STUDENT MANAGEMENT POLICY

<table>
<thead>
<tr>
<th>Policy Status</th>
<th>CURRENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Classification</td>
<td>Operational Approved</td>
</tr>
<tr>
<td>Date of Policy</td>
<td>2005</td>
</tr>
<tr>
<td>Date of Review</td>
<td>2009</td>
</tr>
</tbody>
</table>

KEY FEATURES

A key feature of the Behaviour Management System is to enable the maintenance of high standards in regard to learning, behaviour, interpersonal relationships, uniform and College facilities. Although all teachers come to the classroom with varying experiences and philosophies about Behaviour Management, here at St Augustine’s College – Sydney we believe:

- that critical to the maintenance of high standards are well planned, interesting, challenging student-centred lessons.
- in encouraging students to “do the right thing” because they want to.
- in recognising, affirming and encouraging positive behaviour.
- That there needs to be consequences for inappropriate behaviour which provide the student with an incentive to change.
- That all teachers share the responsibility for maintaining high standards.
- That staff and students should be treated fairly, justly and with respect.
- In modelling the behaviour we want students to adopt.
- That all students must be offered procedural fairness in all aspects of behaviour management strategies.
"Always treat others as you would like them to treat you." Matthew 7: 12

<table>
<thead>
<tr>
<th>A STUDENT CAN EXPECT</th>
<th>STUDENT’S RESPONSIBILITIES WHICH GIVE THEM THESE RIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to be himself and to be treated as an individual.</td>
<td>Students have the responsibility to respect others as individuals; not to pick on them, tease them, hurt their feelings, or persecute them for being different.</td>
</tr>
<tr>
<td>2. to be treated with respect and politeness.</td>
<td>Students have the responsibility to respect the authority of teachers. If necessary they should be able to disagree without being offensive.</td>
</tr>
<tr>
<td>3. to obtain maximum benefit from all lessons, classes and other educational activities, and that other students will not deprive him of this right by their behaviour.</td>
<td>Students have the responsibility to cooperate with teachers and other students for the smooth running of lessons. Students have the responsibility to keep up-to-date with required work, to be on time for class, and to take part in activities offered at the College.</td>
</tr>
<tr>
<td>4. to be safe and not to feel threatened by danger to their person. They do not have the right to take the law into their own hands nor to swear or use offensive language.</td>
<td>Students have the responsibility to help make other people feel safe in the College by not bullying, threatening or hurting others. They have the responsibility to abide by the ‘hands off’ rule.</td>
</tr>
<tr>
<td>5. their property to be safe at College.</td>
<td>Students have the responsibility not to steal, damage, destroy or interfere with the property of other students. They have the responsibility to take care of their own belongings.</td>
</tr>
<tr>
<td>6. to belong to a College with a healthy environment and in which they can keep good health.</td>
<td>Students have the responsibility not to smoke, take alcoholic drinks, or drugs. They have the responsibility to maintain personal hygiene.</td>
</tr>
</tbody>
</table>
7. to enjoy a clean and attractive College environment and to take pleasure in its surroundings...

<table>
<thead>
<tr>
<th>Students have responsibility to care for the College environment. They will not:</th>
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</thead>
<tbody>
<tr>
<td>a) litter the College premises.</td>
</tr>
<tr>
<td>b) deface or damage furniture or rooms.</td>
</tr>
<tr>
<td>c) make the environment offensive to others. They should be prepared to keep the College environment neat and clean and to remove litter and rubbish.</td>
</tr>
</tbody>
</table>

8. to be informed of what is happening in the College.

| Students have the responsibility to listen attentively at assemblies, to take College correspondences home as required and to make it their business to find out what they need to know. |


| Students have the responsibility to recognise that they are open to penalties if they do the wrong thing, as well as expecting praise and recognition for their achievements. |

10. to be seen as a member of the St Augustine’s College community with the resulting good name of the College carries in the wider community.

| Students have the responsibility to respect the traditions of this College, including those which relate to uniform and haircuts, and to represent the College well in public. |

**Conclusion**

I can expect the above while I am a student at St Augustine’s College, Sydney.

| Students have the responsibility to protect these rights and those of others by living up to my responsibilities at all times. |
The Student Management Policy at St Augustine’s College – Sydney incorporates both the:

