



MacKillop Pastoral Care & Student Wellbeing Guidelines

Updated July 2022

PURPOSE

These guidelines inform school based procedures and practices for pastoral care and student wellbeing. They should be read in conjunction with the DSS Pastoral Care & Student Wellbeing Policy and other related system and school policies and guidelines. These guidelines aim to promote a climate of care through respectful relationships within a safe, supportive and inclusive learning community.

Pastoral Care, refers to all actions taken within a school to promote a climate of care that enhances the personal, social, physical, emotional, mental and spiritual wellbeing of students and staff. Pastoral care within a Catholic school community is inspired by the teaching and lived example of Jesus Christ, with a focus on person-centred care that nurtures a strong sense of belonging, inclusion and identity. Drawing upon the Catholic tradition, pastoral care upholds the dignity of the human person through compassion, justice and respect in the belief that everyone matters.

Our school guidelines are informed by the [Australian Student Wellbeing Framework \(ASWF\) 2018](#) which outlines the five key elements and evidence based practices that promote wellbeing, safety and learning. These include:

1. Leadership – Visible leadership to inspire positive, faith-filled school communities.
2. Inclusion – Inclusive and connected school culture inspired by the Gospel values.
3. Student voice – Authentic student participation that builds student voice and agency.
4. Partnerships – Effective family, parish and community partnerships.
5. Support – Wellbeing and positive behaviour support.

1. LEADERSHIP

Our College Pastoral Care & Student Wellbeing Guidelines are underpinned by our school's Mission/Vision statement and values.

Mission Statement

'To provide a quality K-12 Catholic education for all students of our community following Christ as our Light in the spirit of Mary MacKillop'

Vision Statement

At MacKillop Catholic College, Warnervale, we believe in:

Mission 'Be a light to the world'. Living out the gift of St. Mary of the Cross MacKillop, our College and Parish creates a vibrant Catholic faith community, radiating Christ as Our Light. It is through prayer, liturgy and service that all in our community are called to discipleship. Core Values: Faith and Discipleship

Teaching and Learning 'Value learning'. Providing a stimulating learning environment, our College enables all students, with the collaboration of teachers and parents, to achieve their personal best. Quality teaching and learning are a key focus of our College community. Core Values: Hope and Integrity

Wellbeing 'Honour each other'. Strengthening partnerships across students, staff, family, parish and the wider community, our College community continues to shape each person's development. Our pastoral support develops resilient and respectful members of society. Core Values: Compassion and Justice

Principals and school leaders play an active role in building a positive faith-filled learning community that feels included, connected, safe and respected. The principal and school leaders have overall responsibility for the leadership of pastoral care and student wellbeing. This is supported by the College Wellbeing Team.

College Leaders and the Wellbeing Team

The role of the Wellbeing Team includes:

- Ensuring the school's vision and values are promoted and 'lived out' within the school community
- Seeking students, staff and parents perspectives about safety, wellbeing and learning
- Developing collaborative partnerships with students, families, the parish and community
- Developing and implementing whole school policies, plans, guidelines and structures that promote the safety and wellbeing of students, staff and families
- Monitor and review school capacity and data to identify areas of strength and improvement
- Monitor and review pastoral care and student wellbeing strategic priorities in the school improvement plan and communicate these to the school community.

The Wellbeing Team consists of a representative group including:

Secondary

- Leader of Wellbeing
- Leaders of Pastoral
- Aboriginal Education Worker
- Josephite Support Officer in Pastoral Care
- Wellbeing Lead Team inclusive of:
 - Transition Coordinator
 - Peer Support Coordinator
 - Leader of Outreach
 - Learning Support
 - Counsellor
 - Family Liaison Officer

Primary

- Leader of Wellbeing
- Stage Mentors
- Aboriginal Education Worker
- Josephite Support Staff
- Wellbeing Lead Team inclusive of:
 - Learning Support
 - Counsellor
 - Family Liaison Officer

The school counsellor plays a vital role as a member of the wellbeing team or supports the team by, contributing to the wellbeing team and school improvement planning process, providing clinical and case management support for students, and facilitating professional learning as required.

The teams meet:

- Wellbeing Lead Team meets once a term
- Secondary Leaders of Pastoral meet fortnightly
- Primary Wellbeing Team meets twice a term

and agenda items are recorded on the College Google drive under Pastoral Meetings folder

- Secondary Pastoral Care folder
- Primary Wellbeing folder

The College Pastoral Care & wellbeing system

The College pastoral care & wellbeing system and structure includes:

K-6: the class teacher is the first point of call for all pastoral care and learning matters which can be escalated to the school principal where there are areas of significant concern especially in regard to safety and risk of harm. The house system is an extension of the pastoral care structure and builds students connection across the grades for significant events such as the swimming and athletics carnivals.

7-12: The role of the Pastoral teacher is to oversee the administration and pastoral needs of the students in their pastoral class. This includes building a relationship with families.
The role of the Leader of Pastoral is to support the work of the Pastoral teachers, to forge strong relationships with the families of the students in their year group and to manage the day-to-day pastoral matters that impact on the students in their year group.

Where there are areas of significant concern, especially in regard to safety and risk of harm, matters are escalated to the Leader of Wellbeing, or Secondary Assistant Principal and possibly Secondary Principal. The College Principal supports the Secondary Principal as needed.

