



**Southern Cross
Catholic College**

Co-educational Prep - Year 12
REDCLIFFE

Student Behaviour Support Plan



VISION

Southern Cross Catholic College is a learning community which aspires to growth in knowledge, love and service in the presence of God.

MISSION

In the light of the Gospel and the educational values of its Founders, our College is a Christian community of lifelong learners committed to nurturing the gifts and potential of its members. We seek to serve the wider community, promote dignity and justice for all people and be active stewards of the environment.

MOTTO

The College motto 'Seek the Light' draws attention to the spirituality which forms the basis for the name Southern Cross Catholic College. It focuses clearly on Jesus as the 'Light of the World', the guiding light and the inspiration for our lives. The motto is an imperative to seek the light of Christ and the light of learning.

SCHOOL VALUES, SPIRITUALITY & CHARISM

As a Catholic community, the beliefs of Southern Cross Catholic College were formulated from the common threads of the three founding orders – Josephite, Brigidine and De La Salle Orders. We believe God is present in every person, moment, event and time. We are called to respond to this energising presence as Jesus did in love, service and justice.

RATIONALE

In the light of our Mission and Vision Southern Cross Catholic College provides all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive, learning environment where mutually respectful relationships are the defining features of our dynamic, Christ-centred community.

Positive student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe.

It is acknowledged that a diverse range of personal, social, cultural, family, technological and religious influences can impact on the relational and behavioural responses of students at any given point in time.

The Melbourne Declaration on Educational Goals for Young Australians (2008) recognises that schools play a vital role in promoting and improving the educational goals for all students. The National Safe Schools Framework (2011) provides schools with the following vision: "All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing". In light of these influences, our College seeks to develop appropriate behaviours and respectful relationships that are infused with gospel values.

The Southern Cross Catholic College Student Behaviour Support Plan aligns with Brisbane Catholic Education's 'Student Behaviour Support Policy 2012'.

Southern Cross Catholic College is committed to positive, proactive practices in support of student behaviour. Our plan is based on the belief that young people in Catholic schools are on a journey to spiritual, social, emotional, physical, psychological and intellectual development. Formation in appropriate behaviour and respectful relationships in our College occurs in a safe, supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore right relationships in a climate of safety, acceptance and reconciliation.

CONTEXT STATEMENT

Southern Cross Catholic College is a Prep to Year 12 co-educational College located on the Redcliffe Peninsula. The College draws students from the Redcliffe Peninsula and from surrounding areas. We provide a comprehensive education for approximately 1600 students across four campuses. The College operates under four phases of learning. Three campuses offer Early Years (Prep to Year 2) and Junior Years (Year 3 to Year 6). The fourth campus offers Middle (Years 7 to 9) and Senior Years (Years 10 to 12). As one College the curriculum is seamless between the phases of learning. Through the four phases of learning Southern Cross Catholic College offers a diverse curriculum that caters for all learners. The curriculum offers opportunities appropriate to students who wish to follow either an academic or vocational pathway. The curriculum supports a diverse range of learners.

Southern Cross Catholic College is a faith based community where students, parents and staff share in Catholic values, traditions and beliefs. The student population is characterised by a wide range of abilities and also a wide range of socio-economic backgrounds. The majority of students are of Anglo Saxon descent and have English as their first spoken language. We also have a number of students from Indigenous; Pacific Islander backgrounds; some from refugee families and an increasing number of international students. The College acknowledges and celebrates the diversity of its community members. Students of the College are supported by over 180 teaching and support staff who are committed to develop and nurture the gifts of their students. This development takes place in a supported and respectful environment which aims to create life-long learners who reach their potential in all aspects of life.

Consultation and Data Review

The Southern Cross Catholic College Student Behaviour Support Plan was developed through consultation and collaboration of staff and students from all four campuses and was completed in 2013. Throughout this process the Southern Cross families were able to offer feedback at a P&F and College Board level. The Student Behaviour Support Plan will be due for review in 2015.

The College collects data in numerous ways to make informed decisions about student behaviour and the review of the Plan.

These include:

- Hard copy and electronic data bases;
- Student and Teacher Feedback – staff meeting discussions / surveys;
- Anecdotal evidence.

COLLEGE BELIEFS

Our belief at Southern Cross Catholic College is that a “comprehensive whole-school approach provides pastoral care, protection of students, student behaviour support and fosters social and emotional wellbeing” (Brisbane Catholic Education 2011).

Beliefs about Learning

The five core assertions, identified by Brisbane Catholic Education, underpin the way in which learning and teaching are planned, organised and enacted at Southern Cross Catholic College:

- The focus is on the whole person;
- To be successful, creative and confident;
- Learning and living are inextricably linked;
- Learning and teaching prepares students for global responsibilities;
- Behaviour is learned and therefore needs to be taught and practised consistently.

