



ESPERANCE

ANGLICAN COMMUNITY SCHOOL

A school of the Anglican Schools Commission Inc

Student Good Standing Policy (Management of Students' Behaviour)

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| Policy approved by the Principal | February 2018 |
| Date of last review | New policy |
| Scheduled for review | February 2020 |

Background: Esperance Anglican Community School (EACS) aims to create a protective and supportive environment based on mutual respect and consideration for others. This policy outlines the School's position with regards to discipline and reward and reinforces the School's commitment for students, staff and parents to work together to establish a School culture based around a framework of shared ideals and beliefs. At EACS the FISH! Philosophy is central to an understanding this common culture.

Scope: Applies to all staff, students and families at Esperance Anglican Community School.

References: None applicable

Policy Rationale

Esperance Anglican Community School aims to develop in young people a sense of respect for themselves and others, personal and community responsibility. We strive to be a community where each person feels safe, secure and valued. We seek to promote high standards in all that we do through the encouragement of the positive rather than simply punishing wrongdoers. We aim to monitor this through a system of Good Standing.

Reward is a motivational tool by which students can receive positive recognition for their efforts. Discipline is a means by which counter-productive behaviour can be managed so that it does not detract from other student's ability to realise their goals and achieve to their potential. All aspects of both reward and discipline are managed through the school's Good Standing Policy which came into effect at the commencement of the 2018 school year.

At EACS our Good Standing Policy is inextricably linked with the philosophy of our Anglican faith, goals and the values of an Anglican Education, which include:

- **FAITH** Living by Gospel values - treating others as you would wish yourself to be treated i.e. love your neighbour
- **EXCELLENCE** Pursuing high standards in all things
- **JUSTICE** Demonstrating fairness, compassion and conviction, advocating for the educationally disadvantaged
- **RESPECT** Respecting self, others and our planet
- **INTEGRITY** Acting with honesty and openness
- **DIVERSITY** Promoting social inclusion and celebrating difference

This philosophy provides the strong and secure foundation upon which the mission and goals of Esperance Anglican Community School are built according to our specific needs.

Relevant goals to which we aspire as a school include:

- Our School should be a safe place where people can grow and develop without fear or ridicule
- We should nurture spiritual growth in all members of our community through the development of Christian belief and practice as enshrined in the traditions of the Anglican Communion
- All activities must be pursued to the highest possible standard to allow for the fulfilment of the talents with which we have been blessed
- Our students are encouraged to develop an appreciation of the need to understand, respect, serve and care for others and for our environment
- Students are encouraged to adopt a healthy lifestyle to promote their well-being through their participation in a range of activities

- A commitment to high standards of behaviour, self-discipline and resilience will contribute to the quality of life in the School community
- Students will learn most effectively when a love of learning is promoted and where creative, critical and reflective learning is encouraged
- All students should be able to leave the School with the highest level of academic achievement consistent with their capabilities

What is Good Standing?

A student who is of **Good Standing** is regarded as having complied with all their implicit obligations, while not being subject to any form of consequence or disciplinary censure. A student of Good Standing has the support of the School to conduct their activities and receive the rights and privileges of the school, which includes attendance on, and involvement with, School excursions, School camps, sport representation and various social and cultural activities.

To ensure that students are able to enjoy their rights there are responsibilities and clearly defined and articulated school expectations that must be met.

| Rights | Responsibilities | Expectations |
|---|--|---|
| * The right to be in a safe, secure, clean and pleasant environment | * Respect the rights of others to feel safe and secure * Respect another person's property * Keep the school clean | * Not interfere with another person's property * Not damage school property * Not litter |
| * The right to be happy and valued as an individual | * Respect and value all other members of the school community and to uphold the good name of EACS | * Treat others as I expect to be treated * Not bully other people * Respect differences * Be considerate and behave sensibly * Adhere to the School |

| | | |
|---|--|--|
| | | Uniform Guidelines at all times |
| * The right to learn without distraction | * Not to distract other students from their work | * Choose the right attitude * Be punctual and settle quickly * Be prepared with required materials * Speak at appropriate times |
| * The right to be taught by teachers who are competent fair and understanding | * Do my best and follow the instructions of my teachers | * Treat my teachers with respect * Work conscientiously * Do all my homework and hand it in on time |
| * The right to have the opportunity to participate in a variety of service learning opportunities | * To seek opportunities to participate in service learning; to engage in service learning opportunities provided by the School | * To meet termly service learning obligations (i.e. adhering to minimum hours requirement) |

