Marian College Student Support and Behaviour Management Plan

Contents

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Appendix

    1. Code of Expected Student Behaviour
       13

Section 1:   Promoting Positive Behaviours

At Marian College, support for positive student behavior is considered to be an integral part of all learning and teaching experiences. We believe that students learn best, feel connected and engage in learning when they feel valued and safe. We believe that all students have a right to receive a quality Catholic education.

Our approach to supporting positive student behavior considers people, practices, processes and programs across the College community.   Parents are recognized as having the primary role in the education of their children. The home and the school have distinct and overlapping roles in relation to the education of children.

We understand that there are many influences that can impact on the relational and behavioural responses of students at any time. While support for students has always been the focus at Marian College, rapid and complex social changes are resulting in substantial uncertainly, insecurity and stress for families, the general community, and among students in our school.

Our vision at Marian College is to develop community right behaviours and respectful relationship that are infused with gospel values. The outcomes and benefits of promoting positive behaviour in schools are to create safe, supportive learning environments that lead to increased students engagement and improved academic outcomes.

Shared expectations for student behavior, identified by the shared values of a Christ-centred school, assist Marian College to create and maintain a positive, productive and quality learning and teaching environment.

Marian College follow the guidelines for Student Behavior Management of MACS https://www.macs.vic.edu.au/About-Us/Policies/Pastoral-Care-of-Students/Procedures-for-Student-Behaviour-Management.aspx

Section 2: Behaviour Support – Guiding Principles

At Marian College, we believe that student behaviour is inextricably linked to the quality of the learning experience facilitated by the teacher. It is well know that orderly classrooms are strongly associated with higher student engagement and achievement (Angus et al. 2009, Hattie 2003, Marzano & Marzano 2003).

Conway (2012) describes the learning environment as a complex series of interrelated elements involving an interplay between the physical environment, the characteristics of the teacher, the presentation of the curriculum, and a multitude of student variables, all of which influence student behaviour. Specific elements of high-quality teaching include knowing students and how they learn (AITSL 2011).

Students at Marian College present with a diversity of needs and require support in a variety of ways, including behaviour support.

It is our intention to provide a well-articulated Student Behaviour Policy that respects the dignity of each person; fosters compassion and forgiveness; is instructive in its coverage of the regulatory and compliance requirements governing the school, and promotes the practice of respectful relationships with our college community.

Section 3: College Expectations

School-wide expectations encourage and promote consistency across the staff and school community and help develop similar tolerance levels. Our expectations identify the shared values and expectations of a Christ-centred school. *(See Appendix 1 – Code of Expected Student Behaviours)*

3.1 Expectations of a Teacher

All teachers in Victoria are required to be registered with the Victorian Institute of Teaching (VIT). To be a registered teachers means you are a qualified teacher professional who has demonstrated the following requirements:

- a demonstrated proficiency in the Australian Professional Standards for Teaching. *(See Appendix 2).*
- an ability to maintain professional practice
- Suitability to teacher

Additionally, all staff at Marian College must uphold all College and governing authorities policies including but not limited to the:

- Ethical expectations and requirements *For Staff and Associates of Kildare Education Ministries*. *(See Appendix 3)*
- Victorian Institute of Teaching Code of Conduct and Ethics
- Marian College Child Protection and Safety Policy
- Marian College Child Safe Code of Conduct,
- Marian College Staff and Students Professional Boundaries
- Marian College Privacy Policy
- Marian College Occupational Health and Safety Policies and OH&S Risk Management Policy

All Marian College policies listed are available on the College website at
http://www.mcararat.catholic.edu.au/Policies

Parents/Guardians can expect staff will:

- provide direct teaching of appropriate behaviours to students that enhance the learning
- reinforce the college rules and expectations regularly with students
- apply the college Behaviour Management Process (RTP) in a fair and calm manner
- listen respectfully to questions, concerns and comments from parents and students
- Respect the opinion of parents as first educators of their children
- Respect the rights of all students to a fair hearing
- Encourage students to seek support through the RTC (Incident Report, Teacher Advisor or Wellbeing team) for concerns affecting their wellbeing or learning.
- Offer information and the school's processes appropriate to a given situation
- Follow up concerns and enquiries in a timely manner (generally contact will be made within two working days unless urgent)
- Provide advice or referral to the College Office and leadership if the matter is urgent or if parents are not satisfied with the initial response or have further concerns.

Teacher and staff at Marian College are expected to maintain regular communicate with parents via a number of ways including:

- Teacher Advisor and Semester Reports available on the Parent Access Module and by email
- Information Evenings and Events
- Newsletters (Weekly)
- Student Diary (
- Parent Paperwork
- Interventions and Learning Adjustment and Support meetings
- Marian College website
- Phone, email or face-to-face for Behaviour Support meetings or to respond to enquiries or concerns.
- Direct contact via phone, formal letter or in person in the case of a serious matter
- Provide parents with an expected timeline for all serious incidents and actions

Use of social media and other non- approved modes of communication with parents and students are to be avoided.   (See *Staff and Students Professional Boundaries Policy*).

