td>Cheating in exams/assessment activities</td>
<td>Parent contact – letter, email, phone, interview</td>
</tr>
<tr>
<td>Non-attendance at Year 7-12 exams/assessment activities or completion of assessment</td>
<td>Referral to RTC</td>
</tr>
<tr>
<td>Repeated violation of subject area safety or security procedures; e.g. Computer Infringements (3), WHS Requirements, Industrial Arts, HPE, Home Economics, etc.</td>
<td>Assessment Guidelines and Procedures (see Appendix 10)</td>
</tr>
<tr>
<td>Deliberate misuse of College resources</td>
<td>Monitoring Card – Academic</td>
</tr>
<tr>
<td></td>
<td>Academic Intervention (Support) Meeting</td>
</tr>
<tr>
<td></td>
<td>Learning Support</td>
</tr>
<tr>
<td></td>
<td>Referral to relevant Curriculum Leader</td>
</tr>
<tr>
<td></td>
<td>Referral to the relevant Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Referral to College Counsellor</td>
</tr>
<tr>
<td></td>
<td>Referral to Deputy Principal</td>
</tr>
</tbody>
</table>
### 9.4. Behaviours to be managed by Pastoral Leaders

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incorrect uniform</td>
<td>• Student Peer Mentors (Years 7 and 8 only)</td>
</tr>
<tr>
<td>• Repeated/widespread misbehaviour</td>
<td>• Discussion with the Home Room Teacher</td>
</tr>
<tr>
<td>• Absent from class without permission</td>
<td>• Learning Support Teacher/Counsellor</td>
</tr>
<tr>
<td>• Misuse of lockers</td>
<td>• Parent contact – Diary, letter, email, phone, interview</td>
</tr>
<tr>
<td>• Bullying/harassing behaviour</td>
<td>• Incorrect Uniform Process (see Appendix 2)</td>
</tr>
<tr>
<td>• Physical fighting</td>
<td>• Confiscation of illegal objects</td>
</tr>
<tr>
<td>• Vandalism</td>
<td>• Monitoring Card – Behaviour</td>
</tr>
<tr>
<td>• Obscene language or abuse of a teacher or student</td>
<td>• Referral to RTC – incl. ‘Earn All’</td>
</tr>
<tr>
<td>• Smoking or possession of cigarettes</td>
<td>• Detention</td>
</tr>
<tr>
<td>• Truanting from school</td>
<td>• Behaviour Intervention (Support) Meeting</td>
</tr>
<tr>
<td>• Illegal objects at school</td>
<td>• Referral to the relevant APA</td>
</tr>
<tr>
<td>• Unsafe behaviour</td>
<td>• Referral to Deputy Principal</td>
</tr>
<tr>
<td>• Refusal to obey the direction of a staff member</td>
<td></td>
</tr>
<tr>
<td>• Non-attendance during Year 11 and 12 Exam period</td>
<td></td>
</tr>
</tbody>
</table>

### 9.5. Behaviours to be managed by the Deputy Principal/Assistant Principals

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alcohol/Drugs</td>
<td>• Learning Support/Counsellor</td>
</tr>
<tr>
<td>• Repeated obscene language or abuse of a teacher</td>
<td>• Referral to RTC – incl. ‘Earn All’</td>
</tr>
<tr>
<td>• Repeated fighting (physical)</td>
<td>• Parent contact via Diary, phone, email, letter, interview</td>
</tr>
<tr>
<td>• Repeated serious vandalism</td>
<td>• Detention</td>
</tr>
<tr>
<td>• Persistent bullying/harassment</td>
<td>• Academic or Behaviour Intervention (Support) Meeting</td>
</tr>
<tr>
<td>• Any serious matter referred by Curriculum Leader or Pastoral Leader</td>
<td>• Confiscation of illicit objects</td>
</tr>
<tr>
<td>• Confirmed breaches of assessment/assignment policy</td>
<td>• Internal or external suspension or ‘Send Home’ (after discussion with Principal)</td>
</tr>
<tr>
<td>• Serious matters pertaining to safety, eg. presence of weapons</td>
<td></td>
</tr>
</tbody>
</table>

### 9.6. Behaviours to be managed by the Principal

Any matters referred by Deputy Principal or Assistant Principals.
10. Strategies for Supporting Positive Behaviour

The Responsible Thinking Process (RTP) provides a consistent model for working with young people. The establishment of Classroom Expectations and clearly articulated guidelines for various aspects of school life, such as the Acceptable Use Agreement for IT and Internet Access (see Appendix 5) and Uniform Code (see Appendix 2), are necessary for students to be able to know and understand what is required of them.

Establishing Classroom Expectations is the responsibility of each Subject and Home Room teacher and should involve discussion with the students. Involving students within a collaborative process with defining these expectations is ideal.

Subject and Home Room Teachers need to develop an understanding of age-appropriate strategies that will assist with maintaining consistency, prior to the stage of needing to use the RTP questions. Appendix 1 offers a series of strategies. Teachers will be provided with regular Professional Development on the RTP and other processes outlined within this document.

   a) Life Skills Program
A rich Life Skills Program, that is aligned with the College’s vision for an holistic education, provides an avenue for engaging students and to develop their understanding of themselves and their relationships.

From Year 9 – Year 12, the Life Skills Program is delivered by the student’s Home Room Teacher offering learning opportunities which encompass the following age appropriate topics:
- Promoting a positive self-image, personal development and social relationships
- Sexuality education, incl. moral development
- Anti-bullying, harassment and cyber safety education
- Drug and alcohol use prevention
- Mental Health and wellbeing, and dealing with grief and loss
- Vocational awareness

   b) Acknowledgement of Student Achievement
At established times and where possible, student achievement within learning, co-curricular endeavours and service representation are acknowledged.

Awards are presented at the various Assemblies, Sports and Cultural Awards Evenings, and Academic Awards Evenings.

c) Student Mentors – Formation Centre Only
In 2015, students and staff in the Formation Centre will be able to work with Student Mentors from Years 10 and 11. The Student Mentors undertake an application process before being accepted as a mentor. This included training in working with peers, particularly in communication skills that would allow them to establish supportive relationships.

d) Vivo Miles – Formation Centre Only
Vivo will be introduced into Clairvaux MacKillop College for the first time in 2015. We believe that a streamlined reward system that engages students and staff through 21st Century technology will strengthen the way that positive behaviours are affirmed and encouraged.
Students will be rewarded for behaviour, effort, teamwork and involvement in extracurricular activities. It will provide a platform to instil our core values in daily practice and create a focus on positive behaviours for staff and students.

Vivo allows students to be rewarded when they want and how they want – this is through a built-in ‘shop’ that the students can access at any time. Students who are making positive choices can also be recognised with greater regularity.

Parents will also be able to track their student’s progress. With a personal login, they can track their achievements and teacher feedback as it happens, and set-up alerts and notifications directly to their phone.

e) Chill-Out Cards
The College Counsellors can offer students a ‘Chill-out Pass’ for them to use so that they can self-refer to the Responsible Thinking Classroom (RTC) if they feel that they are not coping in a lesson because they are trying to deal with issues. It is better for students to take the responsibility upon themselves of self-referring to the RTC rather than disrupting the learning of others.

f) Monitoring Cards
Monitoring Cards are used to track a student’s behaviour/efforts in one or more classes. An Academic Monitoring Card is used where academic effort is inconsistent. In collaboration with the student and in some cases their parents, the areas of learning that need to be monitored, such as participation or organisation, will be identified. With the support of the Subject Teacher/s, the student will be provided with regular feedback on those specific areas that need attention with the intent being to develop positive learning habits.

A Behaviour Monitoring Card is used when student behaviour is inconsistent or not in keeping with the College Code of Conduct; it is a prompt for students to own their own behaviour, receiving feedback from each of their teachers on a more frequent basis. It provides teachers with a platform for writing timely comments that aim to support the student in making better choices.

Pastoral Leaders and Curriculum Leaders may place students on Monitoring Cards to collect data on their academic application and/or to track their behaviour over a 2 – 4 week timeframe. Parents are asked to review the Monitoring Card each evening with their student, providing an opportunity to support their son/daughter. This assists in building positive relationships because the success of this process depends on the involvement and support of the parents. Additionally the information gathered can form the basis of a Behaviour/Academic Intervention (Support) Meeting.

g) Behaviour or Academic Intervention (Support) Meetings
Intervention (Support) Meetings are a means for providing support to a student who has either had a ‘spike’ in unacceptable behaviour, or is not experiencing success with their learning, either through a lack of effort or despite their efforts. An Intervention (Support) Meeting can be called by a Subject or Home Room Teacher, Curriculum or Pastoral Leader, a member of the College Leadership Team, or the student’s parent/s.

These meetings are attended by any key staff, dependent on the needs of the student. The intention is to identify strategies that encourage improvement. The input of the student is essential to the success of these meetings, as are the established review meetings that would follow. For example, an Academic Intervention (Support) Meeting may be attended by the Service Leader: Learning
Support and/or a Counsellor, as the evidence may infer that there are learning difficulties that have not been identified.

In some cases, due to the frequency and severity of behaviours, the student may be required to undertake strategies that are imposed, such as a ‘Student Agreement’.

h) At-Risk Meetings
At Clairvaux MacKillop College, we recognise that some students have challenges in their lives that are likely to influence their efforts at school. We define a Student at Risk as one whose risk factors (drugs, alcohol, abuse, mental health/self-harm/suicidal ideations, relationships breakdown, bullying, neglect, cognitive processing ability) outweigh their protective factors (family, friends, mentor, role model, community, sporting connections and parish).

Regular ‘Students at Risk’ Support Meetings are held to gather together the relevant support staff for the student, including Pastoral Leaders, College Counsellors, the Service Leader: Learning Support, members of the College Leadership Team and the RTC Teacher. The purpose of these meetings is to provide a ‘wrap around’ for identified students, monitoring such aspects as Special Provisions for assessment, RTC Referrals and communication with parents.
11. Procedures and Regulations for Responding to Unacceptable Behaviour


Formal sanctions include the following:
1. Detention
2. Suspension
3. Negotiated Change of School
4. Exclusion

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate.

_The use of corporal punishment is prohibited in all Brisbane Catholic Education schools._

11.1. Detention

“A detention is any period when a student is:

- Required to remain at the College, in a particular location or in an activity, in ‘non-class’ time, such as recess, lunchtime, recreation time, after school, or non-school days."
- “Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out) e.g. time in the Responsible Thinking Classroom”

(Brisbane Catholic Education’s, _Student Behaviour Support: Guidelines, Regulations and Procedures_, 2008, p.36)

At Clairvaux MacKillop College, the primary ‘detention’ process is managed and implemented through the Responsible Thinking Process (RTP). When students are referred, or ‘choose’ by their actions to be removed from a situation the Responsible Thinking Process is enacted and the student is required to attend the Responsible Thinking Classroom (RTC).