Good Standing Behavior Management Framework

All students begin each year with their 'Good Standing' in place. Students maintain their Good Standing by meeting the school's expectations across five key focus areas:

1. Commitment to Learning

To retain Good Standing students are expected to:

- Listen to and follow Teacher instructions
- Engage in a cooperative manner
- Remain on task and achieve to their personal best
- Submit homework and assessment tasks by their due date

2. Responsible Behaviour

To retain Good Standing students are expected to:

- Adhere to the school's Code of Conduct, as outlined in the student diary.

3. Uniform Standards

To retain Good Standing students are expected to:

- Conform to the School Uniform Guidelines
- Be neat, tidy and well presented at all times
- Provide a valid explanatory note from a parent/Guardian when out of uniform

4. Work Readiness

To retain Good Standing students are expected to:

- Maintain regular 90% attendance with 100% explained absences
- Choose the appropriate attitude
- Adhere to routines and protocol
- Be prepared with required materials
- Engage as appropriate to the lesson

5. Service Learning

To retain Good Standing students are expected to:

Adhere to the minimum expectation that we have of students in terms of their community service obligations each term:

- Year 7 - 1 hour
- Year 8 - 2 hours
- Year 9 - 3 hours
- Year 10 - 4 hours
- Year 11&12 – No minimum expectation (Option: SCSA Community Service Endorsed Program)

The Status of Good Standing

Behaviour management is viewed on three levels:

- Level 1 – low
- Level 2 – mid
- Level 3 – high

The Good Standing detention system operates on a '2 strikes' policy and is employed for repeated low-level misdemeanours or for more immediate mid-level misdemeanours (see Appendix 1).

A student with Good Standing can participate in normal school events throughout the year. Students may lose their Good Standing through unsatisfactory performance in one or more of the five key focus areas outlined above. 'Strikes' are the means by which negative aspects of student interaction and engagement are monitored and recorded in SEQTA.

Behaviour Management Protocols

Students who consistently fail to comply with routines and procedures and who do not relate in a respectful and considerate manner towards others are dealt with on a progressive scale of discipline management.

Level 1 – Behaviour Management Protocol

Discipline in the first instance is controlled in a classroom context as low-level misdemeanours can usually be dealt with through such measures as redirection, reminders, verbal warnings and classroom specific interventions.

For low-level infringements the following 'strike' protocols should be followed to ensure consistency across ALL staff:

Step 1: Redirection. "You're interrupting the class and falling behind in your work, it's time to refocus again please."

Step 2: Verbal warning. "This is your second warning, you now have a choice to make. Being spoken to a third time will result in you receiving a detention 'Strike'. I hope that you can now choose your attitude and realign your focus as requested."

Step 3: Strike given. “For making poor choices and in not complying with classroom expectations you have received a detention strike. Any further disruption will result in your removal from the classroom to Timeout.”

Level 2 –Behaviour Management Protocol

Immediate withdrawal to Timeout and / or a Straight Detention may be given for more serious breaches of student behaviour. Staff to use professional discretion in such cases.

Step 4: Timeout. “For failing to comply with repeated requests for cooperation you are to go to Timeout where you will be given an opportunity to reflect on your poor attitude and decision making. You will also be receiving a school detention as a consequence.”

- **Note 1:** Two strikes accumulated across any given week results in the student being placed into detention.
- **Note 2:** Withdrawal of the student to Timeout for poor behaviour results in the student being placed into detention.
- **Note 3:** Depending on the circumstances staff may use professional discretion to immediately withdraw a student to Timeout and/or award a straight detention.