3.2 Expectations of Students

In line with our *Culture of Learning* statement (see Appendix 4), our Kildare Values (see Appendix 5) Cyber safety, Uniform rules and Code of Student Behaviour Expectations all students are expected to:

- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of their ability
- Accept feedback as a chance to grow
- Refrain from all behaviours that may threaten, humiliate or discriminate against another student, staff member, volunteer, guest or family. This includes but is not limited to behaviours on social media and similar sites.
- Wear the College uniform with pride according to expectation
- Work cooperatively with staff and teacher to enhance their learning and the learning of others.

3.3 Parental Engagement

Teachers and staff at Marian College work in partnership with Parents/Guardians. It is our aim to foster positive, respectful relationships across all our college community.

International research by Muller (2009), Epstein (1987 and 1996), Houtenville and Conway (2008) and Emerson et al (2012) each identify a positive correlation between parental engagement (of various kinds) in their child's learning and indicators of student achievement. Results include:

- higher grades and test scores,
- enrolment in higher level programs and advanced classes,
- higher successful completion of classes,
- lower drop-out rates,
- higher graduation rates, and
- a greater likelihood of commencing postsecondary education.
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Beyond educational achievement, research has shown that parental engagement is associated with various indicators of student development.
These include:

- more regular school attendance,
- better social skills,
- improved behaviour,
- better adaptation to school,
- increased social capital,
- a greater sense of personal competence and efficacy for learning,

However:
*'While research supports the notion that parental engagement may positively impact student academic attainment, there is an important distinction between involving parents in schooling and engaging parents in learning; it is the latter that has shown to have the greatest positive impact. While involving
parents in school activities may have an important community and social function, the key to facilitating positive change in a child's academic attainment is the engagement of parents in learning outcomes in the home.*

Emerson et al (2012) 'Parental engagement in learning and schooling: Lessons from research'

At Marian College, it is our intention to work in partnership of shared responsibility with Parents/Guardians in the support of our students.   We know this requires effective, two-way communication between the school and home through a variety of communication channels, where mutual respect and trust can develop.

Marian College actively encourages and supports opportunities for Parents/Guardians to engage with your child's learning.   The home environment is an essential contributing factor to educational outcomes.

'Parents can create a home environment suitable for learning by, amongst other things (OECD 2011):
- Designating an area to do homework
- Providing access to reading material, and
- Assisting with the organisation of homework and studies'.

Regular communication between home and school is encouraged to monitor your child's progress through the Teacher Advisor program, TA and Semester Reports, Information Evenings, Parent/Teacher Interviews, the college website, college events, newsletters, the college diary, the college app, emails and phone conversations.

Section 4:   Levels of Intervention

We understand that students will need differing levels of behavior intervention and support to be successful at school.

Level 1: The first level focuses on whole-school proactive, preventative strategies to promote positive behavior and respectful relationships across the College. Within this level there is a focus on engaging curriculum, meaningful pedagogy, differentiation in the classroom, timetable and/or environmental adjustments and strong pastoral support.

Level 2: The second level focuses on the prevention of problem behaviors through early intervention for those at risk.   Teachers or other staff will ask the RTC questions to call students attention to the inappropriate behaviour and allow them the opportunity to change their behaviour in line with College behaviour expectations.   A process of targeted assessment and intervention is developed jointly by the classroom teacher and Learning Support/ House Leaders /Teacher Advisor/Counsellor/Head of Wellbeing or other relevant staff. Strategies are identified for implementation and monitoring.

Level 3: The third level focuses on students who continue to display problems even with supports in place.   Through the use of data, students are identified early, before problems become more intense or chronic, and receive targeted supports such as individual or small group skill building, academic supports or tutorials, and self-management strategies.   Parents are invited to engage in this

process and offer their shared wisdom.   Ongoing support includes the reinforcement of universal strategies and collection and review of behaviour data.

Level 4: The fourth level of support is generally more intensive. These students often require highly individualized learning and/or behavior plans and or academic assessment, which may include outside agencies or health professional.

Section 5:   Responding to Inappropriate Behaviours

When responding to inappropriate student behaviours, staff members attempt to manage issues at the lowest level possible while maintaining the dignity of all. The first level strategy that staff members use when responding to inappropriate behaviours is the Responsible Thinking Process.

Section 5.1   The Responsible Thinking Process

There are certain essential principles in implementing the Responsible Thinking Process across the College; that the strategies that are employed model respectful, positive relationships, and allow opportunities for students to grow and develop self-management skills in our supportive, caring environment.