<table>
<thead>
<tr>
<th>STUDENT DISCIPLINE SYSTEM</th>
<th>STUDENT AFFIRMATION SYSTEM</th>
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**STUDENT DISCIPLINE SYSTEM AND PROCEDURES**

Discipline is seen as part of the pastoral care programme of the College and as a dimension of the pastoral role of each teacher. Each staff member has a mandate of responsible care for each student. They are called to exercise guidance and control, to challenge and invite, to correct and discipline students while respecting the dignity of each. Acknowledgement of the innate goodness of each student and of his brotherhood with Christ is central to the College’s discipline policy.

Acknowledging student achievement, supporting student endeavour, praising appropriate behaviour and affirming students are all part of the discipline structure. Within the framework of the above, the College community expects that strong discipline will be maintained. Noteworthy as always deserving a response is behaviour which:

- offends the dignity of another individual
- infringes the rights of another
- endangers the safety of another
- impedes learning
- fails to respect property
- is anti-communitarian
- blatantly disregards the College’s expectations of students

Discipline practices at St Augustine’s College – Sydney aim to facilitate the development and experience of responsible self-discipline among students and to promote the well-being, safety and effective management of the school community,

The College also seeks to develop in each student an appreciation of:

- the need for rules of behaviour
- the need for appropriate accountability for misbehaviour, and
- ways in which behaviour can be modified where necessary.
A critical component of the Student Management Policy at St Augustine’s College – Sydney is to **provide students with the opportunity to manage and change their behaviour**. This involves negotiating outcomes that are beneficial to both the student and the College.

Student discipline 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 staff and students.

The safety, protection and pastoral care of all students requires that the College clearly explains serious breaches of student conduct and reinforces student awareness of them on a regular basis.

Thorough investigation must always precede any implementation of sanctions. Parents must always be actively involved in the process unless the circumstances require urgent intervention. Counselling of a student may be offered.

**Corporal Punishment**

Corporal punishment is prohibited at St Augustine’s College – Sydney. Corporal punishment involved the physical force to punish or correct a student unless that physical contact is reasonable and necessary for the protection of any person. (Please refer to *Child Protection Code of Professional Standards for Catholic School Employees* p7 for other behaviour management practices that are unacceptable.)

**DISCIPLINE STRUCTURE**

**Establishing relationships, expectations and effective teaching**

A key feature in any worthwhile discipline system is the relationships that are developed with the students. Teachers should actively attempt to know their students and take a genuine interest in them. Teachers should also be very clear about their expectations and apply them consistently and with respect. Students need to be made accountable for their actions and this should, again, be done with respect. Focus should be made on the behaviour, not the student, and look at rewarding good behaviour rather than just identifying unacceptable behaviour. **Building a positive classroom environment is a critical step in the Behaviour Management process.**

**College Diary**

The College Diary is the first point of contact with parents. Diaries are signed each week by parents and the Tutor and as such comments both positive and negative need to be recorded. It is therefore critical that the College Diary is brought to class each lesson and be available during Tutor period. If a pattern of poor behaviour develops the class teacher or the Tutor is to contact the parents and explore strategies to rectify the problem. If the problem persists the matter is
referred to the Head of Department / Middle School Curriculum Co-ordinator and/or the Year Co-ordinator.

**Informal Discipline Procedures For individual Minor Infringements**
Isolated ‘minor’ breaches of class expectations such as talking in class, out of seat without permission etc.

**Other sanctions could include:** Written Impositions / Lunchtime Detention (clean-up or teacher run*) / Out of class Student-teacher meeting / Note to parents made in Student Diary

* Students can only be detained for ½ of the scheduled lunch period. If a student is placed on lunchtime “cleanup” the teacher is responsible to make sure that the student takes all hygiene precautions. Gloves and tongs are available at the Front Office.

**Class Based Detentions**

Teachers are responsible for the management of their own classroom issues and as such will engage in numerous strategies to encourage behavioural change in students. Detentions must be focused on restoring student behaviour and not on retribution.