Level 3 – Behaviour Management Protocol

For any repeated level 2 infringements or for more serious level 3 misdemeanours the Deputy Principal and/or Principal should be notified and briefed on the situation. **Staff are reminded to log ALL incidents relating to student welfare in Seqta.**

Status of Good Standing Summary Table

The following table summarises the implication of (Detention) 'Strikes' on Good Standing.

| Number of Detentions (Term) | Status of Good Standing |
|------------------------------|---|
| 0 | Good Standing 'Equilibrium' Stage |
| 1 | Good Standing 'Equilibrium' Stage |
| 2 | Probationary 'Early Warning' Stage |
| 3 or more | Loss of Good Standing |
| Number of Strikes (Term) | Status of Good Standing |
| 0-3 | Good Standing 'Equilibrium' Status |
| 4-5 | Probationary 'Early Warning' Status |
| 6-7 | Loss of Good Standing – Stage 1 |
| 8-10 | Loss of Good Standing – Stage 2 |
| 10+ | Loss of Good Standing – Stage 3 |
| Number of Strikes (Semester) | Status of Good Standing |
| 0 | Advanced Standing 'Elevation' Status |

Good Standing Framework Continuum

The following framework continuum will come into effect depending on the number of 'Strikes' accumulated over time. Whilst strikes re-set at the commencement of each term a student's status of Good Standing crosses term boundaries during the period of loss and is only returned to the student at the start of each year to provide incentive for a fresh start.

| Elevation Stage – Advanced Standing 'Promotion Status' – Deputy Principal Monitoring | | |
|--|--|---|
| Elevation Criteria | Implications /Actions | Benefits |
| <ul style="list-style-type: none"> • Zero Strikes in a semester or ... • Principal's Commendation Award and ... • Regular 90% attendance all year • 100% explained absences • Community service hours met each semester • All coursework and assessment tasks completed • Adherence to the School's Internet Usage Policy Agreement | <ul style="list-style-type: none"> • Promotion to Advanced Standing letter to parents • Certificate of Advanced Standing • Advanced Standing badge presentation | <ul style="list-style-type: none"> • 'Priority privilege' for any special events/activities whilst they hold the status of 'Advanced Standing' • Eligibility to attend a Principal's luncheon once each semester • Celebration and Awards night presentation |
| Equilibrium Stage - Good Standing 'Maintained Status'- Advisory Tutor Monitoring | | |
| Strike Criteria | Implications /Actions | Repatriation process |
| <ul style="list-style-type: none"> • 2 Strikes – week • 3 Strikes – week • 3 Strikes – term (Focus area) | <ul style="list-style-type: none"> • Detention notification email to parents • Lunchtime Timeout Detention (x2) | <ul style="list-style-type: none"> • Restorative practice 'Reflection' sheet • Restorative meeting with Advisory Tutor with student made aware that Good Standing is at risk with 4 or more detention strikes in a term |

Probationary Stage – Loss of Good Standing ‘Early Warning Status’ - Advisory Tutor Monitoring

| Strike Criteria | Implications /Actions | Repatriation process |
|--|--|--|
| <ul style="list-style-type: none"> • 4 Strikes – week • 5 Strikes – week • 4 Strikes – term (2 Detentions) • 5 Strikes – term (2 Detentions) | <ul style="list-style-type: none"> • Detention notification email to parents • Lunchtime Timeout Detention (x3) • Loss of Good Standing (Early warning status) meeting with student • Loss of Good Standing (Early warning status) notification email to parents | <ul style="list-style-type: none"> • Restorative practice ‘Reflection’ sheet • Restorative meeting with Year Coordinator with student made aware that Conditional Standing is at risk with 6 or more detention strikes in a term • Good Standing reinstated each term |
| <ul style="list-style-type: none"> • 4 Strikes – term (Focus area) • 5 Strikes – term (Focus area) | <ul style="list-style-type: none"> • Probationary stage (Early warning status) meeting with student • Probationary stage (Early warning status) notification email to parents | <ul style="list-style-type: none"> • Restorative meeting with Year Coordinator with student made aware that Conditional Standing is at risk with 6 or more detention strikes in a term • Good Standing reinstated each term |
| <ul style="list-style-type: none"> • 4 Strikes – term • 5 Strikes – term | <ul style="list-style-type: none"> • Probationary stage (Early warning status) notification email to parents | <ul style="list-style-type: none"> • Restorative meeting with Year Coordinator with student made aware that Conditional Standing is at risk with 6 or more detention strikes in a term • Good Standing reinstated each term |