K-12: The House system is an extension of the pastoral care structure and builds students connection across K-12 for significant events such as MacKillop Feast Day, swimming and athletics carnivals; and for daily routines such as uniform, attendance at special events and following of the College values.

Data

The College uses a range of wellbeing data to inform school improvement planning and responses eg. counselling, attendance, behaviour, Tell Them From Me (TTFM), Australian Early Development Census (AEDC) and the personal and social capability or the Social and Emotional Learning (SEL) continuum. These data sets are analysed by school leadership and the wellbeing team each term to inform planning.

The TTFM survey will be implemented each year for students, staff and parents to respond. PBL/Behaviour data will be entered into the PBL google form or COMPASS as required and communicated with staff each term or as required.

Records and Notes

Staff are to maintain and monitor pastoral care & wellbeing records using the Diocesan Electronic Student Information System (Compass) and to be cognisant of privacy and confidentiality.

2. INCLUSION

All members of MacKillop Catholic school community (staff, students and families) “are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships” (ASWF). Staff, students and families play an important role in building and sustaining a connected school culture that enhances a sense of belonging and identity.

Key strategies

Our school community implements the following key strategies to promote a safe, supportive and inclusive school culture:

- All members (staff, parents, students) share the responsibility to:
 - support DSS and school policies and guidelines
 - treat all members of the school community with dignity and respect
 - work collaboratively with one another.
- Teachers teach and model and promote values and behaviour that support and maintain a safe and supportive learning environment
- Parent/Families support their children to develop and maintain positive, caring and respectful relationships (including online interactions)
- Students are expected to follow the school wide behavioural expectations and to seek help and report student wellbeing and safety concerns for themselves and others
- Students, staff and parents have opportunities to provide feedback on school culture, safety, levels of support and inclusion
- Implements policies and procedures that support safety and wellbeing eg. Behaviour Support, Anti-Bullying, Child Protection, Cyber-Safety, Social Media, Attendance
- Promote positive, caring and respectful student-peer, student- student, teacher-parent and teacher-teacher relationships.

Curriculum and pastoral care programs/frameworks

Curriculum and pastoral care programs/frameworks that develop students' SEL skills outcomes that value diversity, and fosters positive, respectful relationships are outlined below.

Curriculum:

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve broad learning outcomes. The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

The general capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century. The general capabilities are: Critical and Creative Thinking, Ethical Understanding, Information and Communication Technology, Intercultural Understanding, Literacy, Numeracy and Personal and Social Capability (SEL). The NESA syllabuses include other areas identified as important learning for all students: Civics and citizenship, Difference and Diversity and Work and Enterprise.

Pastoral care programs/frameworks

This may include reference to: school pastoral care and wellbeing teaching and learning practices eg. key frameworks (eg. PBL, Worry Woos Years K-2, Be You (KidsMatter/MindMatters), ASWF, SEL, Growth Mindset, Restorative Practices, Positive Education/Psychology initiatives, Student leadership, Career pathways, Surviving the HSC, Stress and Anxiety, Anti-Bullying – Bullying No Way Day, Harmony Day develops intercultural understanding, Mental Health Month - RUOK Day?, Outdoor Education camps, Retreats, Feast Day Celebrations, Public recognition, awards and rewards, Peer/mentor program, Rock and Water program, Transition programs such as, pre-school - Kindergarten and Year 6 to Year 7.

Professional learning

Professional learning for staff is scheduled annually to enhance staff wellbeing and address, legislative and policy changes, wellbeing matters such as effective teaching and learning practices, behavior management, anti-bullying, mental health, social media, Be You modules, Australian Student Wellbeing Framework modules.

Targeted professional learning is also provided for school leaders, pastoral care & wellbeing leaders (K-6, 7-12), school counsellors, and PBL coaches.

Staff wellbeing

Key strategies used to enhance staff wellbeing include: Spirituality day, Wellbeing Week, Professional learning that supports self-care, mental health and wellbeing, birthday roster/celebrations, Acts of Gratitude/Kindness Wall, Access Counselling support as required.

Staff Wellbeing data is collected through the TTFM teacher survey, analysis of staff attendance/sick days and annual teacher growth and performance conversations.

3. STUDENT VOICE

Our school believes that “students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe” (ASWF). Our school promotes student participation, voice, agency and leadership to optimise student learning and wellbeing.

Student decision-making/participation opportunities

Opportunities for student decision making and participation in matters that affect them to create a safe, positive learning environment are outlined below;

Each year our school schedules the following student conversations, surveys and focus groups to engage students’ and seek their perspectives on learning and wellbeing matters:

- Tell Them From Me Survey is administered in Term 1 and 4 along with student focus groups to unpack the data and to plan responses
- Be You Student Survey Year K-10
- SEL Continuum Self-Evaluation for Years 4-10
- Year(s) 6, 10, 12 student conference with school leaders
- Student / Mentor conversations are scheduled each month
- Student engagement in learning design and program development and evaluation
- Student engagement in classroom/building/learning spaces design and use
- Bullying/Friendship Survey each term.

Classroom: student teacher conference, feedback on learning progressions, student surveys and focus groups

Non-Classroom: policy development, acknowledgement and award system, students co-plan behaviour/risk plans and personalised plans.

The student leadership system

The student leadership system includes a meritorious selection where there is a review of all the information the College has gathered to make an informed and unbiased decision on who is the best applicant for the job.

The process for this is as follows: (note leadership runs from the beginning of Term 3 to the end of Term 2 in the following year.