These strategies may include:
- after class discussion
- time to catch up (negotiated)
- recognising appropriate behaviour
- involvement of student in decision making and joint resolution
- Detention should be focused on ‘working on the behaviour’ and not just “doing time”

Parents are notified of these detentions via the College Diary and students must have their parents’ signature next to the notification. Class based detentions must be conducted by the class teacher. Failure to attend a Class Based Detention will result in a Friday Detention being issued.
White Cards

White Cards are issued for repeated ‘minor’ infringements that can occur at school. When a student has been issued a White Card, he is to present it to his parents/guardian for a signature and returned to the issuing teacher the very next lesson.

If a student accumulates four (4) White Cards, a Friday Detention will be issued. Similarly, if a student fails to return a White Card, he may be issued a Friday Detention.

Such infringements could include:
- persistent talking in class (after warning in any one lesson)
- failure to follow clear teacher instructions etc.

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WHITE CARD

Student: ___________________________ PC Group: __________

Class: __________ Subject: __________________________

Prior to the issue of this White Card:
(Please tick appropriate action(s) taken) Reason for issue of this card:

□ The problem has been discussed with the student.
□ A note has been made in the student’s diary.
□ A Lunchtime Detention has been issued.
□ A written imposition has been set.
□ Parental contact has been made.

Issuing Teacher: ___________________________ Date: ________________

I am aware that my son has been issued this White Card and I have discussed with him the implications of his behaviour.

Parent/Guardian Signature: ___________________________

This card is to be returned to the issuing teacher in the very next lesson. Failure to do so will result in a Friday Detention.
**Friday Detention**

The College detention system operates each Friday afternoon from 3.30pm to 5.30pm. Students may be scheduled a 1 hour or 2 hour imposition. Students are issued with these detentions after they have received 4 White Cards or for a “more serious” infringement.

Prior to a Friday Detention, it would be expected that the student would have been offered some positive incentives for change, along with parent contact via the diary, class based detentions and white cards.

When a student is issued a “Friday Detention Notification” form he must present this to his parents/guardians to be signed and returned to the Year Co-ordinator before lunchtime on the day of the detention. It is only with 24 hours notice that a Friday Detention can be issued. If the Detention Notification is returned unsigned there is no verification that parents are aware of the detention being imposed. The student will face further penalties if he fails to return the signed notification.

Failure to attend a Friday Detention may result in a Saturday Detention being issued. The Principal, Deputy Principal, Assistant Principal and Director of Pastoral Care will determine any extreme cases for exception, following parent contact. Friday Detentions are supervised by members of the teaching staff on a roster basis.

**Saturday Detention**

Saturday Detentions are issued for ongoing and/ or serious breeches of behaviour. A student will also be issued a Saturday Detention after he has been issued 3 or more Friday Detentions in any one semester. If a student is issued a Saturday Detention his parents should be made aware that a serious problem / issue has occurred or that the student is continually failing to meet College expectations.

When a student is issued a “Saturday Detention Notification” form he must present this to his parents/guardians to be signed and returned to the Year Co-ordinator before lunchtime on the Friday before the detention.

Saturday Detentions are held twice per term from 9.00am to 12.00pm and are supervised by Year Co-ordinators and Directors on a roster basis. Students are to attend wearing full College uniform. The only acceptable reason for being absent from a Saturday Detention is a medical condition that requires professional treatment. A Medical Certificate must be provided to the Director of Pastoral Care on the student’s return to school. Extreme extenuating circumstances for postponement can be discussed with the Director of Pastoral Care prior to the date of detention.
MAJOR DISCIPLINARY SANCTIONS

Definition: Major Disciplinary Sanctions
These are last resort actions that are only invoked with due process in the event of serious breaches of the College discipline policy. These sanctions are not to be confused with routine disciplinary sanctions such as detentions.

A serious breach is an activity or behaviour by a student which:
* seriously undermines the ethos of the College as a Catholic school; or
* consistently and deliberately fails to comply with any lawful order of the Principal or teacher; or
* is offensive or dangerous to the physical or emotional health of any staff member, visitor or any student; or
* consistently and deliberately interferes with the educational opportunities and endeavours of other students

Some serious breaches are by their nature criminal offences, and schools are obliged to observe legal requirements.