What are the Procedures for RTP?

When a student disrupts, the class teacher or other relevant staff member will ask a series of questions.

- The first is, "**What are you doing?**" This question calls the student's attention to the action/disruption that is not in keeping with the College expectations.

- The second is, "**What is the rule?**" This question asks students to articulate the expected behavior for that environment.

- Question three is, "**What happens when you break the rule**"? This question ask students to articulate what will happen if the disruptive behavior continues – they will go to the Responsible Thinking Classroom (RTC).

- Question four asks, **" Is that what you want?** This question seeks a response form the student as to whether they wish to go to the RTC

9

- The fifth question is "**What do you need to do now?**" This question asks the students to identify what they will do to change their behaviour in line with expected behaviours.

- The final question asks, **"What will happen if you disrupt again?"** This question clarifies that the student has indeed understood the consequences of inappropriate behavior. This is not a threat but merely clarifies the operational procedure in the College; that do not allow students who disrupt to remain where they are.

Many students respond to this low level questioning process positively, change their inappropriate behavior, and allow the class to continue and other students to learn without further disruption.

However, there are times in any school when students will choose not to change their behavior and continue to disrupt.

A Second Disruption:

- For any second disruption the teacher will ask, '**What are you doing?'** (as per above).

- **What did you say would happen if you disrupted again?** This question reminds the student of the consequences they articulated earlier.

- **Where do you need to go now?** The teacher will complete a referral form and direct the students to the Responsible Thinking Classroom. If a students must leave, the procedure allows him or her to return when they decide to stop disrupting, providing that they make a detailed plan for how they are going to get what they want while respecting the rights of others by following the established rules.

5.2 What Happen in the Responsible Thinking Classroom?

- Students enter the Responsible Thinking Classroom (RTC) with their referral.   Some students may arrive angry or frustrated, or perhaps just upset with themself, and need time to calm down and gather their thoughts. In short, they need time to think undisturbed.

- Once they have calmed down sufficiently and are ready to work, they ask permission to get a plan, return to their desk, and work through the series of questions on how they will deal with the conflict. This process helps

them organize their thinking, and builds the self-discipline and self-confidence necessary to resolve future conflicts.

- Students are not permitted to talk or communicate in any way with other students whilst in the room. The only discussions permitted are between the support teacher in the room and individual students involved in the planning process and assisting students in negotiating their return to the classroom, yard or other relevant area.

- They return to negotiate their plan with the original teacher or staff member later that class, if appropriate, or at the first available break. The student explains their plan first. If the teacher or staff member has any concerns she or he can express them, and together with the student work out a satisfactory solution. The student's plan should never be ignored or refused.

Parent Responsibility

The College asks parents to check diaries regularly (at least weekly) as RTC referrals are recorded in the Student Diary. If a student has been sent to the RTC we encourage parents to use the same questioning technique to encourage the thinking process:
1. What happened to cause you to be sent to the RTC?
2. What will happen if this behaviour continues?
3. What do you need to do to not be sent to the RTC in the future?

Section 5.3:   Level 3 and 4 - Student Interventions

If the inappropriate behaviour persists or intensifies, the House Leader, RTC Staff or member of the Leadership Team will gather the data and initiate a Student Intervention. Parents too can request an Intervention Meeting.   We ask that you contact your child's TA teacher in the first instance to discuss the matter.

5.4 Student Intervention Meeting

For Intervention Meetings organized by the College, parents will be informed and may be asked to come to a meeting.   The focus for this meeting is to work through an action plan with relevant support personnel.   Outcomes from the meeting may include but are not exclusive to: a Monitoring card, the use of Restorative Practices, careers education, withdrawal or time out, Community Service, academic adjustments or opportunities to attend tutorials, Learning Needs or psychologist support, social skills training, or referral to an outside agency or professional.

Section 6:   Formal Sanctions

What is suspension?

Every school has some students whose ability to respond appropriately to school expectations requires more formal sanctions. The principal or her delegate may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from school, the students:

- Behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- Commits an act of significant violence again a person or causes damage to or destruction of property or is knowingly involved in theft of property;
- Possesses, uses or deliberately assists another person to use prohibited drugs or substances;
- Fails to comply with any reasonable and clearly communicated instructions of a principal, teacher or other staff member;

Parent will be informed by email, phone or in person when a suspension is deemed to be the most appropriate action by the principal.

Formal Sanctions are imposed when all other reasonable steps to deal with a situation have been taken. Actions are taken to protect the rights of the student, staff and learning community. They provide a cooling-off period and time to muster school responses to support the student to demonstrate appropriate behaviours. *(For further details see Appendix 6 – Suspensions)*

During and following a serious incident, it is the principal's responsibility to minimize risk and consider the safety and wellbeing of all parties involved.