At Southern Cross Catholic College, we educate the whole person in community: created in the image and likeness of God individuals develop spiritually, physically, socially, emotionally, morally and cognitively. Southern Cross intentionally implements a curriculum based on the Gospel and educational values of our Founders.

Our school demonstrates these commitments when we:

- Provide caring and safe environments;
- Recognise the individuality and dignity of each student and member of the school community;
- Foster life-giving relationships within the school community.

We reflect the above through:

- The ways in which we foster the dignity, self-esteem and integrity of each person;
- The quality of relationships within our College and the pastoral care of each person;
- The promotion of inclusive practices related to race, socio-economic circumstances, culture, gender, religion, physical and cognitive abilities and mental health and wellbeing.

Beliefs about Behaviour

Our College believes in providing high-quality student support through our Student Behaviour Support Plan, supported by Brisbane Catholic Education’s Student Behaviour Support Policy and Student Behaviour Support: Guidelines, Regulations and Procedures. This Plan helps to foster and cater for all students within our diverse community. Southern Cross Catholic College Student Behaviour Support Plan is intended to promote the good order and safety of our school community. This Plan aids to foster self-discipline and responsibility, so that our students progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good.

“A safe school is one in which the total school climate allows students, teachers, administrators, staff and visitors to interact in a positive non-threatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth” (Boucher 2005, p. 56).

Our whole school approach includes:

- Teaching behaviour and personal and social learning in a curriculum context, through Learning Areas and/or the General Capabilities of the Australian Curriculum;
- A consistent approach that has the support of the school community;
- Effective systems for collecting, analysing, and responding to student wellbeing and behaviour data;
- Effective teaching of expected behaviour and/or social skills;
- Effective learning and teaching practices to engage students in learning;
- A focus on positive relationships and mutual respect;
- Support for students who are identified as requiring additional assistance;
- Support systems for staff, including professional learning opportunities, mentoring and debriefing opportunities;
- Systems to reinforce expected and positive behaviours;
- A physical environment that demonstrates school pride, cleanliness and order and respect for property;
- Wrap-around support and Individual Behaviour Support Plans for students with high level needs.

A proactive whole school approach to behaviour and wellbeing is the most effective way to reduce behavioural problems (QSAAV 2011, Gladden 2002, Bucher & Manning 2005, and SWPBS). Effective whole-school approaches have also been positively correlated with increases in academic achievement (Kids Matter, Mind Matters, SWPBS), and feelings of safety (Consortium to Prevent School Violence 2008).

WHOLE SCHOOL EXPECTATIONS

Southern Cross Catholic College STAR Rules

- * **Stay Safe**
- * **Take Responsibility**
- * **Actively Learn**
- * **Respect Self and Others**

See Appendix

- Rules Posters
- Behaviour Matrixes for each campus

RIGHTS AND RESPONSIBILITIES

In the light of Gospel values, we each have the following rights and responsibilities as members of the Southern Cross Catholic College community.

Remember:

A **“RIGHT”** belongs to me. We **ALL** have the same rights. There are **NO** rights without responsibilities.

“RESPONSIBILITIES” are things that I should do without being told. Some of these things I should do for others, and some of these I should do for myself.

“RESPONSIBILITIES” ensure everyone’s **“RIGHTS”**.

STUDENTS – Rights and Responsibilities

FAITH

Each student has the *right* to:

- participate fully in the faith life of the College;

Each student has the *responsibility* to:

- respect and be supportive of the vision and mission of the College;

LEARNING

Each student has the *right* to:

- learn;

Each student has the *responsibility* to:

- remain focused on learning and support the learning of others;

SAFETY AND WELLBEING

Each student has the *right* to:

- be treated with respect, tolerance and understanding;
- be safe and free from harassment and for his/her property to be safe;
- have a pleasant, healthy and safe environment;
- be in a College well regarded in the community;

Each student has the *responsibility* to:

- treat everyone with respect, tolerance and understanding;
- respect all people, personal property and others' rights; observe safety rules; report bullying, harassment and/or theft;
- care for the College environment; avoid unhealthy and dangerous practices;
- behave in a way that reflects well on themselves, their family and the College;

COMMUNICATION

Each student has the *right* to:

- express concerns through appropriate channels.

Each student has the *responsibility* to:

- contribute positively to discussions and accept decisions respectfully.

PARENTS – Rights and Responsibilities

FAITH

Parents have the *right* to:

- participate fully in the faith life of the College.

Parents have the *responsibility* to:

- be supportive of the College Mission, Vision and the Catholic education of their children.