In every instance of a serious breach the Principal is primarily responsible for due process (natural justice) and appropriate support of student and family members before consideration of suspension or expulsion.

Suspension*

Definition: the temporal withdrawal of a student’s rights to attendance at the College.
A student may be suspended from school by the Principal, or an authorised member of the College Executive. Suspensions are a most serious level of discipline. The length of suspension will vary in accordance with the seriousness of the offence. It is the student’s responsibility to make satisfactory arrangements to submit an assessment task to the relevant teacher if it is due during a period of suspension.

Whilst on suspension, students are required to complete one full booklet of study/revision notes for each day suspended. These booklets must be completed when the student presents for an interview, normally with the Director of Pastoral Care, Deputy Principal or Head of Middle School.
Following any suspension parents are required to attend an interview with either the Deputy Principal, Head of Middle School or the Director of Pastoral Care where the student’s conditions of enrolment will be revisited.

The following rules are firmly upheld by St Augustine’s College – Sydney and have been instituted for the well being of all students. They enable effective education and their violation will normally incur a period of suspension from the school.
• Violent acts
• Smoking
• Truancy
• Bullying / harassment
• Being involved with the possession or knowledge of prohibited items or substances
• Absenting self from Saturday Detention

A student may be suspended from school when he has been issued 3 Friday Detentions and 3 Saturday Detentions for a maximum of 2 days following any further detentions required for breach of College policy.

Due Process Procedures for Suspension

• The student shall be given oral or written notice of the offences, including specific acts involved. If the student denies the charges, the student shall be given an explanation of the evidence supporting the charges.

• The student shall be given an opportunity to explain his or her conduct and to informally contest the charge. If the Principal or Deputy Principal then determines the student should be suspended, the student shall be informed and the student's parents or guardian shall be notified by telephone, whenever possible, of the suspension and the reasons for the action.

• The two steps above may be postponed in emergency situations relating to health and safety. Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if suspension does not take place immediately.

• When parents cannot be contacted, the decision to send the student home, to allow the student to remain on school premises, or to refer him to the proper authorities must be made with consideration given to the student's age, maturity, and the nature of the misconduct that caused the suspension.

• The suspension notification must state the date, the reasons for the suspension, the length of the suspension, and the procedures that must be followed by the student and parents or guardian to regain entry to the College.

• After the parents or guardian receive notice of the suspension, they will be given a conference with Principal or his designee.

• After the parents or guardian have discussed the suspension with the Principal or his designee, they may appeal the decision to suspend.
Summit

After a second suspension there will be Summit Meeting where the Principal, Director of Pastoral Care and the relevant Year Co-ordinator will meet with the student and his parents to discuss his continued enrolment at the College. After this Summit Meeting the student will be placed on provisional enrolment.

Provisional Enrolment

In circumstances where a student seriously violates the College Discipline Policy, the student may be placed on probation. In such cases, the Principal, Deputy Principal, Director of Pastoral Care and Year Co-ordinator will interview the student with the parents / guardians, indicate the problem area(s), and place the student on Provisional Enrolment.

The Provisional Enrolment Agreement Form is signed by the student and witnessed by parents or guardians and is retained in the student’s file.

Failure to meet the requirements set out in the Provisional Enrolment Agreement Form may result in the termination of a student's enrolment.

Termination of enrolment

*Definition: the total withdrawal of a student’s right of attendance at the school; it involves the determination of the contract entered into by the school and by the parents at enrolment.*

The philosophy of the College suggests that termination of enrolment should be rare. However, in cases where continued enrolment appears not to be beneficial, parents may be advised to transfer the student to another school.

A student's enrolment may be terminated when:

- the student is not profiting from continued attendance at the College;
- the College's resources, both material and personnel, are being wasted or abused by the student;
- the student is adversely affecting the education of other students;
- the student's misbehaviour is persistent and the student is unwilling to accept the authority of the College and the efforts of the College to rehabilitate the student;
- the student's behaviour is injurious or potentially injurious to students or staff.

Termination of enrolment will normally be the final step in an extended process. Documentation of action taken at each step will be kept in the student's files. Parents will be informed at appropriate stages.
The process will include:

* Warnings and discussions with the student of consequences of behaviour;
* Contact with parents about deteriorating conduct;
* Student White Cards
* School Detentions;
* Suspension from school.