Safety is of paramount importance in any incident management response and will encompass the safety of the student concerned, other students and staff.

Corporal punishment

The use of corporal punishment is expressly prohibited at Marian College under the *Education and Training Reform Act 2006* (Vic).

Restraint

No person – including a parent/carer, clinician, practitioner, staff member , volunteer or contract staff or student – can authorize, consent to, or approve the use of physical restraint or seclusion in a school.

Marian College staff will undertake actions to prevent the need for the use of restraint or seclusion. **(CECV Positive Behaviour Guidelines 2018).**

Physical restraint is defined as the use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include protective physical interventions, which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip.

Seclusion is the solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes they cannot leave that room or area even if they may physically be able to (e.g. the door is not locked).

Section 6.1   Appeals and Complaints Process

Complaints Procedure and Appeals

In the first instance, complainants are encouraged to resolve issues directly with the person/s involved or speak with the relevant Teacher Advisor.   Parents are asked to keep any initial written correspondence or phone call brief in the first instance and allow suitable time for the staff member to gather data or further investigate the matter.   However, if after an initial meeting or discussion the issue remains unresolved, or if the matter is of a more serious nature, parents can always ask to see the House Leader or Principal.

To do this, you will need to request an appointment through the school office. Please note that:

- the Principal may ask another senior staff member to speak on their behalf
- if a teacher is going to be present at the meeting it is more likely to occur outside of classroom hours
- If your complaint or grievance is related to issues of school policy, these should be raised more formally (in writing) with the Principal
- If the complainant after the meeting with the principal believes that the school has not listened to their concerns or followed processes then the complainant can take the issue to the school's governing authority – Kildare Ministries.
- If the matter is urgent and the teacher is not available please contact the College Office to arrange another member of the Leadership Team or suitable staff member to contact you.
- Where the complaint is against the Principal or Business Manager of Marian College, the complainant should refer all concerns and correspondence directly to the governing authority - Kildare Ministries

In some rare cases it may not be possible to resolve the complaint to the satisfaction of the complainant.   In such circumstances the Principal or

Governing Authority will identify other avenues of appeal or redress for the complainant.

Please note that under the Kildare Ministries and Catholic Education guidelines and standards, some outcomes are not possible. Marian College is also bound by privacy laws that may prohibit disclose of specific details about any internal actions taken. Please see: **http://www.mcararat.catholic.edu.au/Policies** for a fuller explanation of the Grievance and Complaints Policy.

APPENDIX 1: Code of Expected Student Behaviours

As learners	We show respect and responsibility for self when we demonstrate these behaviours	We show respect and responsibility for others when we demonstrate these behaviours	We show responsibility and respect for Marian College and community when we demonstrate these behaviours	We show responsibility and respect for learning when we demonstrate these behaviours	We show responsibility and respect for safety when we demonstrate these behaviours
1. In the classroom/learning spaces	- Wear the uniform well and modestly - Ensure hair is neat, tidy and well groomed - Use technology as directed - Work to the best of your ability	Come prepared to learn Follow teacher instructions Respect others' point of view Hand work in on time Listen when others speak Speak politely Remain on task	Report any damages/problems with facilities or equipment to the teacher Return borrowed equipment Ensure the classroom /learning space is left clean Report any harassment or bullying behaviour	Arrive on time for class Follow the Learning Action Statement Leave mobile phone/Ipods in plastic box in class or locker Use computers and	Move in an orderly and safe manner Follow classroom procedures and all safety rules Follow direction Wear appropriate protective equipment/clothing Report all concerns with equipment and structures to the teacher

	Punctuality		Welcome new students and staff	Ipads to work only	
2. In the grounds/sporting field	Observe sun-safe procedures (Hats Terms 1 and 4) Remain 'in-bounds' Play safely Leave Ipads in lockers Follow sporting rules regarding no tackling or dangerous play. Take responsibility for litter	Teat others' property with respect Treat the college property/facilities with respect Behave in socially acceptable ways (respect privacy, adhere to the 'hands-off' policy, listen and speak with respect, refrain from using inappropriate language,) Return borrowed equipment Look after younger and vulnerable students	Keep noise level appropriate to the space Respect exam times and conditions Stop play if facilities/ equipment are damaged Report harassment and bullying to staff or RTC Respect the flora and built environment Report injuries immediately to staff Wear the correct uniform/safety equipment Place all bikes/skateboards in looked area during the day Hand in found items to the office	Listen to teacher instructions Respect the rights of others to fair play Abide by rules Follow teacher instructions Be on time Support pack up and return of equipment	Complete safety certificate as required Use equipment as designed Ask the teacher when we do not understand