When staff utilise the RTP or other appropriate and approved sanctions, it is important that the following principles are considered:

- It is an appropriate method of responding to the behaviour concerned, ie. the disruptions outlined in Section 9.
- That the Responsible Thinking Process is adhered to (as outlined in Section 8).
- The student’s safety and welfare needs are being addressed. The student is given appropriate access to food, drink and toileting facilities.
- The student completes a Plan that is approved by the teacher following a process of negotiation and signed as soon as possible.
- If the Student Plan isn’t signed for any reason, the student returns to RTC for that subject’s next lesson.
- Appropriate information is recorded in student’s RTC file.

If the underlying behaviour is not the result of a learning difficulty then a Behaviour or Academic Intervention (Support) Meeting will be scheduled with the parents, the relevant Pastoral Leader, the Assistant Principal – Students and/or other members of the College’s support staff.
11.1.1. ‘Earn All’, Community Service and After-School Detention

a) ‘Earn All’
An ‘Earn All’ is used to address disruptive behaviours that have occurred outside of class times, i.e. during Morning Tea or Lunch breaks. The types of disruptions have been outlined in Section 9 and the Responsible Thinking Process (RTP) is used.

A student who has been referred to the Responsible Thinking Classroom (RTC) by a member of staff may be required to demonstrate their support of expectations by ‘earning’ the time back in the playground. A student who has received an ‘earn all’ is required to attend the RTC during this time.

Note:
• Only Pastoral Leaders and members of the College Leadership Team can allocate an ‘Earn All’.

b) Community Service
‘Community Service’ is a period of time in which the student is required to complete tasks that address behaviours that have impacted upon the community. For a student to receive ‘Community Service’ there must be alignment with the behaviour that they demonstrated, such as damage to school or another student’s property, and the Responsible Thinking Process. This implies that the student, and the parents if applicable, is involved in the process of determining what constitutes as suitable ‘Community Service’ task, such as assisting Maintenance Staff with their duties.

Note:
• Only members of the College Leadership Team can allocate Community Service.

c) After-School Detention
There will be occasions where the Responsible Thinking Process (RTP) has not been able to address unacceptable behaviours. The student, the member/s of Staff and parents have applied a variety of strategies in an effort to support the student. Unfortunately, the specific behaviour continues and/or the student demonstrates limited respect for the strategies.

In such cases, an ‘After-School Detention’ is an available strategy. In consultation with parents, these will happen on either a Wednesday or Friday afternoon from 3.00pm to 4.00pm. They will be held in the RTC.

Note:
• An ‘After-School Detention’ will not be allocated unless prior efforts have been made to address the concern.
• Only a Pastoral Leader, Curriculum Leader or member of the College Leadership Team may determine that a student needs to attend an ‘After-School Detention’.

11.1.2. Guidelines for Other Forms of Detention
Subject and Home Room Teacher are not able to set a private detention for a student or a group of students.

Students in Year 11 and Year 12 may have their Examination Block privileges revoked if they have outstanding assessment items due. This would be at the discretion of the Curriculum Leader.
12. Suspension or ‘Send Home’

A suspension or ‘Send Home’ is the temporary, full-time or part-time withdrawal of a student’s right to attend the College and/or school related functions for a defined period of time. It is our hope that the College staff and parents/caregivers will work together, with the aim of assisting a suspended student to re-join the College community as quickly as possible.

The decision to enact a ‘Send Home’ or suspend a student can only be made by the College Principal or their delegate and will be used only when other available measures have been implemented without success, or where the situation is serious, or demands an immediate response. The College, the student and their parents/caregivers will use the ‘Send Home’ / suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

According to Brisbane Catholic Education’s Student Behaviour Support – Guidelines, Regulations and Procedures the Principal or their delegate may ‘Send Home’ or suspend full-time or part-time, a student from the College for a period of up to ten (10) school days.

A suspension could be in school (internal) or out of school (external).

The Principal or their delegate may ‘Send Home’ / suspend a student, where behaviour includes the following:

- **Persistent non-compliance:** Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse.
- **Persistent disruption:** Students who persistently disrupt and prevent the learning and teaching of others; and
- **Breach of College’s Student Behaviour Support Plan:** Students who seriously breach the published rules and regulations outlined in this Plan.

The Principal or their delegate may ‘Send Home’ / suspend immediately any student whose behaviour includes the following:

- **Possession of alcohol or a suspected illegal drug** – Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter may be referred to the police. (Refer to BCE’s Medication to Students: Routine, Emergency and Over the Counter Guidelines and Management of Drug Related Incidents in Schools).
- **Concerning or serious sexual behaviour** – The matter should also be reported in accordance with Student Protection Processes.
- **Violence or threat of serious physical violence** – Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter may also be reported through BCE’s Student Protection team in accordance with their guidelines.
- **Possession of a weapon** – Any student possessing a weapon, using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter will be reported to the police. (Refer to BCE’s Guidelines – Management of Weapons in Schools)

Suspension will not to be used as a response to poor attendance.
12.1. **Guidelines for a ‘Send Home’ / Suspension:**
- Any single ‘Send Home’ / suspension cannot exceed ten (10) school days without being referred to the Deputy Executive Director
- A student shall be suspended for the shortest time necessary
- Indefinite ‘Send Home’ / suspension, where a student is continually re-suspended for the maximum period will not occur
- ‘Send Home’ / Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspensions should not exceed more than ten (10) school days
- By mutually-agreeable arrangements, a student’s enrolment may be suspended whilst the student attends an alternative education program
- A ‘Send Home’ / Suspension may occur if the Principal or their delegate has:
  - Ensured that appropriate and available student support strategies and discipline options have been applied and documented
  - Ensured that appropriate support personnel available, within the school system and externally, have been involved
  - Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension

12.2. **Notification to Parents/Caregivers for ‘Send Home’ / Suspension:**
- A student will not be sent out of College before the end of the school day without notification being provided to parents/caregivers and if necessary, agreement reached about arrangements for the collection of the student from the College.
- Though interviews or discussion may take place by phone, notification of suspension must be provided to parents/caregivers in writing. An oral communication, even face to face, is not sufficient in itself.

In all cases, the notification will:
- Indicate the reasons for the ‘Send Home’ / suspension, referring to the serious breach of the College’s Code of Conduct.
- Advise the length of the suspension, the expected return date, the conditions to be met to enable return and the re-entry support process.
- Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension.
- Request a ‘Return to School’ Interview that would be attended by a parent/caregiver and the student prior to re-entry to school.
- Refer parents/caregivers to the College’s Student Behaviour Support Plan.

12.2.1. **‘Send Home’ / Suspension Documentation for a Full Day or Longer**

As soon as practicable after a ‘Send Home’ / suspension is enforced, the Principal or their delegate will ensure a full report is written on the background and reasons for suspension, with the period of suspension clearly specified. A copy of the letter to the parents/caregivers is to be attached to the

For a ‘Send Home’ / suspension of less than three (3) days, reporting remains in the school.

For a ‘Send Home’ / suspension of greater than or equal to three (3) days, the Principal or their delegate shall notify the Area Supervisor.

12.3. Other Points Regarding Suspension:

- The College is not obliged to provide a student with schoolwork during a ‘Send Home’ / suspension; however, the Principal or their delegate may provide such work if they consider it appropriate to do so.
- Parents/caregivers have responsibility for their children while they are under external ‘Send Home’ / suspension and as such have a responsibility to provide appropriate supervision.
- The student may not attend the College or school-related functions unless otherwise arranged by the Principal or their delegate.
- Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are suspended.

12.3.1. Student Suspension – Database Entry

The Principal or delegate will arrange for details of the suspension to be entered into the College’s Behaviour Support database. Depending on the length of the suspension a copy may also be sent to the Area Supervisor.

12.4. ‘Return to School’ Interview or Suspension Re-entry

As part of the ‘Return to School’ or re-entry process, the Principal or their delegate will convene a meeting with the student and the parents/caregivers to discuss the basis of maximising successful reintegration into the College, before the student returns. The aims of the ‘Return to School’ interview are to:

- Ensure that the parents/caregivers understand the seriousness of the student's behaviour and the need for disciplinary action
- Encourage a mutually supportive position between the College and the student’s parents/caregivers for the action that the school is taking, and
- Outline the plan for the ‘Return to School’, conditions asked of the student, support strategies to be provided, and follow-up evaluation for the student’s re-entry to classes.
- The ‘Return to School’ is conditional on this process taking place. Re-entry may be deferred until the interview takes place or until a resolution is reached.

In instances where there has been a problematic relationship between a parents/caregivers and the school, the Principal may find it beneficial to call upon a third party such as the Area Supervisor or Guidance Counsellor, to facilitate the meeting.
If, despite the College’s requests, parents/caregivers are unwilling to attend a ‘Return to School’ Interview, the Principal should refer the matter to the Area Supervisor. Alternative options may need to be considered to facilitate the student’s return to school. Alternatively, the Area Supervisor, in consultation with the Director-School Services, may consider commencing proceedings for exclusion.

13. Exclusion

Exclusion is the full-time withdrawal of a student’s right to attend Clairvaux MacKillop College and related functions, on the authority of the Executive Director. Exclusion from the College does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

Exclusion for serious non-compliant behaviours will be considered only as a last resort because of the serious long-term consequences for the student and the family. Students will not normally be excluded unless a clearly documented range of intervention strategies have been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example, through a Functional Behaviour Assessment. The College is aware of the legal and equity issues applying to the exclusion of marginalised students and students in Care of the State.

In such circumstances, the Principal may, in consultation with the Area Supervisor, make a submission to the Deputy Executive Director, recommending the exclusion of a student from the College.

The Deputy Executive Director will in turn forward this submission with his/her own recommendation to the Executive Director for decision.

The Executive Director may approve a recommendation for exclusion where there is evidence that the College has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans. The exception is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

The purpose of exclusion is to:

• Signal that the student’s behaviour is not accepted because it seriously interferes with the safety and wellbeing of other students or staff.
• Remove the student from an established environment in which inappropriate behaviour patterns have become entrenched.
• Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student’s needs; and
• Give an opportunity for respite and relief to a school that has done everything in its power to support the student.
13.1. Guidelines for Exclusion

- A Principal may not exclude a student on their own authority.
- If requested by the parents/caregivers, the Principal can arrange for a move to a new school.
- A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director.
- In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

The Principal will:

- Consult with the Area Supervisor.
- Consult, as needed, with the Parish Priest.
- Place the student on suspension for the maximum period of ten (10) school days pending the outcome of the decision-making process. This action will be taken irrespective of any action by another agency, including the Queensland Police Service.
- Notify the student and the parents/caregivers that the initial period of suspension will be for ten (10) school days, but that exclusion from the College is being considered, giving reasons for the possible action and allowing seven (7) school days for the student, parents or caregivers to appeal.
- Provide to the student and/or parent/caregivers a copy of the documentation that details the behaviours on which the proposal to exclude is based. The Principal may exercise discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the proposal to exclude.
- Request a meeting with the student’s parents/caregivers to outline the process and the reasons for the recommendation and provide the parents/caregivers with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal.
- Record all actions taken in appropriate College files and BCE’s database when available.