Leadership Nominations and Elections in Year 11:

- Year 11 students may self-nominate or be nominated by a Staff member or another student.
- A nomination form will need to be completed and supported by a teacher and another student.
- The nominations to be studied by a Committee consisting of the Principal, an Executive Member, the Year 11 Pastoral Leader, a KLA Leader of Learning and a Year 11 Pastoral teacher.
- All nominees whose nominations are accepted will make a 2 minute speech to the College
- Staff and Years 10, 11 & 12 vote for the 10 students that they feel are most worthy.
- The votes are compared from group to group (Staff, students) and the top students (approximately 18) are discerned.
- The selected students attend a 2 day leadership camp and at the end of the camp they vote for a male and female captain.
- All students wishing to apply for College Captain are interviewed about their vision for the College by the College Executive.
- This latter group then takes in all the data collected about these students and a male and female College Captain is selected.
- The Senior Parliament will have 2 representatives from each House group and a Cabinet of 8 students that includes the 2 College Captains.

Year 11 Leadership Flowchart:

May	Pastoral assembly – Principal & AP address Year 11 on Leadership
May	Nomination forms made available
June	Nominations due to the Office
June	Nominees present a 2 minute speech at a College Assembly
June	All Staff, Years 10-12 complete a voting form to vote in the final 20 leaders.
June	Leadership Camp
June / July	All students vying for College Captain interviewed
July / August	College Captains and parliamentary positions announced to the students and the College commissioning service with the entire College 7-12

Leadership Nominations and Elections in Years 7-10:

- Yr 7-10 students may self-nominate or be nominated by a Staff member or another student.
- All nominees to make a 2 minute speech at a Pastoral period on their wish to be a member of Parliament to their own Stage House Group and their Pastoral Teachers
- The Pastoral teachers and students then vote and the Pastoral Teacher, Pastoral Leaders and Executive review the students and the voting and select 6 to represent the form, one from each House

Review: This entire process will be annually reviewed to ensure that the system is refined and perfected.

Years 7-10 Leadership Flowchart:

May	In the Tuesday Afternoon Assembly, Yrs. 7-10 meet together with the Principal and the AP to discuss nominating for Leadership. In a following Pastoral Period, Years 7-10 nominate 2-3 leaders from each Pastoral class.
June (End T2)	2 minute speech max. from each nominee in Period 5 to their Stage House group Pastoral Team and students vote. Discussion then occurs between Pastoral team and the Leader of Wellbeing to select the 6 Leaders in each year group team. Leaders selected 7-10 – 1 per House per year group
July / August	Year 7-10 leaders commissioned and receive their badge

Student leadership development opportunities include:

All students are called to service and have the opportunity to assist College Leaders at College events. Each Leadership group is monitored by providing opportunities to develop their skills while being responsible and reliable by

- Being an excellent role model – wearing their correct uniform with pride; behaving appropriately, participating enthusiastically and working conscientiously in class.
- Leaders are expected to be involved in the following: to work in the College Canteen, attend various Parish events, attend the Pizza Hut Night in Term 3, attend the 5pm Youth Mass and games nights monthly, be leaders in Book Week, attend all school events and to assist with any organisation. e.g. All College Masses, award presentations, sporting days, Spelling Bee, Open Day, etc.
- Years 7-11 to attend every Parliament Meeting once a fortnight during Pastoral Period and to attend every House meeting which are held during a Break 1 as decided by the House Leaders

Social and emotional skills

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught in Years K-12 through the curriculum, the pastoral care and retreat program. This includes:

- Transition (Kindy, Year 7, Taster Day)
- Harmony Day
- Jump Program
- Peer Support (K-6, 5-1, 10 - 7)
- Rock and Water
- SEL
- Restorative practices
- Elevate
- Student leadership
- Careers pathway - expo
- BATYR
- Brainstorm productions
- Camps and Retreats
- Duke of Edenborough
- Surf awareness program

4. PARTNERSHIPS

Parents have the primary responsibility for the development of their child's wellbeing. Families, parishes and communities collaborate as partners with the school to support student learning, safety, wellbeing, attendance and faith development. Our school community aims to develop family, parish and community partnerships that:

- Develop strategies to strengthen and sustain respectful partnerships that are welcoming and inclusive.
- Build partnerships with Aboriginal and Torres Strait Islander families and other key cultural groups in the school community to ensure we have a culturally safe and supportive environment.
- Build links with community organisations, services and agencies eg. CSBB, parish, CatholicCare that can assist schools in the early identification of needs and targeted support for students and families including those from vulnerable groups.
- Strengthen school, family and parish relationships that enhance the faith development of the family.

Staff roles

While all staff seek to build collaborative relationships with families and communities, the following staff have a specific role in leading this work in our school community and Diocese:

- School leaders
- Wellbeing Leader
- Pastoral Leaders / /Class teachers
- Family Liaison Officers (FLO's)
- Aboriginal Education Workers (AEW's)
- School Counsellors
- Youth Minister
- REC
- CSBB support staff ie. Aboriginal Education, Child Protection, Special Needs, Wellbeing, Evangelisation & Catholic Formation

Parent engagement, roles and parent groups

Family and community partnerships are supported by the following parent engagement opportunities, roles and parent groups in our school community:

- P&F
- School Advisory Team/Group
- Class Parent Network
- Broken Bay Parent Council
- Parent sport coaches
- School transition/welcome to school initiatives such as Meet the Teacher Night and Kinder, Year 7, new families Welcome Mass
- Teacher Parent Conversations
- Curriculum & Assessment
- Year 8 and 10 subject selections
- Career Pathways & VET providers
- Parent engagement opportunities: wellbeing matters eg. Behavior support, mental health, 123 Magic, Positive Parenting, Tuning into Kids, Circle of Security, Seasons for Growth, learning growth and progress conversations, student assemblies, awards ceremonies, parent focus groups, parent surveys TTFM, policy development, SIP development/review, school review process.
- Parent communication is through the COMPASS parent portal, College App and social media platforms such as Year group pages, the school website and College publications (College Matters).