15

As learners	We show respect and responsibility for self when we demonstrate these behaviours	We show respect and responsibility for others when we demonstrate these behaviours	We show responsibility and respect for Marian College and community when we demonstrate these behaviours	We show responsibility and respect for learning when we demonstrate these behaviours	We show responsibility and respect for safety when we demonstrate these behaviours
4. Assemblies/Liturgies	Wear appropriate uniform Enter in the spirit of the occasion Move to the areas designated for your House/group Ensure phones are in lockers or turned off and remain out of site.	Listen respectfully to speakers Welcome guests and new students and staff as appropriate Encourage effort and achievement in Assemblies Carry yourself with pride when receiving an award	Applaud when invited as appropriate. It is not appropriate to applaud during a liturgy/prayer or mass unless invited by the presider	Enter sacred places with dignity	Take care moving around equipment and sacred symbols.
5. Excursions/Camps and activities	Ensure Parent permission is completed in a timely manner Wear appropriate uniform/sun safe	Be punctual Follow bus and transport rules Remain seated and wear seatbelts as provided	Leave camp /excursion areas neat and tidy Students must not take their own vehicles or transport other students to	Participate fully in activities to the best of your ability	Follow all safety guidelines. Stay together. Report injuries or illness immediately to staff

	Follow teacher directions including meeting times/equipment Complete task and participate Abide by college code of expected behaviour	Seek prior permission from parents/guardian and the college for alternative transport arrangements.	activities/events under the care/organisation of the school		Report any damage or threat to staff immediately
6. Traveling to and from school	Wear correct uniform Travel safely on buses by following bus code of conduct Go home as directed by parents/guardians Notify office first if unwell Observe sign in/out of the office procedure if late/leaving early	Ride with care and wear safety helmet Observe road rules and laws Do not carry other students on bikes Submit a Permission to Drive and Driving Agreement form signed by parents/guardian and the college before you commence driving to/from school	Students with permission to drive to school must park on the Moore Street side of the school or in a side street as permitted. Students must not drive other students to or from school unless approved by the college leadership and parents/guardians		Driving/ride with caution around school areas. Avoid pathways where students and parents are entering/leaving the school

victorian institute
of teaching

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS (APST)
STANDARDS AT THE PROFICIENT TEACHER LEVEL

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know learners and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on learning	Engage in professional learning	Engage professionally with colleagues, parents / carers and community
1.1 Physical, social and intellectual development and characteristics of learners Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	**2.1 Content and teaching strategies of the teaching area(s)** Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	**3.1 Establish challenging learning goals** Set explicit, challenging and achievable learning goals for all learners.	**4.1 Support participation of learners** Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	**5.1 Assess learning** Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.	**6.1 Identify and plan professional learning needs** Use the APST and advice from colleagues to identify and plan professional learning needs.	**7.1 Meet professional ethics and responsibilities** Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.
1.2 Understand how learners learn Structure teaching programs using research and collegial advice about learning.	**2.2 Content selection and organisation** Organise content into coherent, well-sequenced learning and teaching programs.	**3.2 Plan, structure and sequence learning programs** Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.	**4.2 Manage learning and teaching activities** Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	**5.2 Provide feedback to learners about their learning** Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.	**6.2 Engage in professional learning and improve practice** Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	**7.2 Comply with legislative, administrative and organisational requirements** Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.
1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	**2.3 Curriculum, assessment and reporting** Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	**3.3 Use teaching strategies** Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	**4.3 Manage challenging behaviour** Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	**5.3 Make consistent and comparable judgements** Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	**6.3 Engage with colleagues and improve practice** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	**7.3 Engage with parents / carers** Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	**2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians** Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	**3.4 Select and use resources** Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	**4.4 Maintain safety of learners** Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	**5.4 Interpret data from learners** Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	**6.4 Apply professional learning and improve learning (of learners)** Undertake professional learning programs designed to address identified needs of learners.	**7.4 Engage with professional teaching networks and broader communities** Participate in professional and community networks and forums to broaden knowledge and improve practice.
1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	**2.5 Literacy and numeracy strategies** Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	**3.5 Use effective communication (with learners)** Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	**4.5 Use ICT safely, responsibly and ethically** Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	**5.5 Report on achievement of learners** Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.		
1.6 Strategies to support full participation of learners with disability Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	**2.6 Information and Communication Technology (ICT)** Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	**3.6 Evaluate and improve teaching programs** Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.				
		3.7 Engage parents / carers in the educative process Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.				

The Victorian Institute of Teaching acknowledges the diversity of teaching contexts and uses inclusive language to describe the professional standards for teachers.

APPENDIX 3:

POLICY ON ETHICAL STANDARDS

FOR STAFF AND ASSOCIATES OF KILDARE EDUCATION MINISTRIES

This policy document outlines the ethical expectations and requirements to be upheld by staff and associates of Kildare Education Ministries. The values expressed and related behaviours are consistent with the statement *Kildare Ministries Core Values for Education*, the *Australian Professional Standards for Teachers*, the *Victorian Institute of Teaching Codes of Conduct and Ethics*.