13.2. Negotiated Change of School

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student’s wellbeing and/or learning needs.

The Principal should provide the parents/caregivers with an opportunity to discuss the implications of the negotiated change of school, and provide information about why the change is being proposed.
14. Process for Appeals

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension or recommended exclusion to:

- The Principal, for a suspension that is less than three days.
- The Area Supervisor, for a suspension longer than three days.
- The Executive Director, for the exclusion of a student form a Brisbane catholic Education School (executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD, 4001)

Note: The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend or exclude the student.

Appeals must be in writing, stating the grounds on which the appeal is being made. Access to the appropriate paperwork and assistance to complete the paperwork will be provided, if necessary.

If the appeal is successful, the relevant parties will engage in respectful communication, identifying the strategies to re-instate the student’s enrolment.

15. Consultation and Data Review

Clairvaux MacKillop College developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with Pastoral and Curriculum Leaders, as well as conducting surveys amongst staff and students using survey monkey regarding the effectiveness of student support programs and initiatives.

A review of the school data relating to College processes, behaviours incidences, and attendance also informed the Behaviour Support Plan. The Plan was endorsed by the Principal and the Area Supervisor, and will be reviewed on an ongoing basis. A formal review will be held at least once every five years.
Appendix 1 - Proactive Strategies to Restore Appropriate Behaviour

The following strategies are suggested ways for Subject and Home Room Teachers for responding to low-level behaviours. They have been adapted from the work of Bill Rogers and Glen Pearsall.

1. Tactically Ignoring Behaviour
This strategy is used for low-level behaviours that do not interfere with the learning of the whole class. It is an active strategy whereby we consciously and vigorously ignore off-task behaviour, while reinforcing all other on-task behaviour. Rogers describes it thus:

- “Yes, I’ll notice you, talk to you, help you, when you’re on task with your social behaviour and your learning. I will not simply accede to your pouting, sulking, clowning, tantrums or baiting”.
- “When you are off-task, I will firmly ignore you (my decisive choice) or I’ll give you a brief, clear, simple direction (I won’t argue, or procrastinate) or I may refer you to the class rules. You can’t make me argue with you”.

2. Waiting and Scanning
This strategy involves actively pausing, scanning and waiting for attention before continuing. It is used when a teacher is speaking during a learning activity and one or more students is/are inattentive.

3. Proximity
Involves moving closer to students who are off task. This is undertaken in a non-threatening manner.

4. Parallel Acknowledgment
A simple but effective strategy where a teacher acknowledges the positive behaviour of students who are in proximity of a classmate who is off task.
5. After Class Chat
When a situation has needed to be defused or managed during a learning episode or if a teacher has ignored secondary behaviour which needs to be challenged, it may be helpful to speak to a student privately and individually at a break time. These occasions allow the teacher to address the behaviour in questions without disrupting learning or affording the student inappropriate attention.

6. Descriptive Encouraging
Describe exactly what you see or hear that you want to see or hear more frequently. For example:
- “Steven has started work”
- “This group is on task”

Use a respectful rather than a flamboyant encouragement and not to replace with warm fuzzies (e.g. good, great or terrific … these are add-ons and have limited effect.)

Also try to avoid giving conditional praise, such as “Good, why don’t you do it like that all the time?” Encouragement is most effective when used frequently and purposefully.

7. Casual Statement or Question
This strategy is used when a student is off task but not disruptive. It is an un-intrusive way of directing students back on task. Use a question or casual statement such as:
- “How are you going?”
- “Let me see where you’re up to.”
- “Do you need a hand?”

8. Simple Directions
Give a simple, clear, concise direction in a firm but calm voice. It is best to follow the statement with “thanks” rather than “please”. This strategy is used with direct eye contact and open hand gestures but avoids express or implicit threats. Younger students may need simple directions repeated. With older students the directions can usually be accompanied by body language that anticipates compliance, i.e. moving away.

9. Rule Restatements and Reminders
Rule reminders don’t labour the point, but keep the interaction brief and non-personal. They focus attention on the behaviour. Where a student starts to procrastinate the teacher may restate the rule once or twice, without getting into a debate. This is a more decisive strategy than the previous one, in that it encourages students to acknowledge their behaviour and reminds them of their responsibility for that behaviour.

10. Deflection and De-Fusion
Deflection and de-fusion are strategies that are used primarily for taking the heat out of a potential conflict. Where it is obvious that students are upset or angry the teacher may acknowledge this anger but deflect it. For example, if a student is obviously upset about something that has happened
outside the classroom, a teacher might say: “David, I can see you’re upset. Cool off now and we’ll talk about it later, but I want you to start work”.

When the student has calmed down we are in a much better situation to help them solve their problem. When they are upset all the talk in the world can sometimes cause them further frustration.

11. Assertive Messages

It may be appropriate with some behaviour for teachers to use an assertive message to explain to the student how they are feeling about their behaviour. This may, for example, be used for low-level disruptions like tapping loudly where tactical ignoring is not working. The teacher might say “Shaun, you can see I’m trying to teach, would you put the pencil down thanks”, then look back to the whole class and continue.

Similarly, if the whole class is being disruptive by being noisy, teachers might call the class to attention and explain their feelings about the level of noise. An assertive message allows the teacher to demonstrate appropriate anger or frustration without purposefully belittling students. It is a method of reminding students that the teacher too has rights. It is accompanied by appropriate body language and voice tone. Such a message would see the teacher firmly and decisively outline their feelings with a raised voice level, and while eye sweeping the whole class

For example,

“For example, “Excuse me! I’m really uptight with this noise level. You know our rules about working noise. I can’t teach with this noise level. Let’s stick to the rule thanks!””

Assertive messages, like other ‘steps’, distinguish between the student and the behaviour.

For example,

“Grace, I’m really uptight about that mess you’ve left” is different from

“I’m sick and tired of your pig-sty of a desk!”

In the first case the message focuses on the mess rather than Grace, while in the second the description of the desk as a pig-sty carried an implication about Grace herself. When using assertive messages, put anger in the voice in a controlled, decisive way and choose to respond freely from your feelings. For example,

“I am angry”.

“I am upset”.

“I am really annoyed”. 

References:


Appendix 2 – Uniform Dress Code at Clairvaux MacKillop College

Clairvaux MacKillop College adheres to a strict uniform code and expects all students to wear their College uniform with pride and diligence. Our expectations are:

1. The full and correct uniform is to be worn between home and school at all times.
2. Uniforms are to be clean, pressed and in good condition.
3. All items of uniform should be clearly and permanently marked with the student’s name.
4. School shoes should be clean and polished.

Failure to wear the College uniform correctly will be dealt with as a serious matter. If there is a genuine reason for a student not wearing the full, correct school uniform this should be noted by a parent/guardian in the Diary. If a student persists in not wearing the uniform correctly, contact with parents will be made.

Day Uniform

Compulsory Items

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regulation maroon skirt</td>
<td>• Grey shorts or long pants</td>
</tr>
<tr>
<td>• Regulation blouse with girl’s College tie and College badge</td>
<td>• College shirt with boy’s College tie and College badge</td>
</tr>
<tr>
<td>• Regulation College socks or maroon stockings</td>
<td>• Black leather belt with a modest buckle</td>
</tr>
<tr>
<td>• Traditional black, lace-up, leather shoes. Shoes should be kept clean and polished at all times. No slip-on style shoes are permitted. Refer to NOTE.</td>
<td>• Regulation College socks</td>
</tr>
<tr>
<td>• College formal hat</td>
<td>• Traditional black, lace-up, leather shoes. Shoes should be kept clean and polished at all times. No slip-on-style shoes are permitted. Refer to NOTE.</td>
</tr>
<tr>
<td></td>
<td>• College formal hat</td>
</tr>
</tbody>
</table>

The traditional lace-up school shoe is the only accepted footwear. Students must wear full-fitting, black traditional school shoes with lace up fronts that provide both a robust sole, good support for growing feet and a non-permeable, ‘polishable’ leather upper that protects the entire top of the foot. This does not include T-bars, black runners, ballet shoes and the like.

Hats
The College sports hat is to be worn at all times when students are playing sport either during class time or at breaks. This includes any playing of sports throughout the College grounds. The College formal hat must be worn to and from school, and during the day when moving around the College and during breaks.

Optional Items

• College jumper (no other jumper to be worn)
• College blazer (compulsory for leaders)
• Senior Tie - Year 12 only
**T-Shirts**
Visible T-shirts are NOT to be worn under the College shirt or sports shirt.

**School Shoes**

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of shoes]</td>
<td>![Image of shoes]</td>
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</table>

**Sports Uniform**

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
</table>
| • Regulation maroon sports skort or College sports shorts  
• Maroon ‘runners’ or sports briefs or regulation maroon bike shorts  
• Regulation College sports shirt, socks and hat  
• Lace-up sports shoes that are predominantly white. Slip-on and canvas shoes are not permitted. | • Regulation College sports shorts, shirt, socks and hat  
• Lace-up sports shoes that are predominantly white. Slip-on and canvas shoes are not permitted. |

**Sport Shoes**

| ![Image of shoes] | ![Image of shoes] |
Additional Uniform Requirements

College Sports Uniform

**Tracksuit**
The College tracksuit is optional wear as a sports uniform item.

**Wearing of Sports Uniform**

*Formation and Junior Centre – Years 7-10*
- Thursday throughout the year
- Students must wear the day uniform on the days that Health and Physical Education lessons are timetabled (changing into their sport uniform prior to the lesson and at the end of the lesson.)

*Senior Centre – Years 11-12*
- Thursday during SECA Sport
- Students must wear the day uniform on the days that Health and Physical Education lessons are timetabled (changing into their sport uniform prior to the lesson and at the end of the lesson.)