If students are involved with the following issues they may forfeit their right to continued enrolment at the College.

- Use, possession of or selling illegal drugs
- Use or possession of dangerous or illicit materials or substances
- Intentionally damaging College property
- Theft
- Violent behaviour

**In breaking the terms of Provisional Enrolment a student may have his enrolment terminated.**

**Due Process Procedures for the Termination of Enrolment**

- The student shall be given oral or written notice of the offences, including specific acts involved. If the student denies the charges, the student shall be given an explanation of the evidence supporting the charges.

- The student shall be given an opportunity to explain his or her conduct and to informally contest the allegations. If the Principal then determines the student should be expelled, the student shall be informed and the student's parents or guardian shall be notified by telephone, whenever possible, of the enrolment termination and the reasons for the action.

- The two steps above may be postponed in emergency situations relating to health and safety. Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if expulsion does not take place immediately.

- When parents cannot be contacted, the decision to send the student home, to allow the student to remain on school premises, or to refer him to the proper authorities must be made with consideration given to the student's age, maturity, and the nature of the misconduct that caused the termination.

- The termination notification must state the date, the reasons for the termination.
• After the parents or guardian receive notice of the expulsion, they will be given a conference with Principal or his designee.

• After the parents or guardian have discussed the expulsion with the Principal or his designee, they may appeal the decision to terminate.

**The Principal is the only person authorized to terminate a student’s enrolment.**

**APPEALS PROCESS FOR MAJOR DISCIPLINARY SANCTIONS**

• Parents need to indicate in writing of their decision to appeal the Principal’s decision to terminate enrolment within seven (7) days of notification to terminate enrolment.

• The Principal will set up a ‘Disciplinary Appeals Committee’ consisting of the Deputy Principal and/or Head of Middle School, Director of Pastoral Care, Year Coordinator and a senior staff member from another school (to be nominated and negotiated by the Principal). A selected parent would be invited to chair the Disciplinary Appeals Committee.

• The Disciplinary Appeals Committee will review all documents associated with the incident and course of student conduct over time.

• Parents will be invited to give a verbal and/or written response to the Disciplinary Appeals Committee re the process and leading up to the termination of enrolment.

• In the light of this response, the Disciplinary appeals Committee make a written recommendation to the Principal re their findings regarding final ‘due-process’.

Principal reviews decision and rescinds and/or confirms termination.

**Procedural Fairness**

All students engaged in Student Management strategies must be offered procedural fairness. That is, in the process of all investigations, students are dealt with fairly and justly. Students have the right to respond and the right to an unbiased hearing. In most cases the person conducting the investigation would not be part of the decision-making process in order to fulfil these basic principles.
DUE PROCESS IN CASES OF STUDENT DISCIPLINE

What constitutes due process in relation to school discipline?

Some guidelines

- The allegation of breach of discipline must be thoroughly investigated.
- The allegation of breach of discipline must be put to the student accused.
- The accused student must be given the right to respond to the allegations.
- The accused student must be given the right to have a parent, support person present.
- The school should conduct any further investigation in view of what the accused student has said.
- If a major disciplinary sanction is contemplated the student should be advised of the possibility and in most cases asked to show cause why the proposed sanction should be administered.
- If any written material (e.g. written complaints/reports/investigations) have been brought into existence as a result of the complaint, the accused student should be provided with the details of relevant documentation as part of the process of full disclosure of the allegations made against him.
- The accused student should be given a reasonable time in which to consider the allegations and respond.
- The accused student should be advised at the commencement of the process the framework for the process (e.g. the steps outlined above)
- The decision and reasons for the decision must be communicated to the student.
- The accused student must be advised of a right of appeal and the steps involved in making an appeal.
### FRAMEWORK FOR STUDENT MANAGEMENT AT ST AUGUSTINE’S COLLEGE – SYDNEY