Principals are required to provide a copy of this document to all staff members as part of the employment process and to request acknowledgment of receipt of the document from new employees. Principals are also requested to annually review the policy, procedures and appendices with all staff.

Index

June 2014

1. Context	This policy and attached appendices including procedural guidelines establish a vision for schooling for staff and associates[1] of Kildare Education Ministries that is welcoming, open and inclusive. It is a vision that is based in the invitational message of the gospels to "come and see", to experience a style of education and quality of relationships that respects the dignity of each person within a particular faith culture. Relationships are pivotal to the wellbeing of the community and right relationships are essential for healthy and just behaviour.
2.Values	The statement *Kildare Ministries Core Values for Education* provides a bridge between the faith tradition of a Catholic school and its practices. Each member of staff has a position of trust that requires them to be faithful to these values.

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**In Kildare Ministries
Education, we will:**

Be faithful

to our Catholic heritage

Welcome

all people, especially the most vulnerable

Celebrate

all that is good with joy and gratitude

Engender

a love of learning, hope and a sense of purpose

Image and practise

justice and service

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3. What is meant by ethical standards in a school context?	Ethical standards consist of all the actions and attitudes that are designed to promote and protect a young person's physical, intellectual, spiritual and emotional health or development. It encompasses the ongoing care and concern that staff have for the young people in schools together with the responsibilities they have to do all in their power to maximise the opportunities that students have for learning

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[1] Associates are non employed persons including Board Members of Kildare Education Ministries,
Stewardship Council Members and volunteers who undertake work in the name of Kildare Ministries

and personal development. It also includes ensuring that the rights and dignity of all people in the broader school community are respected.

The key focus of policies and procedures regarding ethical standards in Kildare Education Ministries schools will be to ensure that no-one is put at risk by behaviours that are inappropriate, wrong or abusive.

4. Policy statement

Kildare Education Ministries commits itself to the promotion of ethical standards that encourage right relationships and wellbeing within all members of the school community. It further commits itself to follow all protocols and procedures contained within this document together with those stipulated by legislation and statutory regulations.

A serious transgression of ethical standards on the part of a person employed by Kildare Education Ministries is a breach of conditions of employment in a Catholic school.

5. Legislative and Statutory Obligations

Members of the Kildare Ministries Resource Team are required to regularly appraise themselves of relevant changes or amendments to legislative and statutory requirements relating to ethical standards particularly in the areas of grooming, child endangerment, and reporting to police and to incorporate such changes into this document.

6. Guiding Principles of Ethical Standards

The professional conduct of staff members and associates of Kildare Education Ministries is characterised by the quality of relationships they have with students, parents (including guardians and caregivers), and their colleagues.

6.1 Relationships

Relationships with Students

6.1.1 Teaching staff will commit themselves to student learning through diligent planning and preparation for classes, through knowing their students as individuals and catering for their individual differences, and through the establishment of high expectations for all.

6.1.2 Staff members will treat students with respect and courtesy and do all in their power to establish an environment that promotes mutual respect. They will endeavour to protect students from intimidation, harm and embarrassment and will treat personal problems or issues with sensitivity and confidentiality.

6.1.3 When dealing with student breaches of the school's code of expected behaviours, staff members will utilise processes in keeping with the principles of restorative justice and employ consequences commensurate with the nature of the offence.

6.1.4 Staff members will at all times maintain professional relationships with students, different from that of a parent or friend. They will not violate the unique position of influence and trust they hold, nor compromise their relationship with students through inappropriate conduct.[2]

Relationships With Colleagues

6.1.5 Staff members will treat colleagues with respect and courtesy. They will contribute to the development of working relationships that are mutually supportive and strive to build a positive climate of relationships and morale within the staff group as a whole.

6.1.6   Staff members will share their expertise through collaborative planning of the teaching and learning program for the common good of students and colleagues.

Relationships with Parents, Carers and Community

6.1.7 Staff members will consider the opinions of parents and carers when addressing the educational and wellbeing needs of students.

6.1.8 Staff members will communicate in a timely and appropriate manner when responding to issues or concerns expressed by parents and carers.

6.1.9 Staff members will respect the cultural and religious backgrounds of students.

6.2 Personal Conduct

6.2.1   Within the broader community, staff members will behave in a manner which contributes to the professional standing of their colleagues and the public image of their employing school. Such personal conduct will include responsible use of social media.

6.2.2 Staff members will not exploit their position for personal or financial gain nor engage in private business undertakings which impinge on their capacity to perform as an employee.

6.2.3 Within the broader community, staff members will act with discretion and maintain confidentiality with regard to workplace issues.

6.3 Professional Competence [3]

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[2] See Appendix 2 for Situations Where a Breach Of Trust Occurs
[3] Refer also to http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

6.3.1 Staff members will maintain high professional standards and engage in ongoing professional learning with regard to contemporary pedagogy.