**Hair**

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hair is to be clean and neatly styled, not in the student’s face.</td>
<td>• Hair is to be clean, conservative and neatly styled not in the student’s face.</td>
</tr>
<tr>
<td>• Hair must be of a natural appearance in colour.</td>
<td>• Hair must be of a natural colour.</td>
</tr>
<tr>
<td>• Shoulder length hair is to be tied back. Hair ribbons must be in the College colours (Maroon and White); other hair fasteners are to be unobtrusive.</td>
<td>• Hair length must not go beyond the collar, nor should it go beyond the line of the eyebrow or over the ears.</td>
</tr>
<tr>
<td>• Extremes of hairstyle are not permitted, such as ‘dreadlocks’ and ‘corn-braids’.</td>
<td>• Closely shaved hair is not permitted, ie. no lower than a blade 2 grade.</td>
</tr>
</tbody>
</table>

**Make-up**
Make-up of any type is not to be worn, this includes ‘foundation’. Students wearing make-up will be asked to remove it.

**Jewellery**
The following jewellery items are permitted to be worn:
- A Christian religious symbol on a chain - both symbol and chain are to be conservative.
- Girls may wear ONE pair of plain gold or silver studs or sleepers, worn on the earlobe only.

The following items are **NOT** permitted to be worn:
- Any earrings by boys
- For girls, the presence of stones and other earring designs (incl. pearls) or patterns. This includes the wearing of ‘clears’
- All other jewellery or fashion accessories
- Any facial and body piercings are not permitted
Tattoos are strictly forbidden. This is a non-negotiable expectation and may compromise continued enrolment.

**College Bag**
Two styles of the College bag are available. The College bag is to be used at all times. If it is in need of repair at any time, this should be done as quickly as possible and a note should be placed in the student’s diary to indicate that the bag is being repaired and approximately how long it will be until the bag is ready to use again.

It is important that the Uniform Dress Code is maintained by our students and supported by parents.
Student Uniform Infringement Process

1st & 2nd Infringement
If out of uniform email to PC teacher (either immediately or by end of the day).
PC teacher logs infringement in Portal and talks to student.
Why?/Reminder/Warning

3rd Infringement
PC teacher logs infringement and notifies Assistant Pastoral Leader. APL talks to student, phones home and speaks to parent/guardian.
APL logs this action in Portal and student diary

4th Infringement
PC Teacher logs infringement and notifies Pastoral Leader. PL talks to student and Letter generated and posted home/emailed to parent/legal guardian.
Action logged in Portal and student diary.
Student attends Detention

5th Infringement
Pastoral Care teacher logs infringement and notifies Assistant Principal - Students. Parents invited to attend a Behaviour Intervention (Support) Meeting with the AP - Students.
Action logged.
Student attends Detention.

6th Infringement
Pastoral Care teacher logs infringement and notifies AP - Students. Deputy Principal will invite parents to attend a meeting to discuss.
Action logged.

CLAIRVAUX MACKILLOP COLLEGE
Student Dress Code Procedures
Appendix 3 - Mobile Phone Usage

Mobile phones and similar devices are an unavoidable part of our work today. We appreciate and understand that for many parents, the mobile phone is required for safety reasons, particularly when the student is travelling on public transport. However, mobile phones pose a challenge to sustain a safe learning environment for both students and staff.

Mobile phones also detract from sustaining positive relationships; too often do we see them being used to listen to music, to engage in social media, and for playing games.

Therefore, students who wish to carry a mobile phone to school must abide by the following expectations:

1. Mobile phones are not be used during school hours.
2. Mobile phones should be switched off and kept in the student’s locker – locked at all times.
3. Should a parent wish to contact their child during the school day for any reason the College prefers that the parents phone the Main Administration Building and the message can then be passed through to the student.

Students who do not follow these expectations will have their devices confiscated by a member of staff and the device will be kept in the Administration Office until a parent collects it.

As an alternative, students can take the option of undertaking a Five Day Mobile Phone Program as a means of regaining our trust in their use of the device. Parents of those students will receive a letter to inform them that their child has had their mobile phone confiscated and outline that they have decided to take this option. This involves the student handing their mobile phone to one of the School Officers in the Administration Office at the beginning of each day before Home Room begins and then collecting it at the end of the school day. After five successful days on the Program the student will resume normal expectations. Students may only undergo the Program once per term.

However, if a student chooses to take the Five Day Mobile Phone Program option but forgets or avoids bringing their mobile phone to the Administration Office, the student may be referred to RTC.

A second confiscation during the same term will result in the parents needing to come to the College to collect the phone.

The College seeks the cooperation and support of parents in re-affirming these regulations.
Appendix 4 – Guidelines for the Management of Student Lockers

STUDENT EXPECTATIONS

Students of Clairvaux College make the commitment to meet the Code of Conduct. More specifically, all students have made the commitment to respect others and their own property. The provision of student lockers hopes to promote and support students in learning and actively taking responsibility for the safe keeping of their valuables, reducing the burden of carrying excessive weight to and from school in their school bags, and promote organisational skills.

- Lockers must be secure at all times with the lock provided.
- Lockers are to be clean and tidy at all times.
- Students with faulty locks must have their padlock repaired or replaced and they must inform their Pastoral Leader regarding the condition of their lock. The cost of a replacement padlock is $15.00 and can be purchased at the College Uniform Shop.

STAFF EXPECTATIONS

Assigning of lockers

Beginning of School Year

- Pastoral Leaders work with the Deputy Principal to identify Year level locker bays and distribute padlocks (if required) to Home Room Teachers for distribution.
- Home Room Teachers are to assign and record padlock number, padlock combination and locker number.
- Hard copies of these records are to be shared with the Pastoral Leader and Assistant Principal – Students.

New Students

- New students will be assigned a locker and padlock by the Pastoral Leader on their first day.
- The Pastoral Leader is responsible for recording the padlock and locker information.

Exiting students

- The Pastoral Leader is responsible for checking and securing the exiting student’s locker.

SECURING LOCKERS

Beginning of School Year

- Once lockers have been assigned, a list of unassigned locker numbers is forwarded by the Pastoral Leader to the Assistant Principal – Students.
- All Pastoral Leaders are provisioned with a Master Key to access student lockers.

Unused Lockers

- Unused lockers are to be secured.
- If necessary, Pastoral Leaders must arrange with maintenance to ‘cut’ secured lockers.

MAINTAINING LOCKERS
**Faulty or lost Padlocks**
- Students with faulty padlocks must have the lock repaired or replaced. Students are to organise this service through the relevant Pastoral Leader.
- The cost of a replacement padlock is $15.00 and can be purchased at the College Uniform Shop.

**Locker Security**
- Whilst locker security is the child’s personal responsibility in the first instance. Where a locker is left unsecure, the relevant Pastoral Leader will be informed.
- Unsecured lockers may be temporarily secured.
- The student with an unsecured locker will be informed by the relevant Pastoral Leader and a discussion held on the requirements.
- In the case of a locker being left unsecure on repeated occasions, the Pastoral Leader will refer the student the Responsible Thinking Classroom and negotiate an appropriate plan.

**Locker Cleanliness**
- The Deputy Principal will arrange for an allocation of time at the end of each term for lockers to be inspected by Home Room Teachers.
- The Pastoral Leader will schedule at least one locker inspection each term.
Appendix 5 - Acceptable Use Agreement for Computer and Internet Resources

The *Acceptable Use Agreement* outlines the appropriate use of the Clairvaux MacKillop College network and systems. Adherence is for the benefit of all users as well as for ensuring a safe digital environment.

The use of the College’s Network and related equipment is a privilege, not a right. Access to these services and equipment at Clairvaux MacKillop College are provided to students in order to support their educational and administrative needs. The College network and systems includes all computers within the College (including the Laptop Program devices), file servers, peripherals (printers, cameras, etc.) and web-based services (email, internet, Intranet and Moodle). It also extends to the use of students’ personal devices, such as mobile phones and iPODs.

This *Agreement* also refers to the use of mobile phones which, through advancements in technology, have become video and still cameras, as well as portable computers. This *Agreement* addresses the particular use of these technologies that has come to be referred to as ‘Cyberbullying’ (see No 4 below). The College will investigate and take action where this kind of bullying occurs in school and outside school when it causes significant harm to the relationships between students and/or teachers or is criminal in nature.

**The College**

At Clairvaux MacKillop College, staff take all reasonable measures to ensure that students use the computer network correctly. The College is committed to:

- Providing learning experiences that maximise the benefit of the network and the Internet to enrich and enhance classroom practices;
- Developing in students the relevant competencies to be effective and critical users of information and the relevant skills to use the Internet and other information communications technologies safely and responsibly;
- Minimising the potential for inappropriate use of the network through the installation of appropriate filtering and monitoring systems; and
- Teaching students the correct use of equipment and online etiquette including respecting the privacy of other students’ work, email procedures and the need to keep information private.

**Parents and Carers**

The proper use of technology is the joint responsibility of students, parents and school staff. Parents and guardians should, therefore, share with the College the responsibility for setting and conveying standards for acceptable use when using electronic media and information sources. We recognise the necessity of close co-operation between the home and school in this area in order to provide the best possible educational opportunities for students. It is vitally important that the values espoused by the home and the school are in harmony, and that parents support the school in maintaining acceptable standards of use.

**Students**
As users of the Clairvaux MacKillop College network and systems, students have important responsibilities when accessing the computer network and Internet.

1. **When using the school services students will:**
   - ensure that communication through internet and email services is related to learning.
   - keep passwords confidential, and change them when prompted, or when known by another user. In creating a password use one that is not obvious or easily guessed.
   - log off at the end of each session to ensure that nobody else can use their elearning account.
   - promptly tell their teacher if they suspect they have received spam (ie. unsolicited email) or a message that is inappropriate or makes them feel uncomfortable.
   - seek advice if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.
   - ensure that copyright permission is gained before electronically publishing the works or drawings of others and that the creator or author of any material published is always acknowledged.
   - keep personal information including names, addresses, photographs, credit card details and telephone numbers, of themselves or others, private.
   - ensure that school services are not used for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

2. **When using the College network or personal devices students will not:**
   - disable settings for virus protection, spam and filtering that have been applied by the school and not attempt to evade them through use of proxy sites.
   - allow others to use their personal accounts.
   - deliberately use the electronic identity of another person to send messages to others or for any other purposes.
   - enter ‘chat’ or ‘social networking’ internet sites without the permission of a teacher.
   - use unauthorised programs or intentionally download unauthorised software, graphics or music that are not associated with the learning activity as directed by a staff member.
   - damage or disable computers, computer systems or networks.
   - disclose personal information about another person (including name, address, photos, phone numbers)
   - distribute or use information which is copyrighted without proper permission.
   - take photos or video of members of the school community without their consent.

3. **When using school services students will never knowingly initiate or forward emails or other messages containing:**
   - a message that was sent to them in confidence.
   - a computer virus or attachment that is capable of damaging recipients’ computers.
   - chain letters and hoax emails.
   - spam, eg. unsolicited advertising material.
4. When using school services or non-school services students will never send or publish either through internet sites, e-mail or mobile phone messages:
   - unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments.
   - threatening, bullying or harassing material or make unreasonable demands.
   - sexually explicit or sexually suggestive material or correspondence.
   - false or defamatory information about a person or organisation.
   - the College name or crest without the written permission of the Principal.