<table>
<thead>
<tr>
<th>Framework</th>
<th>Reason for movement to this level</th>
<th>Possible Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acceptable Behaviour</strong></td>
<td>• Every student begins at this level and remains here until a matter of concern makes it appropriate to move beyond this point.</td>
<td>Affirmation through Merit Award System</td>
<td>All staff</td>
</tr>
</tbody>
</table>
| **Level 1** | • A matter of concern in a subject area.  
• Isolated breaches of expectations eg. Talking in class, inattention, class disruption, uniform issues. | • Explore strategies for discussion and resolution  
• Parental contact via note in diary or telephone call  
• Extra class work / homework/revision  
• Recess / Lunchtime detention  
• Provide the student with the opportunity to redeem himself | Class Teacher  
Tutor |
| **Level 2** | • Repeated classroom infringements.  
• Persistent misbehaviour  
• Talking back to a teacher | • White Card sent home  
• Note in diary to be signed by parents  
• Telephone parents  
• **Level 1 (Blue)** Student Monitor Sheet issued by PC teacher in consultation with the Year Co-ordinator (Possible referral to counsellor)  
• Provide the student with the opportunity to redeem himself | Class Teacher  
Tutor  
Head of Department  
Year Co-ordinator |
| **Level 3** | • No positive response to previous step  
• Accumulates 4 or more White Cards  
• Numerous behavioural problems over a short period of time  
• Serious breach of College expectations | • Parents contacted (letter / phone)  
• Student placed on Friday detention  
• **Level 2 (Green)** Student Monitor Sheet issued by Year Co-ordinator  
• Loss of privileges  
• Possible referral to counsellor  
• Provide the student with the opportunity to redeem himself | Year Co-ordinator |
| Level 4 | • No improvement on Level 2 (Green) Behaviour Monitor Sheet.  
• Persistently breaching expectations and accumulated detentions.  
• Repeating a more serious breach of College expectations | • Parent interview with Year Co-ordinator  
• Removal from formal Behaviour Management structure and case management begins  
• Possible isolation from class  
• Provide the student with the opportunity to redeem himself | Year Co-ordinator  
Director of Pastoral Care HOMS |
| Level 5 | • No improvement on Level 2 (Green) Behaviour Monitor Sheet and other behaviour Management measures.  
• Very serious breach of College expectations. | • Parent Interview with Director of Pastoral Care or Assistant Principal: Head of Middle School or Deputy Principal  
• **Level 3 (red)** Student Monitoring Sheet issued by Director of Pastoral Care or Assistant Principal: Head of Middle School or Deputy Principal  
• **Saturday Detention**  
• Possible suspension*  
• Provide the student with the opportunity to redeem himself | Director of Pastoral Care  
Head of Middle School  
Deputy Principal |
| Level 6 | • Ongoing refusal to conform to College expectations  
• Most serious breach of College standards | • Parent Interview with Principal (possible Summit)  
• Suspension  
• Alternative arrangements explored to aid progress  
• Continues enrolment discussed if improvement not evident.  
• Placement on Provisional enrolment  
• Expulsion** | Principal  
Director of Pastoral Care  
HOMS  
Deputy Principal |

- Some students by their actions require Behaviour Management strategies that are beyond the scope of this framework. On occasions the Director of Pastoral Care, Head of Middle School or Deputy Principal or Principal may elect strategies that are responsive to the seriousness of situations. **In the event of a serious breach of College rules and regulations the Principal reserves the right to terminate the enrolment of a student.**
STUDENT AFFIRMATION SYSTEM AND PROCEDURES

Middle School Merit Award System

The merit system aims to recognise and reward students’ achievements.

Members of staff will award merits when they feel that a student has made a real effort in any aspect of their work or personal development at the St Augustine’s College - Sydney.

Merits can be rewarded for:

- Improvement in standard of work or behaviour.
- Display of personal responsibility.
- Organisation and presentation.
- Effort and achievement.
- Consistent improvement in levels of academic achievement.
- Evidence of extra effort with homework or independent research.
- Sporting and arts achievement.
- Attendance and help at school functions.
- Support for other students.
- Meeting a specific target agreed between student and teacher.
- Other classroom based reasons specified by the teachers.