Good Standing Framework Continuum

| Stage 1: Loss of Good Standing 'Performance Review Status' – Year Coordinator monitoring | | |
|---|--|--|
| Strike Criteria | Implications /Actions | Repatriation process |
| <ul style="list-style-type: none"> • 6 Strikes – week • 7 Strikes – week • 6 Strikes – term (3 Detentions) • 6 Strikes – term (Focus area) <ul style="list-style-type: none"> • 7 Strikes – term (Focus area) | <ul style="list-style-type: none"> • Detention notification email to parents • Loss of Good Standing – stage 1 notification email to parents • Lunchtime Timeout Detention (x4) • Loss of Good Standing Contract meeting with student • Self-Modification Behaviour Tracking Card SMBTC (2 weeks) | <ul style="list-style-type: none"> • Restorative practice 'Reflection' sheet • HIGH result on SMBTC (2 weeks) • Weekly review meetings with Year Coordinator • Re-instatement of Good Standing application and interview with Year Coordinator |
| <ul style="list-style-type: none"> • 6 Strikes – term • 7 Strikes – term | <ul style="list-style-type: none"> • Detention notification email to parents • Loss of Good Standing – stage 1 notification email to parents • Self-Modification Behaviour Tracking Card SMBTC (2 weeks) | <ul style="list-style-type: none"> • HIGH result on SMBTC (2 weeks) • Weekly review meetings with Year Coordinator • Re-instatement of Good Standing application and interview with Year Coordinator |
| Stage 2: Loss of Good Standing 'Poor Performance Review Status' - Deputy Principal monitoring | | |
| Strike Criteria | Implications /Actions | Repatriation process |
| <ul style="list-style-type: none"> • 8-10 Strikes – week • 8-10 Strikes – term (4+ Detentions) • 8-10 Strikes – term (Focus area) • 8-10 Strikes – term | <ul style="list-style-type: none"> • Detention notification email to parents • Loss of Good Standing – stage 2 notification email to parents • Lunchtime Timeout Detention (x5) | <ul style="list-style-type: none"> • Restorative practice 'Reflection' sheet • HIGH result on SMBTC (4 weeks) • Weekly review meetings with Deputy Principal |

| | <ul style="list-style-type: none"> • Self-Modification Behaviour Tracking Card SMBTC (4 weeks) • Loss of Good Standing Contract meeting with student • STAR Chamber with student/parents • Counselling sessions | <ul style="list-style-type: none"> • Re-instatement of Good Standing application and interview with Deputy Principal |
|--|---|---|
| Stage 3: Loss of Good Standing ‘Critical Performance Review Status’ - Principal monitoring | | |
| Discretionary Criteria | Implications / actions | Repatriation process |
| <ul style="list-style-type: none"> • 11+ Strikes – term • Persistent failure to comply with school expectations and inability to make necessary adjustments to behavior during the period of loss of Good Standing • Serious breach of school rules | <ul style="list-style-type: none"> • Lunchtime Timeout Detention (2 weeks) • Loss of Good Standing – stage 3 notification email to parents • Self-Modification Behaviour Tracking Card SMBTC (6 weeks) • STAR Chamber with student/parents • Counselling sessions • In-school suspension • Out-of-school suspension • Withdrawal/Expulsion notification | <ul style="list-style-type: none"> • HIGH result on SMBTC (6 weeks) • Weekly review meetings with Principal • Re-instatement of Good Standing application and interview with Principal |

Good Standing Reward Management Framework

There are two reward programs that EACS implements to provide incentive for students and acknowledge them for their achievements throughout the year.

A. FISH! Philosophy Awards Program

The FISH Philosophy forms an integral part of the EACS student's DNA and is based on four guiding principles or inter-related strands: **Choose Your Attitude, Be There, Make Their Day and Play**. Through a better understanding of the FISH Philosophy we hope to forge a culture whereby students relate to one another in a genuine, positive and meaningful way. It is intended that responsible decision-making and consideration for others will foster and develop a culture of friendship, understanding and respect for individual differences.

By adhering to the school's 'FISH' philosophy or by colloquially 'Living the FISH' each and every student are recognised and rewarded for their efforts and achievements. FISH points are awarded regularly to students who demonstrate desirable behaviours and who work productively in class.

Staff should attempt to model the language of the FISH in their daily vocabulary when speaking and interacting with students as it is hoped that a positive ethos and vibrant culture will develop over time where students show initiative and demonstrate friendship, compassion and respect in the relationships they develop within their peer group, with staff and the wider school community.