Students need to be aware that all use of internet and email services can be monitored and traced to the accounts of specific users. The College reserves the right to capture, store and review all files stored on College and College accessed devices, the student’s internet browsing history and their emails across our network.

The misuse of College services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services. In some instances this may impact on the student’s enrolment in a computer-oriented subject.

Agreement Update
This Agreement will be updated as necessary. All attempts will be made to adhere to the above Agreement, but particular circumstances (such as technological advancements) may require the Principal to depart from the stated Agreement.

I have read the information above concerning the use of the College network and facilities at Clairvaux MacKillop College. I understand and agree with the Acceptable Use Agreement.

Student Name:________________________________________________
Student Signature:_____________________________________________ Date: ____________
Parent/Carer’s Signature: ______________________________________ Date: ____________
Memorandum of Understanding for Student Laptop Program

This memorandum provides the Principal, the student and the student’s parents/carers with an understanding of their roles and responsibilities in relation to the CMC Student Laptop Program.

The CMC Student Laptop Program provides students with a laptop computer for their learning and limited personal use. The computer is allocated to individual students and at all times remains the property of Clairvaux MacKillop College.

Failure to comply with the conditions of this memorandum may result in the College withdrawing the student’s involvement in the program. In cases where due care (as outlined in the Student Laptop Program Handbook) has not been taken, the student may be financially responsible for the repair or replacement of a damaged or lost computer.

Advice on how to protect the laptop from theft will be outlined to all students. It is recommended the computers are stored and transported in the case provided.

This agreement commences upon signing this memorandum and receipt of the laptop computer by the student.

Each party accepts responsibility for those roles allocated to them as part of this Memorandum of Understanding and will endeavour to meet their obligations.

Clairvaux MacKillop College will provide:

- each eligible student at the start of Year 7 with a laptop computer.
- information to support the deployment, implementation and asset management process
- a system and process to address repair and warranty issues
- resources and advice to assist and cater for a range of Information and Communication Technologies (ICT) learning needs

Principal’s Responsibilities

The Principal agrees to:

- Allocate the CMC Student Laptop Program computer to an eligible student.
- Ensure the asset is registered in the database, and while on school grounds is covered by the College Insurance Policy.
- Repair or replace accidentally damaged laptop computers, whether the damage has occurred on or off school grounds, unless an investigation by College staff determines that the damage is deliberate or malicious.
- Ensure an inspection of the laptop computer is included in the College annual stock take and electrical check procedures, to verify it is in good working order.
- Ensure all students are aware that it is their responsibility to save and back-up essential files and data on a regular basis.

Parent/Carer’s Responsibilities

The Parent/Carer agrees:

- Access is granted to students subject to the restrictions contained in the Acceptable Use Agreement and Memorandum of Understanding statement and that if breached, appropriate consequences may follow.
• That some material available on the internet may be objectionable and that in addition to the Acceptable Use Agreement, have discussed appropriate restrictions for the student when accessing or sharing information or material over the internet.

Student’s Responsibilities
The Student agrees:

• That the laptop computer remains the property of Clairvaux MacKillop College and is allocated to the student for their learning use.

• The computer can be taken and used by the student at home, including during school holidays; however, it is not to be used for purposes that would breach the College’s Acceptable Use Agreement.

• To use the computer in a lawful manner in accordance with the College’s Acceptable Use Agreement regarding ethical use of equipment, technology, use of legal software, use of the internet and the protection of personal data.

• To accept reasonable responsibility for the security and care of the laptop computer. Where accidental, warranty or non-warranty damage occurs; this will be reported to the CMC Connect Staff as soon as possible. Any intentional, malicious act or unauthorised use by the student that results in damage to the computer may be the financial responsibility of the student.

• Not to divulge their account name and password to anyone. No one else is permitted to use the laptop computer, including family and friends.

• To be conscious of their responsibility to ensure essential files and data are saved and backed-up according to the procedures outlined.

• That upon change in enrolment status or during extended leave periods of one month or more (excluding the Christmas holiday period), to return the laptop to the CMC Connect Staff in good working order along with all the equipment supplied.

• To report faults and problems to the CMC Connect Staff and to report a lost or stolen computer to the Queensland Police and the Business Manager as soon as possible. In the event that the computer is lost or stolen the student also needs to obtain from Queensland Police a Crime Number and the name of the investigating officer.

Conclusion
The Principal and the Student enter into this agreement with an understanding of the CMC Student Laptop Program. All parties agree to honour the conditions of this Memorandum of Understanding.
CMC Student Laptop Program Agreement Form

1. I confirm that I have read, understood and agree to abide by the Acceptable Use Agreement and the Student Laptop Program Handbook.

2. I understand that the assigned loan Student Laptop Computer username and password are confidential and I will not allow my password to be disclosed to others.

3. I understand that the loan laptop was tested before I took possession of it and was in full operational order with respect to both hardware and software.

4. I understand that there may be a cost incurred under the Student Laptop Program when repairs or replacements are not covered by the manufacturer’s warranty or Accidental Damage Protection.

5. I confirm that I have received the following:
   - Dell or HP Laptop Computer
   - Protective Carry Case
   - Power Supply Cord
   - Accidental Damage Protection
   - Warranty
   - College’s 1:1 Operating Procedures Warranty

   Laptop Service Tag: _________________________

   College Barcode: _________________________

   Student ID: ________________________________

   Student’s Name: ____________________________

   Signature: _________________________________

   Date: ______________
Appendix 6 – Responding to Bullying

Clairvaux MacKillop College is a Catholic Systemic College administered by Brisbane Catholic Education. This statement formalises the College’s position against bullying and draws heavily on the College Mission statement and the College Code of Conduct.

Blessed are the peacemakers; for they shall be called the children of God.
Matthew 5:9

The College aims to promote Christian tolerance and a safe, happy learning environment for the whole community, where bullying in any form is not acceptable and will not be tolerated.

Rationale
Clairvaux MacKillop College is totally opposed to bullying in all its forms - physical, psychological and verbal. The College aims to foster understanding and cooperation to enable the victims of bullying to seek help and to educate students who are bullying as to the anti-social and un-Christian nature of their behaviour.

Values
Our mission statement is the guiding principle of our school; therefore we will strive to promote a climate in our community that is welcoming, open and free of prejudice. We will always strive to promote a positive culture in which bullying is not accepted, and in so doing, all will have the right to receive respect from others, the right to learn and teach, and the right to feel safe and secure in the college environment. The personal growth and positive self-esteem of all who are part of our learning community, including students, staff, parents and others, is paramount.

Definition - What is Bullying?
Clairvaux MacKillop College believes that bullying can be characterized by these three elements:

1. Hurtful behaviour (physical, verbal or relational)
   - Physical - hitting, tripping, punching, throwing objects, stealing
   - Verbal - name-calling, put-downs, threats (spoken, written or electronic)
   - Relational - ignoring, hiding, ostracizing, isolating

2. Repetitive behaviour, causing distress, not only at the time of the attack, but also by the threat of future attacks
   - Typically repetition is experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable. (Adapted from Rigby, 2001)
   - Psychological - stalking, threatening looks, spreading rumours, damaging possessions, swearing and name calling
   - Harassment
     “Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).”
3. An imbalance of power that is inappropriate and where there is an intention to hurt or cause people to do things they might not want to do, such as stealing or lying. This includes situations where groups of students exert power over an individual.

Desired Outcomes
Clairvaux MacKillop College will use strategies and responses from a variety of sources to address:
- the development of supportive environments and relationships; the promotion of tolerance and the acceptance of difference
- The resolution of bully/victim problems
- The support and restoration to well-being of those who have been hurt by abusive behaviour
- The amelioration of the behaviour and attitudes of those who bully
- The pro-active engagement of bystanders to discourage bullying behaviour
- The prevailing attitudes within the College including the ‘culture’ of the College.
- The College support systems that promote positive mental health
- Teaching and learning programs to support the strategies
- Reporting and recording procedures to be used when investigating incidents
- A case management model to be used when bullying and harassment behaviours persist
- Appropriate confidentiality procedures to be followed
- The provision of Professional Development to meet the needs of the school community in implementing the school policy

Procedures
What do we do to prevent bullying at Clairvaux MacKillop College?
As a school community we will not allow cases of bullying to go unaddressed.

In doing so we commit to:

Staff
- Being role models in word and action at all times.
- Being observant of signs of distress or suspected incidents of bullying.
- Making efforts to remove occasions for bullying by active patrolling during Playground Duty Supervision.
- Taking steps to help victims and removing sources of distress without placing the victim at further risk.
- Reporting suspected incidents to the appropriate staff member, such as: Home Room Teacher, Counsellor, RTC Teacher, Pastoral Leader, Assistant Principal – Students or Deputy Principal.

Students
- Refusing to be involved in any bullying situations.
- Reporting the incident or suspected incident and help break down the code of secrecy.

Parents
- Watching for signs of distress in their child, eg. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
- Advising their child to tell a staff member about the incident.
o If possible allow them to report and deal with the problem themselves, empowering them to take the initiative and dealing with the problem without direct parental involvement.

• Informing College staff if bullying is suspected.
  o The Home Room Teacher is the first point of contact.
• Keeping a written record (who, what, when, where, why, how).
• Not encouraging their child to retaliate.
• Communicating with their child that parental involvement, if necessary, will be appropriate for the situation.
• Encouraging their child to continue to be positive in their relationship with others.
• Supervising and monitoring the use of social networking.
Appendix 7 – Guidelines for Playground Duty Supervisions

Playground Duty Supervision is an important aspect of pastoral care and more specifically supports providing a safe environment for our students outside of class time. In meeting this obligation, teachers need to be mindful of their legal responsibility, duty of care, for the students they are supervising.

Brisbane Catholic Education’s Code of Conduct, clarifies and affirms the standards expected of staff in the workplace. Specifically sections 2.0, 3.0 and 7.0 of the document are useful in understanding employees’ obligations in this regard.

The employee Code of Conduct can be accessed via the Kweb or the link below: https://kweb.bne.catholic.edu.au/PolicyandProcedure/Documents/BCE%20Code%20of%20Conduct.pdf

The guidelines below have been prepared in consultation with the Teaching Staff at Clairvaux MacKillop College and outline the Playground Duty procedures and responsibilities. A Playground Duty Roster is published and updated by the College Leadership Team. Teaching Staff have access to the Playground Duty Roster via published copies of the Whole School Duty roster in Staff Rooms and their individual teacher timetable.