Community organisations, agencies and services

Our school engages with the following community organisations, agencies and services to support student learning, safety, wellbeing and attendance:

- CatholicCare
- Benevolent Society
- Disability Groups
- Police
- Local Area Health Services
- FACs Case Workers
- Local Sporting Development Groups
- CSBB support staff.

5. SUPPORT

“Staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning” (ASWF). Our school strives to:

- Actively seek the involvement of students, staff and families in the promotion and recognition of positive behavior,
- Embed wellbeing and support for positive behaviour strategies that are evidence-informed, promote resilience and align with the needs of the school community,
- Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families, inclusive of serious incident management,
- Engage in professional learning to support the consistent implementation of the school’s plan for wellbeing and support for positive behaviour,
- Critically analyse and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families.

Behavioural Expectations

MacKillop’s behavioural expectations for students that contribute to a safe and supportive learning environment are outlined below. MacKillop’s Behavioural Expectations, can be sourced as Appendix A

Our school’s Behaviour Support Guidelines outline:

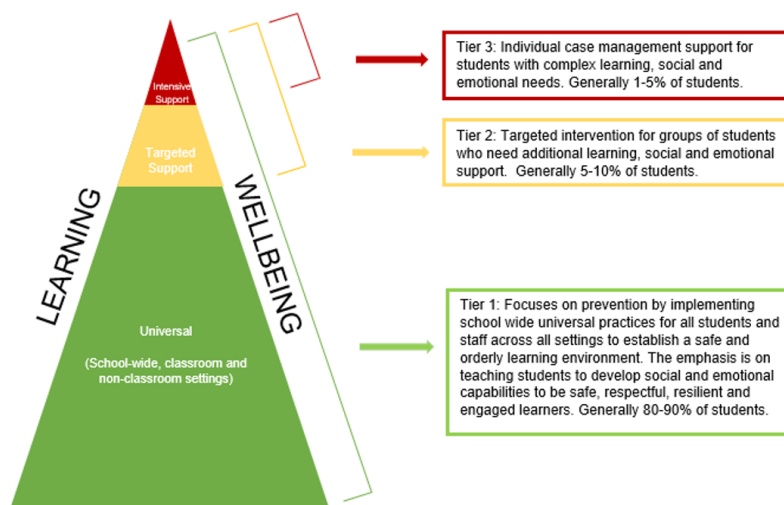
- Statement of purpose linking behaviour to learning.
- Clearly defined behavioural expectations and school rules.
- Procedures for teaching and communicating behavioural expectations to students.
- Procedures for encouraging positive behaviour.
- Procedures for record keeping and monitoring.
- Procedures for discouraging inappropriate behavior.
- Procedures for responding to challenging/at risk behavior.
- Roles and responsibilities.
- Resources.

Multi-Tiered System of Support for Wellbeing & Behaviour

Foundational to a whole school approach to student wellbeing and behavior is a Multi-Tiered System of Support (MTSS) framework that focuses on prevention and intervention. MTSS provides services and interventions for students at increasing levels of intensity, based on students’ needs.

This is achieved through our school Multi-Tiered Systems of Support (MTSS) for wellbeing and positive behaviour.

Reference: Adapted from [2019 Positive Behavioral Interventions & Supports \(PBIS\)](#)



Serious Incidents

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include, procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file. Serious incident management is informed by the CSO [Guide for Managing Critical Incidents in Schools](#).

Principals will notify the School's Consultant, FACs, NSW Police, the CSO Child Protection Team or the CSBB Wellbeing Team as required.

APPENDIX A

BEHAVIOUR SUPPORT GUIDELINES

1. PURPOSE

All students, their families and employees within the Broken Bay Diocesan Schools System (DSS), have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships. These Guidelines outline procedures used to promote a safe and supportive learning environment which maximises teaching and learning time for all students.

Catholic schools strive to develop a faith community permeated by Gospel values, which respects the dignity of each person. This provides opportunities for school communities to build a sense of acceptance, inclusion and connectedness for all students. Catholic schools, share responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness, and promoting respectful relationships. The educative process is intended to assist students to make a “conscious choice of living a responsible and coherent way of life”

The MacKillop Behaviour Support Guidelines will be implemented within the context of related Diocesan Systemic Schools (DSS) policies such as; Behaviour Support, Anti-Bullying, Pastoral Care, Acceptable Use of Technology, Cyber safety and Complaints Handling.

The Discipline Policy and Practices at MacKillop are based on a Positive Behaviour Support (PBS) approach which promotes the ongoing formation of students in faith, self-discipline and responsibility. Disciplinary practices will be respectful of the dignity, rights and fundamental freedom of individual students, and at the same time focussed on the proper running of the school for the benefit of all. This policy operates within a context of justice, compassion, reconciliation and forgiveness. It is intended to promote the dignity and responsibility of each person while ensuring the respect for the rights of all students and staff.