6.3.2 Staff members will be aware of and enact their legal and statutory responsibilities in relation to the following :

- Duty of care
- Discrimination, harassment and vilification
- Negligence
- Mandatory reporting
- Privacy
- Occupational health and safety
- Teacher registration and criminal record check within the relevant jurisdiction
- Working With Children Police check

Guide to Appendices

Appendix 1   Guidelines For Protective Behaviours For staff Employed In Kildare Ministries Schools

Appendix 2   Examples Of Situations Where A Serious Breach Of Ethical Standards Occurs

Appendix 3   Procedures In the Event Of A Serious Breach Of Ethical Standards

Guidelines For Protective Behaviours For Staff Employed in Kildare Education Ministries Schools.

1. Never be under the influence of, or consume alcohol or prohibited substances on school premises, at school camps or at school sponsored activities involving students when the staff are responsible for supervising students, or provide such substances to students.

2. At school sponsored activities where alcohol is served, such as senior graduation functions where parents are in attendance, ensure that sensible provision and responsible serving of alcohol occurs.

3. Not tutor for remuneration students from his/her school or in any way gain money directly from students.

4. Not engage in private business that, in the judgement of the Principal, impacts in an adverse way on the ability of a teacher to perform their normal duties.

5.   Not exploit students or families in the school community by seeking discounted prices for goods purchased from them or any similar practice

6.   Not engage in any sexual exploitation or abusive act with, or to a student, including

- use of suggestive language
- any solicitation, encouragement or physical relationship with a student, or any sexual contact with a student. This includes dating a student or otherwise being involved in an inappropriate personal or social relationship or grooming a student for a future relationship.
- any soliciting of any unlawful sexual act, whether written, verbal or physical
- any act of child abuse, as defined by law
- any act of sexual harassment, as defined by law

7. Not engage in an intimate or sexual relationship with a student within a period of two years after the student has left the school or 18 years of age or older.

8. As safeguards for both staff and students, it is advisable to ensure that:

- the place where one is alone with a student can be seen by others (this factor should be taken into account in the architectural design and construction of new areas)
- staff do not to travel alone with a student (where possible parents should be contacted if such an eventuality is essential or, if this is not possible, someone in the school should be told of the arrangement)
- touching of students is avoided, except in situations of medical necessity or adversity
- communication with students via social media, and other forms of written or electronic communication does not take place outside of teaching and learning activity.
- staff members should protect their own private lives through the use of available safeguards when using social media.
- students do not have access to the personal telephone numbers or email addresses of staff. Where appropriate, staff work email addresses may be made known to students and parents.
- permission to photograph students is obtained by the school on an annual basis.

9. Avoid any form of behaviour towards students where the intent is primarily to threaten; for example, punishing a whole class for the misbehaviour of some individual students, threatening with some severe or unreasonable punishment, using information in a way that defames students, or carrying punitive action over from year to year.

10. Avoid confiscating student property with no indication as to when it will be returned or the conditions for regaining it.

11. Refrain from smoking during school hours or at school functions when responsible for supervising students.

12. Ensure that the teaching of contentious issues is not in any way contrary to the standards endorsed by the school and the Catholic Church

13 . Avoid making public any information about a student (or about a family from the school) that is known only from one's position as a staff member

14. Be familiar with and support the policy documents of the school where the staff member or associate is employed or engaged

Examples Of Situations Where A Serious Breach Of Ethical Standards Occurs

A breach of trust occurs in general when there is a violation of professional boundaries. Such breaches occur when a staff member or associate's behaviour endangers the physical or emotional well-being of another person. Areas where a breach of trust occurs but not limited to include:

- situations where there is an unacceptable use of power by an individual or a group

- accessing sexually explicit or other inappropriate material using school or privately owned computers or the school operated network

- threatening language or behaviour being used by an adult to frighten or coerce a student

- situations where there is inappropriate physical contact between an adult and a student

- situations where there is sexual activity between an adult and a student or grooming for such activity

- staff harassing or bullying other staff or members of the school community

- a staff member promoting issues and beliefs contrary to the stated ethos of the school or the teachings of the Catholic Church

Procedures In The Event Of a Serious Breach Of Ethical Standards

Serious Breaches Of Ethical Standards

A serious breach of ethical standards is one that could lead to a criminal or civil law prosecution or one that could lead to a staff member being sanctioned by a statutory authority such as a registration authority.

When allegations of unethical behaviour are made against any existing or former employee, volunteer or associate of Kildare Education Ministries, all such instances must be acted upon. Principals of schools must respond to all allegations of serious breach of ethical standards and report such to the Executive Director of Kildare Education Ministries.