It is the responsibility of the Assistant Principal – Students to construct and publish the Playground Duty Roster. Changes and swaps to the published roster are to be negotiated between the interested parties prior to final approval by the Assistant Principal – Students who will then adjust the Playground Duty Roster and the teachers’ timetable.

OUT OF BOUNDS AREAS
Students are not permitted to occupy the following areas during the school day:

- The Drop-off Zone and Staff car park
- The laneway behind the Science and Technology Building
- The laneway behind M Block
- Behind the MMLC, the area next to the Council Park
- Bottom OvalFar End at Morning Tea
- The end of the Oval – in line with the Cricket Nets, this includes the Long/Triple Jump Pits.
- Top Oval at Morning Tea and Lunch
- Verandahs – students will have a limited time at the start and end of breaks to go to Lockers on verandahs.

SUPERVISION EXPECTATIONS

- Teachers are asked to be punctual for any assigned supervisions.
- Be present and be seen; challenge inappropriate behaviours.
- While on duty, it is anticipated that the teacher’s interaction with students would be friendly and pastoral.
- A responsibility of the duty teacher is to ensure that the area of duty is clear of litter.
  This involves:
1. Attempting to detect students who litter, and having the students resolve the problem
2. Politely asking the students in the area to pick up rubbish and place it in the bins, whether they were responsible for the litter or not

- Laptops are to be used in the Resource Centre only. Students are to be directed there if they are using the laptop during breaks.
- At the end of the supervision period, supervisors are to ensure that all students in their duty area have commenced moving to their next class.
- Be attentive to Out of Bounds areas.
- Be attentive to students who may be vandalising school property (especially picnic tables and bathrooms).
- To remain on lunchtime duty until the relieving teacher arrives. The PGD teacher change over time is 12:52pm. If there is a problem, then the duty teacher should either call reception or send a student to the College Office.

- Any PGD supervision handover difficulties must be resolved by the two affected parties in the first instance and then the Assistant Principal – Students and the Deputy Principal must be informed to ensure the protection, safety and conduct of all stakeholders.
- Students and Staff are expected to wear hats in the playground. Supervising teachers are expected to intervene in the instance of a student found not to be wearing a hat.

### Yard Duty Areas

<table>
<thead>
<tr>
<th>Yard 01</th>
<th>Before School</th>
<th>Senior Centre Before School Duty including Senior Quadrangle, S Block Lockers, S Block Verandahs, E Block Verandahs and behind Art Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yard 02</td>
<td>Before School</td>
<td>Formation Centre Before School Duty including K Block Verandahs, Undercover below Year 7 classrooms,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.10am-8.30am</td>
<td>Before School</td>
</tr>
<tr>
<td>10.26am-10.51am</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>12.29pm-12.51pm</td>
<td>Lunch A</td>
</tr>
<tr>
<td>12.51pm-1.16pm</td>
<td>Lunch B</td>
</tr>
<tr>
<td>2.54pm-3.15pm</td>
<td>After School</td>
</tr>
</tbody>
</table>
| Yard 03 | Before School | Junior Centre Before School Duty  
including Under J Block, both sides of lower Auditorium,  
M Block Lockers, M Block Verandahs |
|---|---|---|
| Yard 04 | Morning Tea  
Lunch 1 | Tuckshop |
| Yard 05 | Lunch 2 | Tuckshop, M Block Lockers,  
Between M Block and lower level Auditorium |
| Yard 06 | Morning Tea  
Lunch 1  
Lunch 2 | Formation Centre, for Year 7 and Year 8 students only  
Year 8 Lockers, K Block Verandahs,  
Between Year 8 Block and K Block |
| Yard 07 | Morning Tea  
Lunch 1  
Lunch 2 | Senior Centre, for Year 11 and Year 12 students only  
including Senior Quadrangle, S Block Lockers, S Block Verandahs,  
E Block Verandahs and behind Art Block |
| Yard 08 | Morning Tea  
Lunch 1  
Lunch 2 | Junior Quad, Under J Block, M Block Verandahs, for Year 9 students  
Between E Block and Auditorium |
| Yard 09 | Morning Tea  
Lunch 1 | M Block Lockers, Year 7 Lockers, for mainly Year 10 students  
Between M Block and lower level Auditorium |
| Yard 10 | Morning Tea  
Lunch 1  
Lunch 2 | Both Sides of Home Economics and behind MMLC,  
including Tennis Courts |
| Yard 11 | Morning Tea  
Lunch 1  
Lunch 2 | Undercover below Year 7 classrooms, for mainly Year 7 students  
from Tech Ed Block up to and including Tennis Courts |
| Yard 12 | Morning Tea  
Lunch 1  
Lunch 2 | Bottom Oval - Drama Room End |
| Yard 13  | Lunch 2          | Bottom Oval - Middle  |
|-----------------------------------------------|
| Yard 14  | Lunch 1  
            Lunch 2 | Bottom Oval - Far End  |
| Yard 15  | Lunch 2          | RTC                   |
| Yard 16  | Lunch 2          | Resource Centre Lower Level |
| **Yard 17**  | **Lunch 1**  
            **Lunch 2** | **Resource Centre Mezzanine Level**  |
| Yard 18  | After School     | Klumpp Road Bus       |
| Yard 19  | After School     | Klumpp Road Lights followed by Klumpp Road Bus  |
| Yard 20  | After School     | Logan Bus             |
| Yard 21  | After School     | Logan Lights followed by Logan Bus  |
| Yard 22  | After School     | Drop-off Zone         |
Appendix 8 – Other RTC Procedures

Procedures for Broken RTP Student Plans

The completion of the ‘Plan’ involves the student considering their actions and alternate behaviours that will assist with their focus on learning. An understanding of young people and the nature of adolescent brain development acknowledges that there will be occasions where the student will repeat the disruption, and that points identified within their ‘Plan’ are not addressed.

RTP accepts that on such occasions, the student needs to be given this opportunity to recognise that a problem exists and that they need to accept responsibility, as well work with those around them to prevent a continuation of that specific behaviour.

The relationship between the student and teacher is essential to the learning process.

Where a ‘Plan’ is ‘broken’, the following steps are provided to support the student:

1. Foremost, the Subject or Home Room Teacher needs to have an established relationship with the student such that learning is the focus. When negotiating a return to class the student is supported by them. It is at this time that the student’s needs should be understood and adjustments to teaching and learning made where necessary. Recognising that a ‘broken Plan’ may be the result of the student not gaining success with their learning is not to be devalued.

2. As a general indicator, if the ‘Plan’ is broken within a 4 week period, an ‘automatic referral’ is required. Teachers are asked to demonstrate sound judgement in this decision based on the previous point.

3. The Subject or Home Room Teacher is required to contact parents with details via a phone call and a note in the Diary. The purpose of this communication is to inform parents of the situation. It may be at this time that parents highlight any concerns that may be impeding the student’s behaviour choices.

4. The relevant Pastoral Leader or Curriculum Leader will also be notified, so that they can discuss with the student.

5. It may be decided that the student be placed on a Monitoring Card by the relevant Pastoral or Curriculum Leader.

6. If the student breaks their Student Plan for a second time within a 4 week period then the student may be referred to an ‘After-School Detention’ at the discretion of the relevant Pastoral Leader/Curriculum Leader. A parent will be contacted via a phone call made by the Pastoral Leader/Curriculum Leader and the afternoon when the student is required for Detention will be negotiated with the parent.

7. The Pastoral Leader/Curriculum Leader will forward a letter to parents – including details of prior efforts/processes.

8. Further ‘breaking of the Plan’ will require either an Academic or a Behavioural Intervention (Support) Meeting. This can be called by a teacher, a Pastoral or Curriculum Leader, or member of the College Leadership Team. This process involves the student and their parent/s in determining strategies (such as a Monitoring Card) that will encourage greater responsibility.
Guideline Procedures for Student Considered to be ‘Wagging’

A student is considered to be ‘Wagging’ if they do not arrive at their class within 15 minutes of the lesson starting.

If student stays on school ground:
1. The subject teacher will refer the student to RTC.
2. The student completes an Incident Report explaining where he/she was during that lesson, and will remain in RTC for remainder of lesson.
3. The Pastoral Leader will contact parents via phone to inform them of the incident.
4. The student may be referred to an after school Detention at the discretion of the relevant Pastoral Leader and in negotiation with the parent.
5. The student would be required to complete a ‘Plan’ acknowledging their behaviour and responsibilities.
6. Pastoral Leader and parent both sign the completed ‘Plan’.

If student leaves school grounds:
1. The subject teacher or teacher who first noted the incident will inform the RTC.
2. A member of the College Leadership Team contacts parents via phone to inform them of the situation and to ensure that the student’s location is known. The student’s safety is the first consideration.
3. Upon returning to school the student completes an Incident Report explaining where he/she has been.
4. The student is required to attend a re-entry interview with a parent and a member of the College Leadership Team. They may need to fill in an Incident Report at this time.
5. The student may be required to complete the time missed as part of Community Service or could be ‘Sent Home’ at the discretion of the Deputy Principal / Assistant Principal - Students.
6. The student will complete a ‘Plan’ before returning to classes.
7. A member of the College Leadership Team and parent both sign the completed plan.

Repeated ‘Wagging’:
1. The steps outlined in the previous section would be followed. The student’s safety is the main consideration.
2. A member of the College Leadership Team contacts parents via phone and draws attention to the frequency of the absence. It is at this time that a Behaviour Intervention (Support) Meeting should be arranged.
3. The student may be required to complete the time missed as part of Community Service or could be ‘Sent Home’ at the discretion of the Deputy Principal / Assistant Principal - Students.
4. Depending on the circumstances, the student may be required to undertake a ‘Continued Enrolment Agreement’.
5. Further incidences will be addressed at an interview with a parent and the College Principal.
Guideline Procedures for Monitoring Cards (Academic and/or Behavioural)

1. There are different Monitoring Cards for Academic/Behavioural. They have been published in different colours.
2. A student who has been allocated a Monitoring Card will RTC, AP Student/Curriculum, counsellors and classroom teachers are all notified by email.
3. Students remain on a Monitoring Card for 2 - 4 weeks at the discretion of Pastoral Leader or Curriculum Leader. This coincides with a review in which the parents
4. At the completion of this 2 – 4 week period the student may be referred to the next level of support – Counsellor/AP linked to Centre/Service Leader Pathways.
5. If student is not taking Monitoring Card seriously after 4 weeks then a phone call is made home by Pastoral Leader or Curriculum Leader to the parent. If after the phone call home the student still does not comply then the student may be given an after school Detention at the discretion of PL/CL.
6. The afternoon when the student is required for Detention is negotiated with the parent by PL/CL. Generic confirmation email is sent to parent at time of phone call by PL/CL.
7. If underlying behaviour is not the result of a learning difficulty then a Parent Intervention Meeting will be scheduled with Pastoral Leader, AP Students and possibly the College Counsellor resulting in an Behaviour Intervention (Support) Meeting. The intention is to identify strategies that will enable the student to experience success.
8. However, after 2 – 4 weeks the student may come off the Monitoring Card (case by case basis).
9. After 2 – 4 weeks on MC the student may be referred to one of our College Counsellors to ascertain whether or not the issue is a result of a learning difficulty or underlying behaviour.
10. If a learning difficulty is uncovered then Learning Support is informed to plan for further support for the student.
Appendix 9 – Guidelines for After School Detentions

For an after school Detention to be issued to a student the parent is phoned by the relevant Pastoral Leader or Curriculum Leader and the afternoon when the student is required for Detention at the College is negotiated with the parent.