LEARNING

Parents have the *right* to:

- a holistic education for their child;
- expect a high standard of teaching and learning practices that meet the needs of individual learners;
- understand the expectations of the classroom curriculum and seek guidance on how they can assist at home;
- expect class time to be utilised to maximise learning.

Parents have the *responsibility* to:

- provide their child with correct equipment so they can participate fully in all College activities;
- be supportive of, and foster a positive attitude towards all educational tasks both at school and at home;
- be partners with the school in their child's learning;
- respect teaching and learning during school time and be mindful that appointments with teachers are best made at appropriate times.



PARENTS – Rights and Responsibilities

SAFETY AND WELLBEING

Parents have the *right* to:

- expect their child will be safe at school in an environment which nurtures their overall wellbeing;
- have the College actively teach and promote student rules and expectations and for these to be enforced for the good of all students and College;
- be part of a College that has high expectations of students in all areas of personal development.

Parents have the *responsibility* to:

- present their child ready for learning. This is achieved through good health, nutrition and adequate sleep;
- support and respect the College rules and expectations;
- provide current contact details;
- ensure your child is dressed according to the uniform guidelines;
- follow and respect the procedures for absences, late arrivals and early departures;
- advise the school of particular or changed circumstances that might affect their child's progress or well-being.

COMMUNICATION

Parents have the *right* to:

- be informed of their child's progress, as appropriate, via formal and informal means;
- be informed of any significant issues impacting on their child's welfare;
- voice concerns or complaints;
- be communicated with in a respectful manner.

Parents have the *responsibility* to:

- use their child's classroom or pastoral care teacher as the first point of contact for issues of concern;
- inform the College regarding their child's welfare;
- use the appropriate channels to voice concerns or complaints as stated in the Parent Handbook;
- model courteous behaviour and treat all members of the College community with respect and consideration.

STAFF – Rights and Responsibilities

FAITH

Staff have the *right* to:

- access resources and professional learning for the teaching of the Religion Curriculum;
- spiritual development and faith formation opportunities;
- be provided with opportunities that promote the religious life of the College.

Staff have the *responsibility* to:

- be supportive of the College mission and vision by:
 - delivering a high standard of Religious education;
 - providing and modelling a variety of opportunities of meaningful prayer for students;
 - participating in all aspects of the religious life of the College.

LEARNING

Staff have the *right* to:

- be provided with appropriate and relevant professional development opportunities;
- an adequately resourced classroom and other resources (including IT);
- expect students to be fully prepared for learning;
- expect assessment tasks to be submitted on time;
- be supported by the Curriculum Leader.

Staff have the *responsibility* to:

- foster a positive attitude towards teaching and learning;
- maintain currency of professional learning and engage in professional sharing;
- use quality and current pedagogy to maximise learning;
- be prepared and adequately resourced for class;
- provide a high quality and differentiated curriculum to meet the needs of all students;
- utilise class time to maximise learning and set realistic timeframes;
- give constructive feedback to students regularly;
- engage in and contribute to professional dialogue and act upon outcomes.

STAFF – Rights and Responsibilities

SAFETY AND WELLBEING

Staff have the **right** to:

- feel safe in the classroom and around the College;
- be informed and trained in current child protection legislation and guidelines;
- work in a safe, healthy and pleasant environment and be informed of current Workplace Health and Safety practices;
- access BCE health and support services.

Staff have the **responsibility** to:

- be on time for class, assemblies and duties;
- actively supervise students in your care;
- ensure rolls are marked accurately and timely;
- understand and enact responsibilities of student protection guidelines as indicated by legislation and BCE policy;
- adhere to BCE workplace health and safety guidelines for self, students and others;
- leave classrooms in a clean and tidy state;
- maintain good general health and wellbeing and access appropriate health services when required.

COMMUNICATION

Staff have the **right** to:

- have parents communicate with them in a respectful manner;
- appropriate and effective systems of communication in place for staff, students and parents;
- be informed of important information that impacts on the well-being of students;
- be responded to by colleagues in a timely and respectful manner;
- be treated with respect and have a positive work environment;
- be informed of upcoming College activities and alterations to usual procedures or timetables.

Staff have the **responsibility** to:

- inform parents in a timely and respectful manner of issues that affect their child:
 - academic
 - social
 - spiritual
 - physical and mental well being;
- choose appropriate modes of communication with parents and students that are mutually suitable and appropriate;
- inform colleagues, who are key stakeholders, of information that impacts on individual student well-being;
- respond to requests from colleagues in a timely and respectful manner;
- maintain positive work relationships;
- listen, read and act upon College communication processes.