2. BEHAVIOURAL EXPECTATIONS

Our MacKillop Behaviour Support Guidelines outline the behavioural expectations for students that contribute to a safe and supportive learning environment.

Behavioural Expectations

MacKillop’s behavioural expectations assist the development of Safe, Respectful, Resilient, Learners

- These include maintaining the safety of themselves and others both in the classroom and in the playground
- Respect for self and others in personal presentation, language and actions towards others
- Appropriate reporting of concerns to allow appropriate intervention where necessary to help develop resilience for lifelong learning

3. PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

Our College implements a positive behaviour schoolwide systems approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

- MacKillop utilizes a whole school procedures for teaching these behavioural expectations to students at the introduction of each new year. The teaching and practicing of these behaviours is regularly reinforced in preparation for school activities. The Pastoral Care program for each year group outlines the teaching and practicing of expected behaviour as well as during assemblies/community time. Pastoral groups, student leaders, peer support, all are required to support positive student engagement etc
- Specific teaching and learning programs, and appropriate resources used are embedded into the Pastoral program, PDHPE, Rock & Water course and a social skills program developed for students who are in need of developing appropriate social skills to enhance their behaviour.
- Methods of communication of these behavioural expectations to the school community – students, staff and families involves prominently display the rules in all classes and settings, informing parents through Compass and the cosigning of student agreements, school website, College Apps, newsletters, orientation information to students and families, new student handbook, staff and parent handbooks, parent group meetings, parent portal on Compass

The whole school approach is based on the [Positive Behavioural Interventions and Supports \(PBIS\) Framework](#), also known as Positive Behaviour for Learning – PBL. It focuses on creating and sustaining a multi-tiered approach to prevention and intervention for behaviour. Effective Tier I prevention programs are intended to support the vast majority of students, and also to identify students who require more specialised and intensive assistance (Tier II and Tier III).

Tiers I - III systems include:

Tier I: all students and staff explicitly taught about behaving in safe, respectful and responsible way across all school settings. The emphasis is on educating and encouraging positive social skills and character traits. Teaching students the SEL skills (self-awareness, self-management, social awareness, relationships, and responsible decision-making) are foundational competencies that students need in order to develop pro-social skills and positive behaviour that optimises student engagement in learning.

Tier II: Students whose behaviours do not respond to Tier I supports are provided with additional preventative learning opportunities, including: (a) more targeted social skills instruction; (b) increased adult monitoring and positive attention; (c) specific and regular daily feedback on their behavioural progress; and (d) additional academic supports if required.

Tier III: Students whose behaviours do not respond to Tier I and II supports are provided with intensive preventative strategies, including: (a) individualised academic and/or behaviour intervention planning; (b) more comprehensive, student-centred and function-based wrap-around processes; and (c) school-family-community mental health supports as required.

4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

MacKillop community is committed to acknowledging positive behaviour through the following strategies:

Within the Class level – encouragement of positive behaviour, may include: verbal praise, written comments, stickers, points, merits, responsibilities, displaying work, etc

School wide system awards, which are more formal procedures, include:

MCCW Merit Awards - These are awarded to the students by staff to recognise positive traits and to encourage students to be appropriate role models for other students in the school community. They are given via a Compass Chronicle entry for positive recognition / reinforcement to a student who a teacher deems to have earned it, in the areas of Mission, Culture or Wellbeing. A fortnightly movie ticket draw at Assembly occurs to publicly recognise students.

Possible reasons for achieving a merit includes: showing initiative, improved classroom behaviour, participating in a school activity, improvement in class academically or with effort, being helpful to others, involvement in community service, consistent effort in a subject

Application Awards: An Application Award is given to a student for a high overall standard in the majority of his/her subjects over a one term period. It is for consistent behaviour and effort and will be awarded after teachers have completed the Application Log on student reports. Each student will be awarded one of four grades in the areas of punctuality, completion of homework, engaging in class work, completion of formal assessments, having equipment, catching up on missed work and showing respect to staff and peers. The four grades being: exceptional, commendable, satisfactory and area for concern. The Application Award will be given to any student who receives a large majority of exceptional grades, and no recorded areas for concern. The Application Log will be completed by the end of Week 8 of Terms 1, 2 and 3 and by Week 7 in term 4.

Award Levels (Years 7 and 10) Year 7 will receive the Application Grades for Terms 1, 2 and 3 and commence MCC JUMP at the beginning of Term 4. Thus, they are not eligible for the major awards until the following year. Year 8-10 awards are as follows depending on their hours of participation in MCC JUMP.

To qualify, students need to meet the following criteria: Years 8-10 The MacKillop JUMP Awards are designed to recognise students who voluntarily donate their time to support our immediate and broader community by 'seeing a need and doing something about it'.