After school Detentions will be offered on Wednesday and Friday afternoons from 3:00 - 4:00pm.

<table>
<thead>
<tr>
<th>After School Detention</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student has not negotiated their Student Plan within one week of the student being referred to the RTC from the relevant classroom then the student may receive an after school Detention at the discretion of the relevant Pastoral /Curriculum Leader.</td>
</tr>
<tr>
<td>If the student breaks their Student Plan upon returning from the RTC for a second time within a 4 week period then the student may be referred to an after school Detention at the discretion of the relevant Pastoral /Curriculum Leader.</td>
</tr>
<tr>
<td>If student who has been placed on a Monitoring Card (Academic or Behavioural) and is not taking it seriously. If after a phone call home the student still does not comply with the requirements of the Monitoring Card then the student may be given an after school Detention at the discretion of the relevant Pastoral /Curriculum Leader.</td>
</tr>
<tr>
<td>If a student is found to be deliberately avoiding their morning Home Room class by arriving late to school more than twice within a cycle then the student may be referred to an after school Detention at the discretion of the relevant Pastoral Leader.</td>
</tr>
<tr>
<td>If a student is found to be ‘wagging’ any of their normal lessons and they have not left the College grounds then the student may be referred to an after school Detention at the discretion of the relevant Pastoral Leader.</td>
</tr>
<tr>
<td>If a student who has had their mobile phone confiscated, chooses to take the Five Day Mobile Phone Program option and forgets or avoids bringing their mobile phone to Main Administration Office as required.</td>
</tr>
<tr>
<td>If a student is referred to the RTC from the playground twice within a cycle at the discretion of the relevant Pastoral Leader or Assistant Principal.</td>
</tr>
<tr>
<td>If a student receives 4 or more Uniform Infringements.</td>
</tr>
</tbody>
</table>
Appendix 10 – Assessment Guidelines and Procedures

Assessment Guidelines and Procedures

1. **RATIONALE:**

Clairvaux MacKillop College values assessment as the purposeful, systematic and ongoing collection of evidence for use in making judgments about each student’s demonstration of learning achievements. This information is used to determine student performance, provide feedback on student progress and inform our decision-making in relation to student learning.

2. **SUPPORTING DOCUMENTS:**

(a) QCAA Policy on Special Provisions for School-based Assessments in Authority and Authority-registered subjects.  
(http://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf#page=7)

(b) QCAA Policy for Late and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered subjects.  
(http://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf#page=5)

(c) QCAA – Strategies for authenticating student work for learning and assessment.  

3. **PROCEDURES FOR EXAMINATIONS**

Examinations of varying types will be held throughout each term in class time. Exams in Years 7-10 may be in the form of ‘in-class’ tests or exams undertaken in longer blocks of time at the end of term. Students in Years 11 and 12 are required to attend all applicable examinations held during ‘Exam Blocks’ at the end of each term. Examinations will **not** be held early for students in any year level for any reason.

3.1. **Procedure During Exams**

- All formal examinations will be actively supervised by members of the teaching staff.
- Students must stay in an examination room for the entire allotted time unless otherwise stated. For students in Years 11 and 12, students may be able to leave the exam early at the discretion of the supervising teacher.
- Students are not permitted to leave an examination room for any reason unless supervised.
- Toilet breaks during an examination are discouraged unless absolutely necessary. Where there is more than one supervisor in an examination room, supervisors may accompany a student to and from the toilet.
- Students must wear full and correct formal uniform to an examination unless their teacher directs them to wear sports uniform, protective or other clothing as required by the conditions of the examination.
- Students must have their Student ID with them in the exam room. The ID is to be displayed on the desk during exams.
• Students must leave all unnecessary equipment and belongings, such as bags, books and communication devices, either in lockers or outside the examination room. Valuables should not be brought to school during an examination.

3.2. Equipment
• Students are responsible for bringing all necessary equipment to the examination. Equipment may not be provided if students do not have their own equipment.
• All forms of personal electronic equipment, except for approved calculators, are prohibited from being in a student’s possession during an examination.
• No books or papers will be brought into the examination environment unless students are otherwise instructed.
• Notes that are permitted according to the conditions of the exam will be checked by the exam supervisor. If the notes do not meet the established conditions, they will be confiscated.
• Students who intend to use graphics calculators in any examination in any subject must declare those calculators at the start of the examination and allow exam supervisors to reset the graphics calculator.
• Any student who, in an examination, attempts to use a graphics calculator which has not been declared and reset will have the graphics calculator confiscated.
• Students will be able to use a digital dictionary or translation device only if there is a need according to approved Special Provisions, and after the device has been checked for any content that may advantage their efforts.

3.3. Absence and Examinations
• A student in Year 7-10 who is absent from an examination due to illness or injury must notify the subject teacher or Curriculum Leader on or before the day of the examination and present a signed letter from a parent to the Subject Teacher on the first day of his/her return to College to arrange the completion of that examination.
• A student in Year 11 or 12 who is absent from an examination due to illness or exceptional circumstances must notify the subject teacher and/or Curriculum Leader on the day of the exam or prior to the exam if it is an on-going medical condition. Students must present a Medical Certificate or other documentation to the Assistant Principal – Curriculum on their return to school and make arrangements with the AP – Curriculum for an alternate date to complete the exam. This is to be at the first possible opportunity.
• The Curriculum Leader or Assistant Principal – Curriculum will contact parents/carers on the day of the exam if no prior communication is made.
• Students in Years 7 to 10 who need to complete their exam following the established date will be required to:
  o Complete the exam during class time, or
  o Complete the exam through other arrangements, such as a separate, supervised room. This decision would involve discussion between the Subject Teacher and the Curriculum Leader, and the Assistant Principal – Curriculum where needed.
• Students in Years 11 and 12 who need to complete their exam following the established date will be required to:
  o If during Exam Block, complete the exam with another supervised exam.
  o If outside the Exam Block, complete the exam through other arrangements, such as a separate, supervised room. This decision would involve discussion between the
Subject Teacher and the Curriculum Leader, and the Assistant Principal – Curriculum where needed.

- Practical subjects, such as Music and Drama, pose a greater challenge as they are inhibited by venues and equipment. Therefore, the exam would be completed at the earliest possible time. This decision would involve discussion between the Subject Teacher, the relevant Curriculum Leader, and the Assistant Principal – Curriculum for students in Years 11 and 12. The students will be required to:
  - Complete the exam during class time, or
  - Outside of class time, i.e. a lunch break or after school; at a time where the set-up of equipment is possible.
  - If during Exam Block, complete the exam at a time that accommodates the teacher’s resource requirements.

- Group exams, such as drama performances, are also difficult to coordinate when a student is absent. Nonetheless, the exam must be completed at the earliest possible opportunity, respectful of the teacher and the other students. This decision would involve discussion between the Subject Teacher, the relevant Curriculum Leader, and the Assistant Principal – Curriculum for students in Years 11 and 12. The students will be required to:
  - Complete the exam during class time. Or,
  - Outside of class time, i.e. a lunch break or after school; at a time where the students and teacher are available.
  - If during Exam Block, complete the exam at a time that accommodates the teacher and the students.

3.3.1 Absence Known in Advance

- Student should not ask to change exam schedules to accommodate family holiday arrangements. Where an absence from an examination is foreseeable, parents are asked to contact the Principal in writing (email is preferred) so that a fair and reasonable arrangement may be made concerning the student sitting the examination. Students must complete an ‘Application to Vary Assessment Program’ Form. To ensure security for the whole cohort, examinations may not be completed ahead of the scheduled time.

- Students in Years 7 to 10 who need to complete their exam following the established date will be required to:
  - Complete the exam during class time, or
  - Complete the exam through other arrangements, such as a separate, supervised room. This decision would involve discussion between the Subject Teacher/s and the relevant Curriculum Leader/s, and the Assistant Principal – Curriculum where needed.

- Students in Years 11 and 12 who need to complete their exam following the established date will be required to:
  - If during Exam Block, complete the exam with another supervised exam.
  - If outside the Exam Block, complete the exam through other arrangements, such as a separate, supervised room. This decision would involve discussion between the Subject Teacher/s, the relevant Curriculum Leader/s and the Assistant Principal – Curriculum.

3.4. Cheating
Cheating is a serious breach of examination conditions and may include but is not limited to talking, looking in the direction of another student’s work, passing notes, using or possessing unapproved notes or communication device/s.

Where an issue of cheating is detected by a supervising teacher, that teacher will make a note of what sections or questions the student had attempted prior to detection and then allow the student to complete the examination. At the conclusion of the examination the following procedure will be followed:

- The supervising teacher will report all details to the Curriculum Leader and Assistant Principal – Curriculum.
- The student will be given an opportunity to discuss the breach of examination conditions.
- The Curriculum Leader will determine the work completed prior to detection, disregard it and assess only the work determined to be the student’s original work.
- If the examination paper or otherwise is wholly or substantially impacted, the examination piece may be considered incomplete. (Note: If the piece is considered incomplete and is designated a mandatory piece in a senior subject syllabus, the student may risk not completing the semester and under QSA guidelines, cannot be awarded credit for that semester in that subject).
- A result will then be determined.
- Parents will be notified.
- Consequences for the infringement of the Assessment Guidelines and Procedures – Cheating will be determined by the Assistant Principal – Curriculum in consultation with the relevant Curriculum and Pastoral Leader.