A THREE DIMENSIONAL APPROACH TO A PROACTIVE WHOLE SCHOOL BEHAVIOUR PLAN

	PROACTIVE WHOLE COLLEGE	RESPONSIVE SMALL GROUP	RESPONSIVE INDIVIDUAL
HOW	<ul style="list-style-type: none"> - Whole school philosophy - STAR Rules and Matrix - Engage students in learning - Quality relationships - Build a sense of community - Teach social and emotional skills - Professional development - Celebrate and acknowledge of positive behaviours 	<ul style="list-style-type: none"> - Personal development programs - Teach Social skills - Teach Life skills - Teach Resilience - Differentiated Curriculum - Behaviour Coaching - Class meetings - Class meditation - Referrals to LEC, ST:IE, Guidance Counsellor, Student Support Services 	<ul style="list-style-type: none"> - Behaviour Analysis - Individualised behaviour plans - Adjustments - curriculum, learning, environment and routines - Positive reinforcements - Communication with parties involved (Parents, Teachers, Pastoral Leaders, etc) - Mentoring staff and students
WHO	<ul style="list-style-type: none"> - Whole College Staff - College Community including Parents, College Board and P&F 	<ul style="list-style-type: none"> - Head of Campus - Classroom Teachers - Pastoral Leaders - Parents - Students - Support Staff - Guidance Counsellor, ST:IE, Indigenous Support Staff, Careers Coordinator, Vocational Education Coordinator - School Officers 	<ul style="list-style-type: none"> - College Leadership Team - Class Teachers - Pastoral Team - Parents - Students - School Officers - Support Staff - Guidance Counsellor, ST:IE, Indigenous Support Staff - Brisbane Catholic Education - Outside agencies - Police Liaison Officer - Student Support Services
STRATEGIES	<ul style="list-style-type: none"> - Teach STAR Rules and Matrix - Positive Staff-Student interactions - Community building - Assemblies - Communication with stake holders (eg, website, newsletter, parent nights) - Professional Development - Anti-bullying and Harassment Policy - Student Behaviour 	<ul style="list-style-type: none"> - Consultation with Support Staff - Small group student teaching - Professional Development / support - Student Support Team Meetings, WRAP around model - Behaviour plans devised with Support Staff 	<ul style="list-style-type: none"> - Targeted Individual Program - Targeted intervention based on data collected - Explicit teaching of necessary skills - Adjustments - curriculum, learning, environment and routines - One-to-one with ST:IE or Guidance Counsellor, Pastoral Leaders, Head of Campus, Deputy Head of Campus, Teacher - Student Support Team Meetings WRAP around model - Behaviour Plan

CONSEQUENCES FOR INAPPROPRIATE STUDENT BEHAVIOUR

Prior to any activity students must be informed of the expected behaviour. If problem behaviours occur it must first be decided if it is a Minor or Major Behaviour, with the following agreed understanding:

Minor Behaviour – behaviour handled by the witnessing staff member at the time it happened;

Major Behaviour – behaviour referred directly to Pastoral Leader or Campus Leadership Team via Campus Procedure.

Individual classroom teachers and teachers on playground duty will be primarily responsible for dealing with minor behaviours. When applying consequences for unacceptable behaviours, they should be:

- Supportive
- Fair
- Logical
- Consistent

When responding to a problem behaviour, staff members ensure that students understand the relationship between the problem behaviour and the College expectations. The method staff use to achieve this is to:

- Define the expectation or College rule;
- Discuss how their behaviour differs from the expectation or College rule;
- Discuss the possible consequences of the behaviour;
- Identify and teach the replacement behaviour.

When applying consequences, the individual circumstances and actions of the student and the needs and rights of the community members are considered at all times.

MINOR BEHAVIOURS

Minor behaviours are those that:

- Do not seriously harm others or cause you to suspect that students may be harmed;
- Do not violate the rights of others in a serious way;
- Are not part of a pattern of problem behaviours;
- Do not require involvement of specialist support staff, Pastoral Leader or administration.

Minor behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology or restitution;
- Re-teaching of expected behaviour.

MAJOR BEHAVIOURS

Major behaviours are those that:

- Significantly violate the rights of others;
- Put others/self at risk of harm;
- Are minor behaviours repeated regardless of intervention;
- Require the involvement of Pastoral Leaders or Campus Leadership Team.

When major problem behaviours occur, staff members state the major problem behaviour and remind the student of the expected school behaviour. The witnessing staff member refers the student to the Pastoral Leader or Campus Leadership Team. A written notification will be required within a reasonable timeframe.