Depending on the nature of the reported behaviour, the following actions will occur, some of which may occur concurrently. The nature of investigations will be agreed upon between the relevant school Principal and the Executive Director of Kildare Ministries.

- Engagement of external assistance with investigations using the resources of the Professional Standards Resource Group
- Reporting of alleged behaviour to police authorities where a criminal act may have occurred
- Notification of alleged behaviour to other statutory bodies such as a teacher registration authority or government agency responsible for mandatory reporting
- Reporting alleged behaviour to industrial relations support agencies and professional conduct and ethical investigations personnel within Catholic Education Offices where a breach of employment conditions may have occurred.

Serious allegations, particularly those involving a staff member and student, may necessitate the standing aside of the staff member with salary from normal duties whilst the matter is investigated. Accordingly it will be necessary to seek the support of the relevant industrial relations agency to receive advice and assistance in terms of the processes to be followed once a determination is reached regarding the matter under investigation.

All steps in the investigative process (interviews, meetings, telephone calls etc) should be carefully documented.

If there is any reason to believe a crime or indiscretion has occurred and a staff member is involved, the Principal will need to ensure that there is no further opportunity for breach of responsibilities while the investigation is occurring

Less Serious Breaches Of Ethical standards

Less serious breaches of ethical standards in areas such as professional performance or collegial relationships will normally be dealt with by the Principal or Co Principals of a school according to the school's own set of procedures. Again, the advice of an industrial relations agency may be required. Documentation of each instance of breach of responsibility and subsequent meetings with the staff member must also occur with separate records kept under the name of the staff member and student.

Such breaches may lead to a formal reprimand or, in the case of repeated breaches, the instigation of due process that may lead to dismissal.

Ultimate Decision Making In the Event Of A Serious Breach Of Ethical Standards

As the civil authority and employer for Kildare Education Ministries Schools, the Board of Kildare Education Ministries will make the ultimate decision regarding continuing employment in situations where a serious breach of ethical standards has occurred. This decision will be informed by advice from a school Principal or Co Principals, the Executive Director of Kildare Ministries, and other professional agencies involved in an investigation.

Resources To Assist With The Resolving Of Issues

- Kildare Ministries Resource Team
- Catholic Education Offices
- Diocesan Industrial Relations Offices
- Professional Standards Resource Group
- State Teacher Registration Bodies

Existing Documents To Support This Policy Document

Towards Healing, Principles and Procedures in Responding to Complaints of Sexual Abuse Against Personnel Of The Catholic Church in Australia, Australian Bishops Conference, January 2010

Integrity In Ministry, A Document Of Ethical Standards For Catholic Clergy and Religious In Australia, April 2010

Integrity In The Service Of The Church A Resource Document of Principles and Standards for Lay Workers in the Catholic Church, 2011

Sexual Harassment: A Code For Practice, Human Rights and Equal Opportunity Commission, 2004

Legal Issues in Schools, Catholic Education Office, Revised Edition 2009

Victorian Institute Of Teaching   Victorian Teaching Profession Code of Conduct and Standards of Professional Practice for Teachers, June 2008

Reporting Child Abuse Health and Community Services, Updated August 2013

Mandatory Reporting of Child Physical and Sexual Abuse CEOM 2011

Victorian Catholic Education Multi Employer Industrial Agreement, 2014

Resource Sheets www.aifs.gov.au/nch/publications/resources

Catholic Education SA (CESA) Information Sharing Guidelines, Draft, 2011

Data Collection, Management, Access, Use and Reporting Policy, SACCS 2002

Guidelines for the Selection of Staff in Diocesan Catholic Schools, SACCS 2010

Information and Communication Technology (ICT) Policy, SACCS 2010

Policy for the Care, Wellbeing and Protection of Children and Young People, SACCS July 2011

Policy for Responding to Concerns, Complaints, Grievances and Allegations of Misconduct, SACCS 2005

Privacy Policy, SACCS March 2014

Procedures for Dealing with Family law Related Issues, SACCS, July 2009

Procedures for Reporting Child Abuse and Neglect, SACCS October 2010

Procedure for Resolving Complaints, SACCS 2004

Procedures for Responding to Bullying and Harassment in the Workplace, SACCS March 2014

Procedures for Responding to Discrimination, SACCS 2006

Protective Practices for Staff in Their Interactions with Children and Young People, DECS, AISSA CESA, Revised 2011

Responding to Problem Sexual Behaviour in Children and Young People. Guidelines for staff in Education and Care Settings, DECS, AISSA and CESA, 2010

THE CULTURE OF LEARNING AT MARIAN COLLEGE

Our Commitment to Learning
We encourage excellence and perseverance in learning
We strive for continuous improvement.

FORTITER ET SUAVITER

Student Learning- Action Statement

I WILL:

- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow

MARIAN COLLEGE

APPENDIX 5