MCC JUMP Award for 15 hours of Service	MCC JUMP Certificate
MCC JUMP Award for 20 hours of Service	Bronze Award
MCC JUMP Award for 40 hours of Service	Silver Award
MCC JUMP Award for 50 hours of Service	Gold Award
MCC JUMP Award for 100 hours of Service	St Mary of the Cross Honours (a medal)
100 hours x 3 years or more	St Mary of the Cross Honours 1st Class (a cross)

5. PROCEDURES FOR RECORD KEEPING AND MONITORING

MacKillop collects data to inform planning for whole school systems as well as individual interventions to encourage positive behaviour. This includes:

- All behaviour data is collected on Compass. College staff enter all information relevant to each student on their Compass page. The useful information to be included in data collection of specific incidents involves the student and year, date, time, referring staff, problem behaviour, location, persons involved, probable motivation, administrative decision
- The useful data will also include information about resulting consequences such as short or long time outs, time out spaces, detention, suspensions, counselling referrals, referrals to the CSBB Wellbeing or Child Protection teams, Pastoral Leader or learning support referred behaviour, parent complaints, attendance, as well as merits and awards.
- The data is referred to consistently when communicating with parents and relevant staff. The wellbeing team analyse data, discuss and action relevant interventions at fortnightly Pastoral Leader meetings. Outcomes of meetings are discussed with College Executive.

6. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

MacKillop Behaviour Support Guidelines are based on restorative principles that support students to restore right relationships and re-engage in learning. These procedures are respectful of the dignity, rights and fundamental freedoms of individual students, and at the same time are focused on the effective running of the school for the benefit of all.

The student Management System at MCC provides a means to empower students to make decisions and choices that reflect the vision of the Catholic Education System. It encourages students to develop skills in self-management, autonomy and restoration.

Staff will manage the behaviour of students both within and outside the classroom in accordance with the Student Management System. Staff will familiarise themselves with all procedures which arise from the System. Staff will use positive discipline at all times and will model appropriate behaviour.

Students and parents will agree to co-operate with staff in the implementation of the management system

The College Executive will provide opportunities for staff to evaluate and strengthen the system

INAPPROPRIATE BEHAVIOUR is defined at MCC as patterns of behaviour which impedes others learning or damages relationships between the students themselves or the student and staff. It is also behaviour which prevents the teacher from teaching effectively or other students learning effectively.

Behaviours that are managed by a teacher are at a low level and those that are more severe need to be referred to school leadership such as Pastoral Leaders, counsellor, or College Executive. This includes types of behaviour such as: Inappropriate Language, Bullying / Harrassment, Non Compliance / Disrespect, Physical Contact / Aggression, Technology Misuse, Inappropriate use of equipment / Property / Environment, Attendance -behaviour related such as lateness or truancy

- teacher managed inappropriate behaviours are recognised as any low level behaviour that does not meet the school behavioural expectations. Teachers will have their own classroom management system. Classroom behaviour remains the responsibility of the classroom teacher until the behaviour becomes what the school defines as inappropriate. Consequences for low level classroom misbehaviour may include such things as, verbal reminders of expected behaviour, changing seating, staying behind to talk to

the teacher, classroom teacher's detention, phoning parents, etc. Teachers will utilise a range of informal methods before entering the Formal System.

Formal system for Years 7-10

If a student's behaviour becomes inappropriate and therefore beyond acceptable standards, then the formal classroom management system is to be enforced.

First Step – Inform the student that formal procedures are commencing. "(Student's name), you are now on your first and only warning for your behaviour and if it continues you will go to Short Time Out."

Second Step – If behaviour does not cease. "Move to the STO area now". Teacher informs the student that they have a Lunch Detention. During STO the student will not be allowed to participate in the lesson. The length of time in STO is up to the teacher. Teacher to process a welfare entry in Compass regarding the STO which will schedule the required lunch detention. The teacher should copy the LoLT into the welfare entry as a referral. NB: Teachers decide their own STO area in the rooms and teachers are expected to discuss the incident with the student for restoration.

Third Step - Students who refuse to go to STO or who continue to misbehave. "Please leave the room and report to the Library for Long Time Out". Teacher to send another student separately to ensure the student reaches the Library in the shortest possible time with the teacher making note of the time the student was sent from class. Teachers to complete a welfare entry through Compass, detailing what occurred in class. The teacher must ensure that they refer the matter to the LoLT via the Welfare entry in Compass.

If the student refuses to leave the room, another student is to be sent for the AP or another Executive member. In this case the other students may need to be removed from the classroom and Child Protection legislation should be followed.

Long Time- Out Procedures:

LTO will be in the Library. The student will be asked to register by having his/her details recorded in the LTO book. Students will be given a reflection sheet to complete and will remain in the room until the end of that lesson and will then go back to the next class. No conversation will occur with the student during this time. After receiving the notification of the incident through Compass, the LoLT will discuss the matter with the classroom teacher and issue the student with a Short Afternoon Detention (SAD) if warranted. The Short Afternoon detention notification will be generated through Compass and parents notified by the classroom teacher by phone or email of the incident.

If a student refuses to go to LTO or misbehaves in LTO: Parents are contacted immediately, and the student is isolated until an interview is organised. Further action is at the Executive's discretion.

The LoLT will indicate this has taken place on the Welfare entry that they make in Compass. N.B. All teachers are expected to follow Restorative Practices before the student returns to any class after a STO or a LTO.

Formal System for Years 11-12

The student Management System at MCC provides a means to empower students to make decisions and choices that reflect the vision of the Catholic Education System. It encourages students to develop skills in self-management, autonomy and restoration. The students have experienced Choice Theory and Practices since commencing MCC. By the beginning of Stage 6 students are expected to be able to manage their own behaviour and establish healthy relationships with their teachers.

Classrooms in Stage 6 should be places of cooperative learning where the teachers are facilitators of learning and the students form a partnership with the staff so to pursue their personal best. Students will be expected to behave APPROPRIATELY to ensure the best learning environment.