Major problem behaviours may result in the following:

- Conference with pastoral, curriculum or campus leader; re-teaching of expected behaviour; a restorative process with peer or staff member; time in the office, alternative lunchtime activity, loss of privilege, restitution, loss of break time; parent contact, referral to the Guidance Officer or ST:IE; time out, detention, suspension or exclusion from school;
- ***Students who engage in very serious problem behaviour such as major violent physical assault, or the use of weapons can expect to be recommended for exclusion from school following an immediate period of suspension.***

The following table outlines examples of minor and major problem behaviours:

MINOR BEHAVIOUR	DEFINITION
• Inappropriate Verbal Language	• Low intensity instance of inappropriate language, language such as unsuitable words
• Physical Contact	• Non-serious, but inappropriate physical contact/touching with the hands or feet which does not result in serious injury
• Disobedience / Non-compliance	• Brief or low intensity failure to respond to adult requests
• Disrespect	• Behaviour which shows contempt to authority
• Disruption	• Low-intensity, but inappropriate disruption/interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others
• Property misuse	• Low-intensity misuse of property in a way it was not designed that does not cause physical harm or injury to one's self or others
• Lying	• Student delivers messages that are untrue and/or deliberately violates rules in a minor way
• Teasing	• Low level, repeated inappropriate and/or unwanted imagery, verbal, non-verbal, written or physical interactions
• Theft	• Infrequent taking of someone else's property without permission that has low monetary or personal value

MAJOR BEHAVIOUR	DEFINITION
<ul style="list-style-type: none"> • Abusive language / Inappropriate language / Profanity 	<ul style="list-style-type: none"> • Swearing or curse words towards others in a demeaning or provoking manner. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; verbal attacks on ethnic origin, disabilities or other personal issues.
<ul style="list-style-type: none"> • Defiance 	<ul style="list-style-type: none"> • Constant/bold refusal to follow directions and/or rules combined with an attitude of rebelliousness that challenges/resists authority/engaging in a power struggle
<ul style="list-style-type: none"> • Fighting / Physical Aggression 	<ul style="list-style-type: none"> • Actions involving serious physical contact where injury may occur. • Contact with the intent or outcome of causing injury or harm to others.
<ul style="list-style-type: none"> • Property damage / Vandalism 	<ul style="list-style-type: none"> • Student participates in an activity that results in substantial destruction or disfigurement and usefulness of property
<ul style="list-style-type: none"> • Skip class / Truancy 	<ul style="list-style-type: none"> • Student leaves class / school without permission or stays out of class / school without permission
<ul style="list-style-type: none"> • Bullying / Harassment 	<ul style="list-style-type: none"> • Deliberate hurtful behaviour repeated over time where it is difficult for those being bullied to defend themselves. This can include imagery, verbal, non-verbal, written, physical, emotional or cyber interactions.
<ul style="list-style-type: none"> • Theft 	<ul style="list-style-type: none"> • Taking someone else's property or money without permission
<ul style="list-style-type: none"> • Taunting 	<ul style="list-style-type: none"> • Student delivers disrespectful messages (verbal, gestural, cyber) to another person that includes threats and intimidation, obscene language, gestures, pictures or written notes
<ul style="list-style-type: none"> • Forgery 	<ul style="list-style-type: none"> • Signing someone else's name or taking credit for something which is not yours

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Consequences for problem behaviours vary according to a number of factors which may include:

- Age of the child;
- Previous behaviour record;
- Severity of incident;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action;
- Honesty and perceived level of genuine remorse;
- Individual circumstances.

When applying consequences, the individual circumstances, actions of the students and the needs and rights of the community members will be considered at all times.

RECORD KEEPING

Each major incident is to be recorded.

The purpose of student behaviour data is to:

- Track and monitor where problem behaviours occur;
- Capture an accurate description used to inform an appropriate response at a school level and in discussion with parents;
- Identify patterns of behaviour requiring further planning at a school level;
- Have data at our finger tips;
- Be accountable.

REINFORCING EXPECTED BEHAVIOURS

Southern Cross Catholic College acknowledges appropriate behaviour and provides students with positive intrinsic and extrinsic rewards for engaging in expected school behaviours. Reinforcement systems are designed to increase the quantity and quality of positive interactions between students and staff.

PROCESS FOR APPEALS

As prescribed in the BCE Student Behaviour Support: Guidelines, Regulations and Procedures Handbook (p45).

Appeals by parents/caregivers, or students living independently, are made to:

- The Principal of the school: in relation to a decision to suspend a student for less than three (3) days. Parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal;
- The Area Supervisor: in relation to a decision to suspend a student for more than three (3) days from a particular school;
- The Executive Director: in relation to a recommendation to exclude a student from a Brisbane Catholic Education school.

Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

ANTI-BULLYING AND HARRASSMENT POLICY

Southern Cross Catholic College does not tolerate bullying or harassment in any form. All members of the College community are committed to ensuring a safe and caring environment that promotes personal growth and positive self-esteem for all.