Be There is all about giving our full attention to a task or individual. To 'Be There' means to be at school or in the workplace in mind, body and spirit; to be completely focused on your work and sympathetic towards the learning needs of others. 'Being There' implies being engaged in one's learning and ensuring that all other members of the school community feel valued and respected.

Choose Your Attitude is all about choosing the right attitude each and every day. The philosophy advises to 'choose' to be positive and friendly and that this good feeling will spread to others. Choosing to be a positive, friendly and a productive member of the school community is an important aspect of building positive relationships at EACS.

Make Their Day is all about taking an interest in somebody else other than yourself. Recognise and take advantage of the opportunities where you might be able to make a difference in someone else's life. This might mean lending a supportive ear or simply making an effort to cheer someone up if they're having a 'down' day. Make eye contact and make someone else feel special by making him or her the main focus of your attention.

Play recognises that maintaining a healthy work/play balance is valuable. It is all about having fun and making others feel as though they can have fun while they're there too. Being able to enjoy one's time at school is important, but not at the expense of others. Inclusivity is the key. Play must be appropriate, timely and positively motivated.

Awarding of FISH Points

Staff should be conscious of awarding FISH points but should be mindful of not undermining the system by giving out too many. As a general rule, when distributing FISH points ONE point should be seen as standard and a maximum of TWO points awarded for excellence in 'Living the FISH'. ***FISH points should NOT be awarded as an incentive for good behavior as this is the expectation of all students as a matter of course.***

Staff should record FISH points in the student's diary in the appropriate section initialing alongside to confirm authenticity. FISH points should be counted periodically (every few weeks) during Advisory Group. Advisory Tutors should cross off FISH points' as they are counted to ensure that no doubling up occurs during the counting process.

Advisory Tutors should keep a personal record of their tutees accumulated FISH point tallies on their master advisory excel spreadsheets and forward updated tally counts to House Coordinators on a periodic basis.

Upon reaching certain FISH point levels students are rewarded during assembly with a FISH certificate and badge. Certificates and badges take the form of Bronze, Silver, Gold and Rainbow. The 'cut offs' for these award levels are as follows:

- Bronze = 50 points
- Silver = 100 points
- Gold = 150 points
- Rainbow = 200 points

Students who receive their Rainbow certificate will be acknowledged at the end of year Celebration and Awards Night and will receive a movie voucher from the School.

A guide as to the percentage of students that should eclipse the required benchmark at each award level is set out below.

| | Bronze Award | Silver Award | Gold Award | Rainbow Award |
|---------------|--------------|--------------|------------|---------------|
| Term 1 | 10% | | | |
| Term 2 | 20% | 10% | | |
| Term 3 | 35% | 20% | 5% | |
| Term 4 | 50% | 30% | 10% | 5% |

Elaboration for pacing purposes:

Term 1

- Approx 10% of students during Term 1 (Bronze award)
- **NO student should accumulate 100 FISH points during Term 1**

Term 2

- Approx 20% of students during Term 2 (Bronze award)
- Approx 10% of students during Term 2 (Silver award)
- **NO student should accumulate 150 FISH points during Term 2**

Term 3

- Approx 35% of students during Term 3 (Bronze award)
- Approx 20% of students during Term 3 (Silver award)
- Approx 5% of students during Term 3 (Gold award)
- **NO student should accumulate 200 FISH points during Term 3**

Term 4

- Approx 50% of students during Term 4 (Bronze award)
- Approx 30% of students during Term 4 (Silver award)
- Approx 10% of students during Term 4 (Gold award)
- Approx 5% of students during Term 4 (Rainbow award)

B. Good Standing Awards Program

The central aim of the Good Standing Awards program is to recognise, acknowledge, celebrate and reward endeavour, good behaviour and achievement in both school and community.

Good Standing '**Commendations**' are the basis by which Good Standing awards and Aussie of the Month awards are decided. By demonstrating exemplary achievement across the following five focus areas students will be recognised through the Good Standing Awards Certificate Program and is one of the pathways to reaching the elevation stage of 'Advanced Standing'.

1. Academic

Awarded to students who consistently demonstrate a **high level of achievement** across their learning areas. This could relate to excellence in classwork, tests or assessments or any exceptional performance achievement in a practical discipline.