INAPPROPRIATE BEHAVIOUR is defined at MCC as patterns of behaviour which impedes others learning or damages relationships between the students themselves or the student and staff. It is also behaviour which prevents the teacher from teaching effectively or from the other students learning effectively.

In Stage 6, if students are not acting appropriately and will not alter the behaviour they will be asked to report to the Library with their school work. The teacher on Long Time Out for the Junior School will record the presence of the student and will supervise the rest of the lesson where the student may continue their study.

The student must restore their relationship with their teacher before being allowed back into the classroom by organising a meeting with the staff member to discuss what had occurred in the class.

If a student is sent 3 times to the library for inappropriate behaviour in a Term, a formal letter will be issued by the Assistant Principal or Leader of Wellbeing to the student's parents. Consequences for repeatedly being sent from class will vary depending on the circumstances but may include counselling, interviews, detentions and/or suspensions.

- College leadership are referred any inappropriate behaviour that is identified as deliberate actions that are offensive and/or dangerous to the safety, physical and/or emotional wellbeing of others. The consistent and repeated occurrence of minor behaviour can be considered as major behaviour. This can include extreme case of Inappropriate Language, Bullying / Harassment, Non Compliance / Disrespect, Physical Contact / Aggression, Technology Misuse, Inappropriate use of equipment / Property / Environment, Attendance - behaviour related such as lateness or truancy or the possession or use of prohibited items which may be illegal or reportable. Consequences may include Long Afternoon Detention, parental interviews, in-school suspension, referral to school counsellor, outside referral, a student special agreement form, loss of privileges as seen as just, suspension etc.

Pass Outs, Withdrawals and Practical Withdrawals

Some students will be given Pass Outs if they need "cooling down" time. These students report to the Office after using the Pass and will be looked after by designated staff.

Practical Withdrawal is used only in practical classes where a student's behaviour is considered unsafe for themselves or for others. These students will be sent to the LTO area in the Library where they will complete set work. A welfare entry is made via Compass with a lunch detention being scheduled at the same time.

Withdrawal is used when LTO is not deemed appropriate and the student needs to be removed from a class. The student will be sent with a note to the Office to a member of the Wellbeing Team or any other member of the Executive.

- procedures for responding to inappropriate behaviour – Refer to Appendix B

7. PROCEDURES FOR RESPONDING TO CHALLENGING/AT RISK BEHAVIOURS

Challenging or at risk behaviour is any behaviour that significantly impacts on the day to day functioning of schools. Challenging or at risk behaviour is best understood as a continuum which ranges from students' requiring universal classroom-based support, to the most complex social and emotional needs requiring an individualised approach. Our school implements the following strategies to support and manage challenging/at risk behaviour.

Students who experience challenging / at risk behaviour will have interventions implemented, often through a team approach. These may include individualised academic and/or behaviour intervention planning implemented by the College. Some students may require more comprehensive, student-centred and function-based wrap-around processes with external assistance including support from Educational Officers from CSBB. In some cases, school-family-community mental health supports will be supported, and will include a variety of types of intervention support (e.g. counselling, behaviour support plan, risk management plan or safety plan) as required. The team often includes outside practitioners working with the support of College Counsellors, College Executive and relevant Pastoral Leader.

Procedures for serious breaches of behaviour such as Suspension, Negotiated Transfer, Expulsion and Exclusion are outlined in the [Diocesan Behaviour Support Policy](#).

Suspension: If your child is suspended then the Principal/delegate will:

- Meet with the student and outline the reasons for the suspension (if age appropriate)
- Phone to advise parents of the suspension and discuss pick up arrangements or transport home
- Provide written confirmation outlining the reasons for the suspension within two working days, the start and end date, contact person and the return to school meeting date
- Convene a return to school meeting with student and parents to discuss how the matter will be resolved, monitored and how feedback will be provided to the student and parents

Serious Incidents

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include, procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file. Critical incident management is informed by the CSBB [Guide for Managing Critical Incidents in Schools](#).

Principals will notify the School's Consultant, FACs, NSW Police, the CSBB Child Protection Team or the CSBB Wellbeing Team as required.

8. ROLES & RESPONSIBILITIES

Principal

The Principal has a responsibility to:

- Ensure a safe, secure and harmonious learning environment for students and staff
- Monitor the implementation of the DSS Behaviour Support Policy and school Behaviour Support Guidelines
- Ensure staff are provided with training and development opportunities in behaviour management as required

- Ensure that students receive explicit instruction on the school's behavioural expectations/school rules
- Ensure records of behaviour incidents will be kept systematically by the school and regularly analysed to identify patterns and proactive support for positive behaviour
- Provide access to the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Ensure that all major disciplinary actions involving suspension, transfer, expulsion or exclusion from school are managed in accordance with procedures outlined in the [DSS Behaviour Support Policy](#).

Staff

Staff have a responsibility to:

- Implement the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Respect and support students
- Model appropriate respectful behaviour
- Use pedagogical practices that promote a safe and supportive learning environment to optimise learning and wellbeing
- Respond in a timely manner to incidents of inappropriate/challenging/or at risk behaviour according to the school's Behaviour Support Guidelines.