Bullying in any form is considered a major behaviour and will be dealt with as per procedures outlined in 'Consequences for Inappropriate Student Behaviour'.

Please see Appendix for complete Anti-Bullying and Harassment Policy.

This policy is due for review in 2014.

APPENDICES

Stay Safe

Take

Responsibility

Actively Learn

**Respect Self
and Others**





Southern Cross Catholic College

Delany Behaviour Matrix



General Learning Areas	Playground	Transition	Church/Assembly	Toilets	Excursions / Camps / Sport
Walk and move sensibly Keep work areas tidy Use equipment for its own purpose Be aware of the people around you	Walk on the concrete Hats on Hands and feet to yourself Leave rocks on sticks on the ground Use equipment appropriately	Walk sensibly in lines Walk on the paths Right place, right time	Enter and exit calmly Hold symbols and candles carefully	Wash hands Ask for permission to go when required Open and close doors gently	Keep hands, feet and objects to yourself Follow all road safety rules Facing forward and quiet voices while on bus
Respect people's and school property Hand up to speak and move Have reasons for the things you say and do Be prepared	Follow rules of games Listen to all teacher directions Play in your designated area Have the strength to be sensible	Choose the best action at all times Put all property where it belongs Make strong choices	Participate appropriately Allow others to participate or connect with God in their own way Sing and participate with enthusiasm	Flush toilets Use paper and soap carefully Save every drop – Turn off taps	Right place, right time, right person Be responsible with own and others property
Always try your best and your best gets better. Remain on task and ask for help when needed! Be brave participate to progress! Be an active listener.	Respond to bells – bell, toilet, drink, line up Learn rules to games Participate positively	Be organised Be on time Be ready to pursue your personal best	Listen attentively Learn prayers Go in peace to love and serve the Lord	Toilet at breaks Walk directly to and from toilets	Listen and do Keep trying Pursue your personal best no matter who you work with
Listen to teachers and others Do what the teacher says the first time. Take turns when speaking and working together Use manners Be W.E.S.T	Make Jesus real! Include and encourage Speak kindly to others Take Responsibility Take turns Treat others like you would like to be treated	Move quietly Share the paths Consider other classes	Enter and leave peacefully Show reverence Treat church property with care	In, do, wash, out Inside voices	Use manners, please and thank you Follow instructions Refs rule! Include and encourage



Southern Cross Catholic College

Frawley Behaviour Matrix



General Learning Areas	Playground	Transition	Church/Assembly	Excursions / Camps / Sport	Toilets
Walk and move sensibly Keep work areas tidy Use equipment correctly Be aware of the people around you	Walk on the concrete Hats on Hands and feet to yourself Leave rocks on sticks on the ground Use equipment appropriately	Walk sensibly in lines Walk on the paths Right place, right time	Enter and exit calmly Hold symbols and candles Carefully Hats on at Parade Cross the road safely at the lights	Follow all road safety rules Facing forward and quiet voices while on bus Stay in correct areas, and with your group	Wash hands Ask for permission to go when required Open and close doors gently Soap and water off the floor
Respect everyone's property Hand up to speak and move Wear your uniform correctly Have reasons for the things you say and do Be prepared	Follow rules of games Listen to all teacher directions Play in your designated area Have the strength to be sensible Choose the best action at all times Put all property where it belongs Make strong choices	Choose the best action at all times Put all property where it belongs Make good choices	Participate appropriately Allow others to participate or connect with God in their own way Sing and participate with enthusiasm	Be responsible with everyone's property care for school equipment care for the environment	In, do, wash, out Toilet at breaks
Always try your best and your best gets better. Remain on task and ask for help when needed! Be brave participate to progress! Be an active listener.	Respond to bells: toilet, drink, line up Learn rules to games Participate positively	Be organised Be on time Be ready to pursue your personal best	Listen attentively Learn prayers Go in peace to love and serve the Lord	Listen and do Keep trying Pursue your personal best no matter who you work with	Toilet at breaks Walk directly to and from Toilets
Listen to teachers and others Do what the teacher says the first time. Use manners Take turns when speaking and working together	Make Jesus real! Include and encourage Speak kindly to others Put all rubbish in the bin Take turns Treat others like you would like to be treated	Move quietly Share the paths Consider other classes	Enter and leave peacefully Show reverence Treat church property with care	Use manners, please and thank you Follow instructions Refrain Include and encourage	Inside voices Respect privacy Flush Keep bathroom clean