4. PROCEDURES FOR OTHER ASSESSMENT

4.1. Assignments
Assignment work can take many forms whether written, oral, practical or multimodal. The due date for assessment can be found on the College’s Portal or Website and on individual task sheets.

a) Task Details
Each student should receive, or made available, written details specifying an extended piece of assessment at least two weeks prior to the task due date. Such details would typically include:
- Task Description
- Task Conditions
- Due Date

A task sheet which includes all of the above and the following will be handed out when applicable:
- Criteria Sheet
- Dates for checking developing stages of task
- Assessment and drafting attachment and Authenticating Statement where applicable

b) Drafts
- Where applicable, all assignments will have a draft or work-in-progress due date
- Drafts should meet the assessment task criteria in full where possible
- Should teacher or peer feedback be a condition of an assessment piece, students may seek written feedback on only one draft per assessment piece. It is a general expectation that students will demonstrate increasing independence as any given year or subject progresses.
**Practical Tasks**

A draft may not be possible in some subjects where the assessment is a performance or presentation. Therefore the expectations for a draft will include:

- A conference with the teacher to demonstrate the work completed
- The conference will provide opportunity for feedback in response to the criteria

**c) Final Copy**

- A hard copy, in an acceptable condition, and a copy of the criteria sheet (unless otherwise stated in the task conditions) must be submitted by the due date. Students will be given *clear* and *explicit* directions for how assessment is to be submitted. There may be slight variations depending on the assessment item.
- Some subject areas may also require that a copy of the assignment be uploaded onto the College Moodle site.
- It is highly recommended that students keep their own printed copy of their response.
- It is highly recommended that a ‘back up’ version be kept elsewhere.
- Students who are ill, injured or absent on the due date, must notify the College of any assessment which is outstanding and follow the guidelines for ‘Special Provisions’.
- Any student who will be/is absent on or **before** the due date must email a copy of their completed Assignment to the Subject Teacher, or upload to Moodle. Upon return to school or as close as practicable to this date, produce a hard copy of the assessment item.
- A parent or sibling may deliver the completed assignment to the Administration Building.
- A Medical Certificate will be required for students in Years 11 and 12 or a signed letter from parents for student in Years 7 to 10 when the assignment is not provided on the due date.

**5. PROCEDURES FOR SPOKEN ASSESSMENT**

**5.1. Order of Speakers**

a) The order of speakers will be determined by the teacher or in negotiation with students.
b) Students must be prepared to present on the day the task is due and/or a subsequent date allocated to a specific student by the class teacher prior to the date due. An inability to present will be treated as a non-submit unless there are exceptional circumstances such as those covered by Special Provision.

**5.2. Student’s Own Documentation**

All students must submit a hard copy of the text of their spoken presentation on the due date regardless of whether or not they are due to present.

**5.3. Special Equipment**

Any equipment required for the presentation must be organised well in advance. If teacher assistance is required in this regard, at least 48 hours notice must be given.

**5.4. Common Expectations**

- Spoken tasks must be presented in front of a common audience, ie. the class, unless there are identified conditions for a given spoken task.
• Students with known anxiety issues may have alternate arrangements only when supported by approved Special Provisions.
• Feeling nervous is not an acceptable reason for not presenting.

6. PROCEDURES IN RELATION TO PLAGIARISM

All written assessment should be submitted to Turnitin. Students will be able to submit at any stage during the drafting phase. All assignments must attach a copy of the Turnitin Report to the final copy.

Concerns with a student’s suspected plagiarism will be discussed initially with the student. Where necessary, parents are invited to meet with the subject teacher and/or Curriculum Leader.

6.1. Definition

Plagiarism is the act of presenting the work of another as your own. This includes but is not limited to:

• written and non-written work
• phrases, sentences, paragraphs and whole papers
• programming code
• illustrations, maps, artworks, cartoons, statistics, photographs, charts, graphs, tables, field study or lab results, etc.

For the purposes of this definition another includes:

• author, professional or otherwise, whose work has been published in a newspaper, book, magazine, journal, encyclopaedia, CD rom, etc;
• author, professional or otherwise, whose work has been published on the World Wide Web or other on-line electronic resource;
• other students at your school or anywhere else;
• an assignment writing “service” which offers to sell written assignments for a fee;
• producing work in conjunction with other people (other students, a tutor, parents, friends or relatives) when it is purported to be solely the work of the student

6.2. Authenticity of Work

A student may be required to prove the authorship of their work at any point in the timeline of an assessment piece. This may include but is not restricted to the following:

• The classroom teacher sighting drafts, plans and/or notes from which the final piece of work is clearly derived;
• student production of folios or other evidence which are produced in class time;
• reflective journals
• student acknowledgment of all sources used in the appropriate manner;
• submitting written work through Turnitin;
• teacher observation of students producing work directly related to or part of an assessment piece;
• questioning a student about an assessment piece or parts of an assessment piece;
• teacher request for a class to produce assessment or parts of an assessment piece under examination conditions
6.3. Procedures – Plagiarism

- If the authorship of an assessment task is questionable or other forms of plagiarism are suspected, the class teacher, after consultation with the Curriculum Leader, may request further evidence of that achievement through the submission of additional work or evidence.
- If it is determined that a student has knowingly used work that is not their own and neglected to reference that work, the teacher will, through the use of Turnitin, notionally delete the plagiarised work from the piece of assessment and grade the task on the basis of student-authored work only. This will ensure that the grade awarded is fair and equitable, not only for the student in question, but for all students.
- The subject teacher will report the incident to the Curriculum Leader and in the case of Year 11 and 12 students the Assistant Principal – Curriculum.
- A letter of explanation will be sent to the student’s parents/carers.
- Consequences for the infringement of the Assessment Guidelines and Procedures – Plagiarism will be determined by Assistant Principal – Curriculum in consultation with the relevant Curriculum and Pastoral Leader.

7. PROCEDURES FOR SUBMISSION OF ASSESSMENT

7.1. Extensions In Years 11 and 12

- Students must speak to the Subject Teacher and Curriculum Leader and negotiate a revised due date prior to seeking approval from the Assistant Principal – Curriculum. The Assistant Principal – Curriculum only may approve extensions and only where exceptional circumstances, such as those listed under special provision, exist.
- Students who are identified as being ‘at-risk’ will be supported through their Case Management Plan. Extensions may be necessary following communication between a Counsellor or Pastoral Leader and the Assistant Principal – Curriculum.
- Application is required before the due date except in the case of a genuine emergency. If sickness is a contributing factor, a Medical Certificate is required for all students in Years 11 and 12.
- Any approved extension should not alter the conditions of assessment by more than 20%.
- The AP – Curriculum will notify the Subject Teacher and Curriculum Leader of approved extensions.
- Where the student does not submit according to the negotiated date, the draft will be used as the final copy. This will be communicated by the Curriculum Leader to the parents/carers.

7.2. Extensions In Years 7-10

- Students in Years 7 to 10 who require an extension must speak to their Subject Teacher and negotiate a revised due date prior to seeking approval from the Curriculum Leader. The Curriculum Leader only may approve extensions and only where exceptional circumstances exist.
- Application is required before the due date except in the case of a genuine emergency. If sickness is a contributing factor, students must provide a letter from parents or a medical certificate before the approval can be granted.
- Any approved extension should not alter the conditions of assessment by more than 20%.
- The Curriculum Leader will notify the Subject Teacher of approved extensions.
Where the student does not submit according to the negotiated date, the draft will be used as the final copy. This will be communicated by the Curriculum Leader to the parents/carers.

7.3. Non-Submission by the Due Date (ALL Year Levels)
   a) Drafts

The following procedures apply where a draft has been requested and the student fails to hand in a draft by the due date:
- As soon as practical, the subject teacher will contact parents through email, letter or phone call.
- The student is required to complete a draft during class time.
- There may be no feedback given to the student on the draft.

   b) Final Copy, Presentation or Other

A final copy or other assessment task is considered to be complete only when all of the task conditions have been met. Should a student fail to submit or complete an assessment task, of any type (written assessment should also be submitted through Turnitin) at the arranged time on the due date, then it is deemed to be a ‘non-submission’, unless:
- Application has been made and approved for ‘Special Provisions’.
- An application for extension has been approved by the Assistant Principal – Curriculum for Years 11 and 12 or Curriculum Leader for Years 7 to 10.
- The appropriate procedures have been followed for illness, injury or other absence covered by ‘Special Provisions’.

In the event of a non-submission, the following procedure will apply:
- The subject teacher will apply the applicable criteria to the draft copy where possible.
- Where a draft does not exist, in accordance with current QCAA policy no result will be awarded.
- A result will be determined based on the incomplete evidence available, such as class notes or journal.
- The subject teacher or Curriculum Leader will contact parents.
- Where students have not submitted the required assessment in a semester, they may have insufficient assessment to be awarded credit for that Semester. In accordance with QCAA policy, students must complete all mandatory assessment as indicated by the subject syllabus to be awarded credit for a Semester of work.

8. PROCEDURES FOR LEAVE FROM SCHOOL

Students are expected to attend school from the first day of school to the last day of school each term. Parents seeking leave from school for their child for sporting, cultural or family commitments must make a request in writing to the Principal.
- Assessment dates cannot be adjusted for any reason including family holidays or special occasions.
- Students who are absent for reasons other than those covered by Special Provision must abide by all due dates. Assessment other than examinations must be handed in prior to a known student absence.
• No examination can be undertaken by a student prior to the due date for any reason. Students with approved leave must negotiate with the Assistant Principal – Curriculum and the Curriculum Leader to complete the examination upon their return to the College.
• Teachers are not required to prepare work for students who will be absent from school due to family vacations or similar.
• It is the responsibility of the student to ensure that he/she speaks with teachers regarding how best to complete work missed, prior to his/her departure, where possible.
• Year 11 and 12 students who miss assessment due to family holidays taken in Term time, and are unable to comply with QCAA policy with regards to completing mandatory assessment by the due date, will not receive credit for the Semester’s work in the subject for which assessment was missed.

9. QCAA POLICIES – A SUMMARY

9.1. QCAA Guidelines for Late Submission of Student Responses to an Assessment Instrument

This relates to students not submitting a response to an assessment instrument by the due date.

The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students’ responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.

9.2. QCAA Guidelines for Non-submission of Student Responses to an Assessment Instrument

This relates to the non-submission of student responses to an assessment instrument.

A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an ‘E’ standard cannot be awarded where there is no evidence for it. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students’ responses to assessment instruments to the standards descriptors outlined in the relevant syllabus.

9.3. Special Provision

‘Special provisions’ means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.
• Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.
• Schools must strive to identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. To do this, they must plan to ensure that specific educational needs are recognised and reasonable adjustments made to accommodate students. Schools must also take reasonable measures to assess students with specific educational needs so that they can participate in Authority and Authority-registered subjects on the same basis as other students.

• Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course of study requirements.

• Special provisions involve the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the syllabus or study area specification and any other requirements or components that are inherent or essential to the course of study. Special provisions do not involve compensating for what the student does not know or cannot do.

• The school must consult and involve the student (and, where appropriate, the student’s parents/carers or associates and other relevant school personnel) in the decision-making process concerning special provisions. The school must take into account the student’s specific educational needs and balance the interests of all parties affected, including those of the student, the school, staff and other students.