2. Endeavour

Awarded to students who consistently demonstrate a **high level of effort** across their learning areas. This could relate to regular commitment and dedication to personal improvement in classwork, tests or assessments or any consistent performance effort in a practical discipline.

3. Community *

Awarded to students who consistently demonstrate a **high level of service** to the school and wider community. This would relate to students who both use their initiative and also exceed expectation when participating in school and community service initiatives.

*** Note**

Students who do not meet their minimum termly community service obligation may be provided

with one additional term (i.e. semester) to make up the deficit. ***Failure to achieve the minimum requirement for community service across a semester may result in loss of Good Standing until the deficit has been rectified.***

4. Leadership

Awarded to students who consistently ***use their initiative and demonstrate a high level of leadership*** responsibility within the school. This could relate to students willingly accepting leadership roles, leading by example in setting high standards of behaviour and uniform and regularly embracing leadership of younger students in a peer-mentoring context.

5. Spirit

Awarded to students who consistently demonstrate a ***high level of commitment to self and others*** across the FISH Philosophy strands of Be There, Choose Your Attitude, Make Their Day and Play.

Advanced Standing

Students will achieve “Advanced” Standing by consistently meeting the School’s expectations and striving for excellence across the five key focus areas.

- Students who do not acquire a single detention strike throughout a semester will be promoted to the status of “Advanced” Standing.
- Students who achieve a Principal’s Award and who retain their status of Good Standing throughout a semester will be promoted to the status of “Advanced” Standing.

These students will be given ‘priority privilege’ for any special events/activities whilst they hold the status of “Advanced Standing and will be eligible to attend a Principal’s luncheon held once each semester.

A student’s Advanced Standing status, where they do not acquire a single detention strike throughout the entire year, will be acknowledged at the end of year Celebration and Awards Night with a certificate of recognition and a voucher of appreciation from the school.

Recognition of Good (Advanced) Standing

Students with Advanced Standing will receive a Certificate at the end of each semester. If Good Standing is lost in a particular semester the student will not receive a certificate for that semester.

Good Standing Framework Continuum – in summary

Elevation Stage: Advanced Standing ‘Promotion Status’ – Deputy Principal

Students can achieve promotion to ‘Advanced Standing’ by displaying exemplary behaviour throughout the semester meeting the following criteria:

- Zero Strikes in a semester or ...
- Principal’s Commendation Award and being of Good Standing for the semester
- Regular 90% attendance all year with 100% explained absences
- Community service hours met each semester
- All homework and assessment tasks completed to a satisfactory standard
- Adherence to the School’s Internet Usage Policy Agreement

Equilibrium Stage: Good Standing ‘Maintained Status’ – Advisory Tutor

Students retain their status of ‘Good Standing’ by adhering to and complying with the school’s Code of Conduct, uniform guidelines and by **not acquiring more than three detention strikes in a term**. To maintain Good Standing students are also required to adhere to the following criteria:

- Regular 90% attendance all year with 100% explained absences
- Community service hours met each semester

Probationary Stage: Loss of Good Standing ‘Early Warning Status’ – Advisory Tutor

Students are moved to the probationary stage and ‘early warning’ status for acquiring a **minimum of four strikes but not more than five strikes in any one term**. A student’s status of Good Standing is then

returned to them at the start of the following term. Obtaining a 6th detention strike in any given term will result in the student shifting into Stage 1 Loss of Good Standing 'Performance Review Status'.

Stage 1: Loss of Good Standing 'Performance Review Status' – Year Coordinator

Students reach Stage 1 Loss of Good Standing 'Performance Review Status' for acquiring a **minimum of six strikes but not more than seven strikes in any one term**. Throughout the period of loss a student must not acquire more than a total of seven strikes. During the repatriation process the student is placed on a 2-week Self-Modification Behaviour Tracking Card (SMBTC). Performance whilst on the SMBTC must be deemed **HIGH**.

A student's status of Good Standing is only returned to them after successfully meeting the repatriation criteria. Obtaining an 8th detention strike in any given term will result in the student shifting into Stage 2 Loss of Good Standing 'Poor Performance Review Status'.

Stage 2: Loss of Good Standing 'Poor Performance Review Status' – Deputy Principal

Students reach Stage 2 Loss of Good Standing 'Poor Performance Review Status' for acquiring a **minimum of 8 strikes but not more than 10 strikes in any one term**. Throughout the period of loss a student must not acquire more than a total of ten strikes. During the repatriation process the student is placed on a 4-week Self-Modification Behaviour Tracking Card (SMBTC). Performance whilst on the SMBTC must be deemed **HIGH**.