Southern Cross Catholic College

MacKillop Behaviour Matrix



General Learning Areas	Playground/Yard	Assembly	Transition between classes	Chapel/Church	Excursions	Toilet
<ol style="list-style-type: none"> 1 Walk 2 Use and pass equipment safely 3 Hands and feet to self 	<ol style="list-style-type: none"> 1 Walk 2 Use equipment safely 3 Sit to eat 4 Hats on 5 Stay in your area 6 Stay away from kangaroos and snakes 	<ol style="list-style-type: none"> 1 Walk with class 2 Sit still 3 Listen 	<ol style="list-style-type: none"> 1 Walk 2 Stay together 3 Keep left 4 Face the front 5 Listen 	<ol style="list-style-type: none"> 1 Walk 2 Hands and feet to self 3 Sit 	<ol style="list-style-type: none"> 1 Listen and follow instructions 2 Walk 3 Stay with class 4 In bus- sit, hands in, small voices 	<ol style="list-style-type: none"> 1 Soap on hands only 2 one pump only 3 Walk
<ol style="list-style-type: none"> 1 Take care of your belongings 2 Keep your area tidy 3 Follow teacher instructions 4 Have all equipment to begin the day 	<ol style="list-style-type: none"> 1 Play in designated areas 2 Return equipment 3 Hats on 4 Stay clean and tidy 	<ol style="list-style-type: none"> 1 Participate 2 Sit still 3 Listen 4 Speak clearly when presenting 5 Stand still during National Anthem 	<ol style="list-style-type: none"> 1 Stay together 2 Pack up quietly and quickly 3 Walk quietly 	<ol style="list-style-type: none"> 1 Treat furniture with respect 2 Speak in a whisper 3 Sing and participate 	<ol style="list-style-type: none"> 1 Wear uniform correctly 2 Treat new environment with care 3 Put rubbish in bin 	<ol style="list-style-type: none"> 1 Flush 2 Put paper in toilet 3 Wash hands
<ol style="list-style-type: none"> 1 Arrive on time 2 Always try your best 3 Strive to improve 4 Listen while others are speaking 5 Stay on task 6 Participate 	<ol style="list-style-type: none"> 1 Respond to music 2 Return all equipment 3 Help younger students play well 	<ol style="list-style-type: none"> 1 Listen and learn 2 Participate 3 Sit still 	<ol style="list-style-type: none"> 1 Walk quietly so as not to disrupt others 	<ol style="list-style-type: none"> 1 Participate 2 Allow others to participate or connect with God in their own way 	<ol style="list-style-type: none"> 1 Listen and learn 2 Participate 3 Complete activities 	<ol style="list-style-type: none"> 1 Go to toilets in breaks 2 Wash hands well 3 Do business 4 Wash hands 5 Out when finished
<ol style="list-style-type: none"> 1 Use manners 2 Look after yours and others equipment 3 Use inside voices 4 Include others 5 Allow all to have a turn 	<ol style="list-style-type: none"> 1 Include others 2 Follow game rules 3 Put rubbish in bin 4 Play fairly 5 Respect the environment and wildlife 	<ol style="list-style-type: none"> 1 Listen 2 Watch 3 Participate 4 Clap and cheer appropriately 	<ol style="list-style-type: none"> 1 Walk quietly 2 Give way to younger students 3 Stay to the left 4 Wait quietly at door 	<ol style="list-style-type: none"> 1 Show reverence 2 Listen 3 Be still 4 Participate 	<ol style="list-style-type: none"> 1 Wear your uniform correctly 2 Follow instructions 3 Listen 	<ol style="list-style-type: none"> 1 Keep toilets clean