Procedures

1. Each Core Teacher will implement his/her own class based merit point system.
2. Every 2 week period the Core Teacher will submit (via email) the names of 3 students who have highest point scores for the 2 week period. A fourth student is also to be nominated to receive an ENCOURAGEMENT Award. These are to be emailed to the Head of Middle School’s Secretary on the Monday following the conclusion of the 2 week period. Please also forward a copy of final scores for each student on a class list to the Head of Middle School at this time.
3. The highest scorer will receive a “GOLD” Award Certificate. The next highest scorer will receive a “SILVER” Award Certificate and the third highest scorer will receive a “BRONZE” Award Certificate.
4. These students will receive the certificates at an appropriate Year Meeting and will have their names published in the Tolle Lege. These certificates will be prepared by the Middle School Secretary and signed by the Head of Middle School.
5. The point system within each Core Class commences again to give all students a fresh start encouraging all students to make an effort.
6. A GOLD Award will be worth 50 points, a SILVER Award will be worth 40 points, a BRONZE Award will be worth 30 points and an ENCOURAGEMENT Award will be worth 20 points.
At the end of each school year we celebrate the achievement of students at the Celebration of Excellence. The 3 students in each Core class on the highest cumulative point scores will receive the major awards.

**Senior School Merit Award System**

Teachers should frequently look for ways to acknowledge and reward good conduct, attitude and work habits - possibly many times each lesson. These should heavily outweigh actions taken to deal with misbehaviour.

The aim of this affirmation system is to acknowledge and record a student's achievement in any of the following areas.

- Improvement in standard of work or behaviour.
- Display of personal responsibility.
- Organisation and presentation.
- Effort and achievement.
- Consistent improvement in levels of academic achievement.
- Evidence of extra effort with homework or independent research.
- Sporting and arts achievement.
- Attendance and help at school functions.
- Support for other students.
- Meeting a specific target agreed between student and teacher.
- Other classroom based reasons specified by the teachers.
- service to the College or to the community.
- outstanding achievement.
- consistent good effort.
- Leadership.
- exemplary character
- thoughtfulness and consideration of others
- a spirit of co-operation
- any other area that the teacher wishes to acknowledge.

<table>
<thead>
<tr>
<th>Award</th>
<th>Number of points required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Co-ordinators’ Award</td>
<td>150</td>
</tr>
<tr>
<td>Head of Middle School Award</td>
<td>200</td>
</tr>
<tr>
<td>Principals’ Award</td>
<td>250</td>
</tr>
</tbody>
</table>
Merit Slip
The teacher writes out the commendation on the "Merit Slip", signs it and gives it to the student who then has it signed by his PC teacher, Year Co-ordinator and parents / guardians. The student retains the slip.

**MERIT SLIP**

<table>
<thead>
<tr>
<th>Student: ___________________________________________</th>
<th>PC Group: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: ___________</td>
<td>Subject: ______________</td>
</tr>
<tr>
<td>Reason for issue of this merit slip:</td>
<td></td>
</tr>
<tr>
<td>_____________________________________________</td>
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Issuing Teacher: ____________________________ Date: ____________________________

*I am aware that my son has been rewarded this Merit Slip and have congratulated him accordingly.*

Parent/Guardian Signature: ___________________________________________

*When you have been issued 4 of these Merit Slips please pass them on to your Year Co-ordinator so that the appropriate certificate can be prepared. Congratulations on your efforts!*

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**Bronze Merit Certificate** (30 point value)
Once the student has accumulated four "Merit Slips", he presents them to the Year Co-ordinator who will organize to have a commendation typed on a Bronze Merit Certificate which will be presented at a Year Assembly.

**Silver Merit Certificate** (40 point value)
Once a student has accumulated four Bronze Merit Certificates, he presents them to the Director of Pastoral Care who will organise to have a commendation typed on a Silver Merit Certificate which will be presented at a College Assembly.

**Gold Merit Certificate** (50 point value)
Once a student has accumulated four Silver Merit Certificate, he presents them to the Director of Pastoral Care who will organise to have a commendation typed on a Gold Merit Certificate which will be presented at a College Assembly.
At the end of each school year we celebrate the achievement of students at the Night of Excellence.

_In the final tally at the end of Week 5 Term 4 the 30 highest point scorers across the Senior School will be rewarded with a 1 day “picnic day” at a venue to be decided. Other recommended students will also be considered by the Director of Pastoral Care in consultation with the Year Co-ordinators._