A student's status of Good Standing is only returned to them after successfully meeting the repatriation criteria. Obtaining an 11th detention strike in any given term will result in the student shifting into Stage 3 Loss of Good Standing 'Critical Performance Review Status'.

Stage 3: Loss of Good Standing 'Critical Performance Review Status' – Principal

Students reach Stage 3 Loss of Good Standing 'Critical Performance Review Status' for acquiring **11 or more strikes in any one term**. During the repatriation process, the student is placed on a 6-week Self-Modification Behaviour Tracking Card (SMBTC). Performance whilst on the SMBTC must be deemed **HIGH**. A

student's status of Good Standing is only returned to them after successfully meeting the repatriation criteria.

If a student is **suspended** as a result of a serious breach or failure to abide by school rules they are moved immediately to stage 3.

A RANGE OF ADDITIONAL DISCRETIONARY MEASURES MAY BE DEEMED NECESSARY AND APPROPRIATE AT ANY POINT ON THE CONTINUUM.

Good Standing Framework Continuum – in brief

| Stage | Criteria | Overview | Monitoring |
|------------------|--|--|---------------------|
| Elevation | <ul style="list-style-type: none">• Zero Strikes in a semester or ...• Principal's Commendation Award and being of Good Standing for the semester• Regular 90% attendance all year with 100% explained absences• Community service hours met each semester• All homework and assessment tasks completed to a satisfactory standard• Adherence to the School's Internet Usage Policy agreement | <ul style="list-style-type: none">• Priority privileges• Principal's luncheon• Awards Night presentation | Deputy Principal |

| | | | |
|--------------------------------------|---|--|---------------------|
| Maintained | <ul style="list-style-type: none"> • 1-3 Strikes per term • Regular 90% attendance all year with 100% explained absences • Community service hours met each semester | <ul style="list-style-type: none"> • Normal privileges • Detention implications | Advisory Tutor |
| Probationary | <ul style="list-style-type: none"> • 4-5 Strikes per term | <ul style="list-style-type: none"> • Normal privileges (conditional) • Detention implications | Advisory Tutor |
| Loss of Good Standing Stage 1 | <ul style="list-style-type: none"> • 6-7 Strikes per term | <ul style="list-style-type: none"> • Detention implications • 2-week SMBTC (High expectation) | Year Coordinator |
| Loss of Good Standing Stage 2 | <ul style="list-style-type: none"> • 8-10 Strikes per term | <ul style="list-style-type: none"> • Detention implications • 4-week SMBTC (High expectation) | Deputy Principal |
| Loss of Good Standing Stage 3 | <ul style="list-style-type: none"> • 11+ Strikes per term | <ul style="list-style-type: none"> • Detention implications • 6-week SMBTC (High expectation) | Principal |

The Consequences of Loss of Good Standing

Students who lose Good Standing will:

- Be unable to attend any extra-curricular, sporting, social or cultural functions until the status of Good Standing is returned.
- Have their name added to the whole School **Loss of Good Standing list**.
- The student may not be eligible to receive a School reference.
- The loss of Good Standing may preclude a student attending curriculum related excursions (discretionary).

The Notification of the Loss of Good Standing

A list showing the names of students who have lost Good Standing will be circulated to staff and will be updated regularly. Staff will consult the list to determine which students may not attend an extra-curricular school function. Parents/Carers will be notified of a Loss of Good Standing by letter.

The Reinstatement of Good Standing

To reinstate Good Standing a student will need to liaise with the Year Coordinator, Deputy Principal or Principal to demonstrate that he/she has complied with the requirements of Good standing during the 'loss' period. The student will be required to complete a **Re-instatement of Good Standing Application** and when Good standing is granted parents/carers will receive a letter notifying them that Good Standing has been returned.

The following documents should be read and used in conjunction with this Policy:

| Title | Document Location |
|--------------------------------------|--|
| Child Protection Policy | Policies and Forms/Policies |
| Student Management Framework | Policies and Forms/Policies/ Student Management |
| Student Management Support Materials | Policies and Forms/Policies/ Student Management |