Southern Cross Catholic College

Middle Years

De La Salle Behaviour Matrix



General Learning Areas	Playground / Yard	Assembly	Transition between classes	CHAPEL/ CHURCH/ SACRED SPACE	EXCURSIONS	COMPUTER LABS	TOILETS	LIBRARY
Leave bags in lockers Use furniture with care and safety Follow instructions of staff Use learning tools appropriately	Use oval for large ball sports Walk on pathways and stairs Adhere to Sun Safety policy Learning resources in lockers	Cross at lights Obey traffic lights Sit on chairs Handle chairs safely Follow instructions	Use traffic lights Walk around campus Wear formal hat Stay left on stairs	Light candles with care Walk at all times Use self-control	Visit toilet in pairs and with permission Stay in designated areas Always stay with group or buddy Follow instructions	No food and drink Avoid moving IT equipment Bags in lockers Report faults to teacher	Wash hands	Walk Sit on chairs Bags in lockers Keep entry clear Keep floor clear and tidy
Use technology responsibly Charge your laptop Accept responsibility for your behaviour	Remain in designated areas Exit in designated areas Belongings in lockers Rubbish in bin	Listen attentively to speakers Adopt a sense of occasion Participate in prayer Participate in national anthem	Move promptly on first bell Bags in lockers Know your timetable Wait quietly for the teacher	Acknowledge sacred spaces Prayerful use of chapel Participate in prayer and song	Wear the full College uniform Arrive prepared Be punctual Ensure permission forms are submitted on time	Be good digital citizens Back up your work Use digital information responsibly Discern digital information responsibly	Flush toilets Use water, soap and towels consistently	Return books to restocking trolley Return laptops to trolley Charge laptops after use
Come prepared for class Be prepared to learn Meet deadlines Set goals to ensure success Do subject work during class	Use appropriate language Respect property of others Show cooperation, consideration and courtesy Place all rubbish in bins	Be attentive Learn school prayer Learn school song	Be organised Be on time	Use Chapel for prayer and reflection Support our prayerful culture Learn the College prayer and song	Complete set tasks Allow peers to learn	Stay on task Access authorised sites Use software efficiently	Toilet at breaks	Maintain a studious manner Gain permission for independent study
Respect your learning environment Use manners Leave room clean and tidy Respect the rights of others Complete set tasks	Use appropriate language Respect property of others Show cooperation, consideration and courtesy Place all rubbish in bins	Support peers Applaud appropriately Formal uniform required on stage Model appropriate behaviour	Greet all staff and visitors Line up outside of classrooms Leave walkways clear Be considerate Move quietly between classes	Show reverence Adopt a settled demeanour Receive communion if eligible	Respect all property Be polite and use manners Follow directions from staff	Maintain settings Use hardware appropriately Respect all IT equipment Limit paper use	Ask for permission as required In, do, wash, out Flush toilets Keep facilities clean	Maintain a quiet demeanour Follow instructions promptly Respect others space and belongings Food and drink outside



Southern Cross Catholic College

Senior Years De La Salle Behaviour Matrix

General Learning Areas	Playground / Yard	Assembly	Transition between classes	CHAPEL/ CHURCH/ SACRED SPACE	EXCURSIONS	COMPUTER LABS	TOILETS	LIBRARY
Leave bags in lockers Use furniture with care and safety Follow instructions of staff Use learning tools appropriately	Use oval for large ball sports Walk on pathways and stairs Adhere to Sun Safety policy Learning resources in lockers	Cross at lights Obey traffic lights Sit on chairs Handle chairs safely Follow instructions	Use traffic lights Walk around campus Wear formal hat Stay left on stairs	Light candles with care Walk at all times Use self-control	Visit toilet in pairs and with permission Stay in designated areas Always stay with group or buddy Follow instructions	No food and drink Avoid moving IT equipment Bags in lockers Report faults to teacher	Wash hands	Wash Sit on chairs Bags in lockers Keep entry clear Keep floor clear and tidy
Use technology responsibly Charge your laptop Accept responsibility for your behaviour	Remain in designated areas Eat in designated areas Belongings in lockers Rubbish in bin	Listen attentively to speakers Adopt a sense of occasion Participate in prayer Participate in national anthem	Move promptly on first bell Flags in lockers Know your timetable Wait quietly for the teacher	Acknowledge sacred spaces Prayerful use of chapel Participate in prayer and song	Wear the full College uniform Arrive prepared Be punctual Ensure permission forms are submitted on time	Be good digital citizens Back up your work Use digital information responsibly Discern digital information responsibly	Flush toilets Use water, soap and towels considerably	Return books to reshelving trolley Return laptops to trolley Charge laptops after use
Come prepared for class Be prepared to learn Meet deadlines Set goals to ensure success Do subject work during class	Use appropriate language Respect property of others Show cooperation, consideration and courtesy Place all rubbish in bins	Be attentive Learn school prayer Learn school song	Be organised Be on time	Use Chapel for prayer and reflection Support our prayerful culture Learn the College prayer and song	Complete set tasks Allow peers to learn	Stay on task Access authorised sites Use software efficiently	Toilet at breaks	Maintain a studious manner Gain permission for independent study
Respect your learning environment Use manners Leave room clean and tidy Respect the rights of others Complete set tasks	Use appropriate language Respect property of others Show cooperation, consideration and courtesy Place all rubbish in bins	Support peers Applaud appropriately Formal uniform required on stage Model appropriate behaviour	Greet all staff and visitors Line up outside of classrooms Leave walkways clear Be considerate Move quietly between classes	Show reverence Adopt a settled demeanour Receive communion if eligible	Respect all property Be polite and use manners Follow directions from staff	Maintain settings Use hardware appropriately Respect all IT equipment Limit paper use	Ask for permission as required In, do, wash, out Flush toilets Keep facilities clean	Maintain a quiet demeanour Follow instructions promptly Respect others space and belongings Food and drink outside