Students

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity
- Act as responsible digital citizens
- Follow the school behavioural expectations (rules)
- Act as responsible bystanders or 'up-standers' for others who are being disrespected
- Report incidents of inappropriate/challenging/or at risk behaviour to teachers/school counsellor
- Seek support if they need help with behaviour or relationship matters such as, resilience, bullying or cyberbullying incidents.

Parents

Parents have a responsibility to:

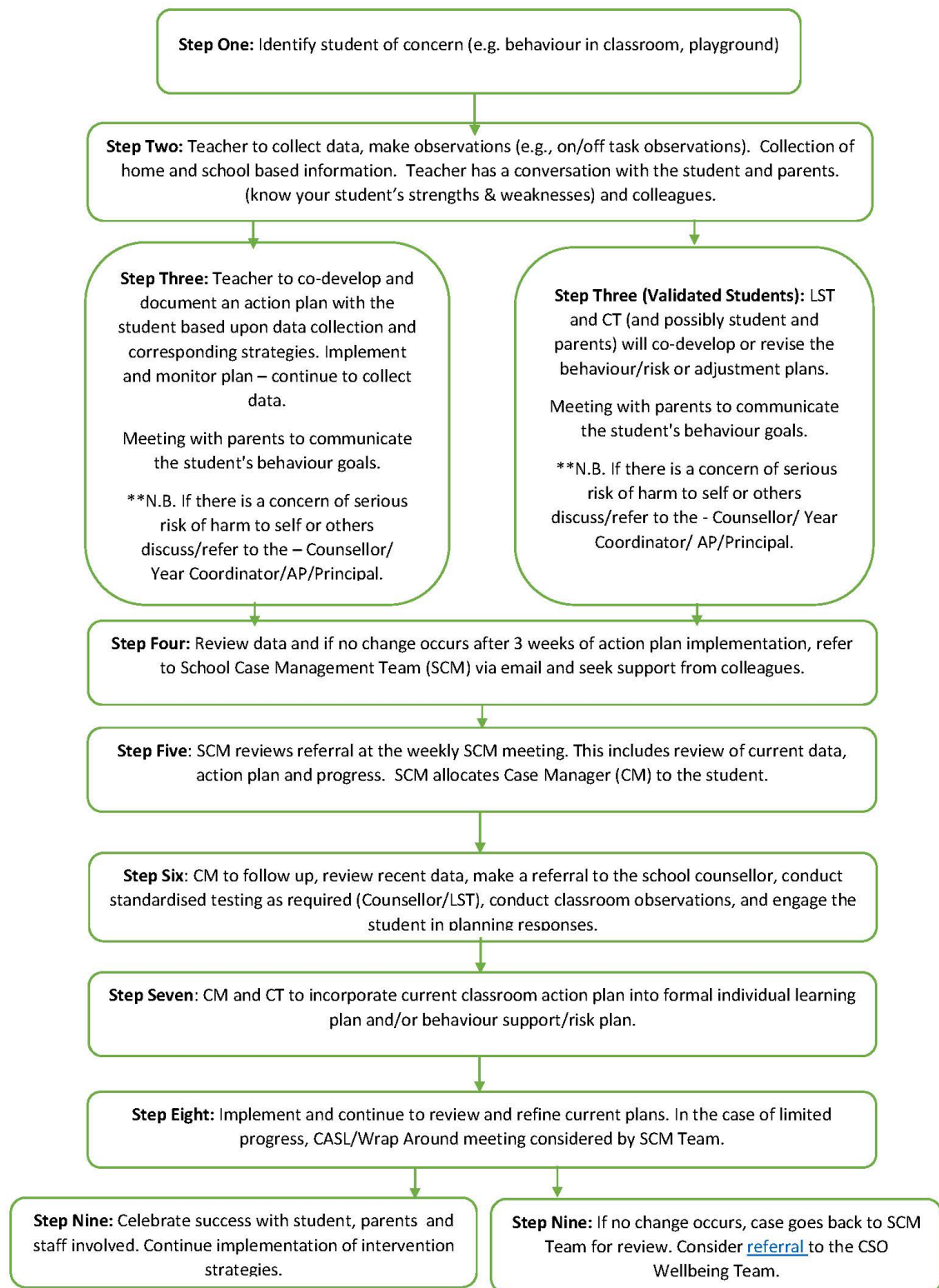
- Support the [DSS Behaviour Support Policy](#) and [Sustaining Strong Catholic School Communities Policy](#) and school Behaviour Support Guidelines
- Treat all members of the school community with dignity and respect
- Support their children to adopt positive pro-social behaviours (inclusive of online behaviour)
- Work collaboratively with the school to resolve behaviour matters
- Report incidents of inappropriate/challenging/or at risk behaviour according to the school's guidelines.

The Catholic Schools Broken Bay (CSBB)

The CSBB has the responsibility to:

- Support schools to implement the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Provide support to Principals in the management of challenging/or at risk behaviour.

APPENDIX B: FLOW CHART - SCHOOL CASE MANAGEMENT SUPPORT SYSTEMS



1. RESOURCES

- [Bullying. No Way!](#)

- [Cybersmart website](#)
- [Safe Schools Hub](#)
- [National Centre Against Bullying](#)
- [Positive Behaviour Intervention Support \(PBIS\)](#)
- [PBIS World](#)
- [CASEL Social and Emotional Learning](#)
- [Behavior Doctor](#)

6. REVIEW

These Guidelines are to be reviewed periodically and not less frequently than once every three years from the date of the last review.

Date Guidelines issued July 2022

Date of next review July 2025