

School Mission and Vision - Teach Challenge Transform

Mission Statement

As a Catholic Christian community of educators, we are inspired by the life, teachings and spirit of Jesus Christ. With strong minds and gentle hearts, we lead by example as demonstrated by Mary the Mother of God, St Maximilian Kolbe and St Marcellin Champagnat.

Vision

Mt Maria College Petrie is a Catholic learning community inspired by the teachings of Jesus in the Marist tradition. Our vision is to provide a holistic Catholic education in the Marist tradition that promotes excellence and equity; and inspires, motivates and challenges students in all that they do.

Empower our students to be confident and creative individuals who are successful life- long learners, who actively contribute to the transformation of our world through example, service and leadership.

We embrace our Marist charism through the five characteristics of Presence, Simplicity, Love of Work, Family Spirit, and In the Way of Mary.

Our School Context

Mt Maria College Petrie is a systemic co-educational secondary college within the Brisbane Catholic Archdiocese. Our Vision is to provide a holistic Catholic education that inspires, motivates and challenges students and empowers them to be life-long learners, who actively contribute to transforming our world through example, service and leadership. As a Marist Schools Australia Network member, the College embeds the Marist Charism across all areas of our College community.

The College is conveniently located to public transport and UniSC. Mt Maria College, Petrie, offers multiple educational opportunities and pathways and prides itself on the strong sense of community and family spirit. Promoting the Catholic faith, personal formation, and confidence and self-esteem are paramount in our college community. The College motto, Lead by Example, also shapes the school's teaching and learning culture. We aim to embed in our students a love of learning through a dynamic and responsive curriculum designed to meet the needs of all students, including those with tertiary aspirations and vocational educational pathways. We are a Positive Behaviour for Learning school with a strong focus on building resilience, accountability, and wellbeing to maximise learning in the classroom. This is to equip our students with strong minds and compassionate hearts to make a positive difference in their lives and the lives of others.

Consultation and Review Process

The Behaviour Support Policy of Mt Maria College Petrie is seen as a working partnership between students, staff, parents and the wider community. The policy has been developed in consultation with the school community via school-wide surveys, class discussion groups, and staff meetings. A staff working group comprised of Leadership, Pastoral and School Support staff have guided this collaboration, driven by the Strategic Renewal process. It was reviewed in 2023 and is reviewed annually however, it is living document that will be adapted as circumstances arise.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

We recognise that all members of our community: students, parents, teachers, support staff and leadership, have certain rights and responsibilities. These rights are:

- A holistic education
- A safe and encouraging environment
- Respect

As members of the Mt Maria College Petrie Community, we “Lead by Example” by:

- Demonstrating **acceptance** – of each other and our actions
- **Participating**- in the classroom, the sports field, the arts and our community.
- Showing **pride** – in ourselves, our environment our classroom and our school

All members of the Mt Maria College Petrie community are encouraged to focus on enhancing an environment of inclusivity where the values of compassion and justice permeate all activities that we are engaged in. Through quality teaching and learning experiences all students are challenged to make positive choices about their education and maintain the high expectations as stated in our policies as members of the College community.

Through processes of coordinated, early and targeted intervention, Student Wellbeing progress is supported and monitored by the following staff:

- Teachers
- Middle/Senior Phase Pastoral Leaders
- Curriculum Leaders
- Middle Leader 5 group
- Guidance Counsellors
- College Leadership Team

Behaviour Support in relation to creating an optimal learning environment is at the core of business for all teachers. A safe, positive and productive learning environment based on principles of consistency, fairness and engagement supports effective teaching and learning. This starts in the classroom, with each individual student.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

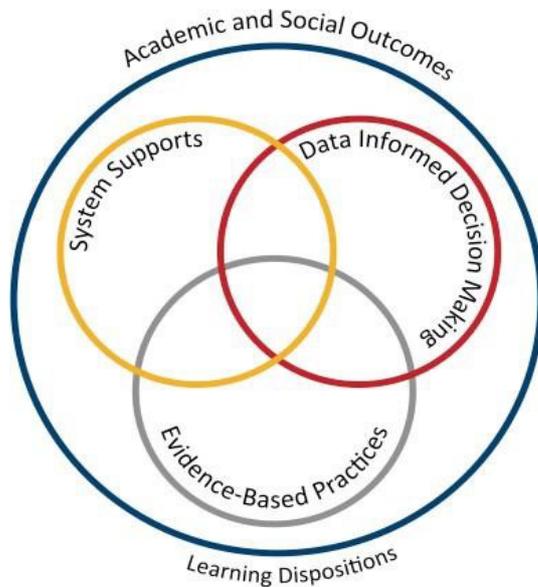


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self- Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004.

Theoretical and conceptual characteristics

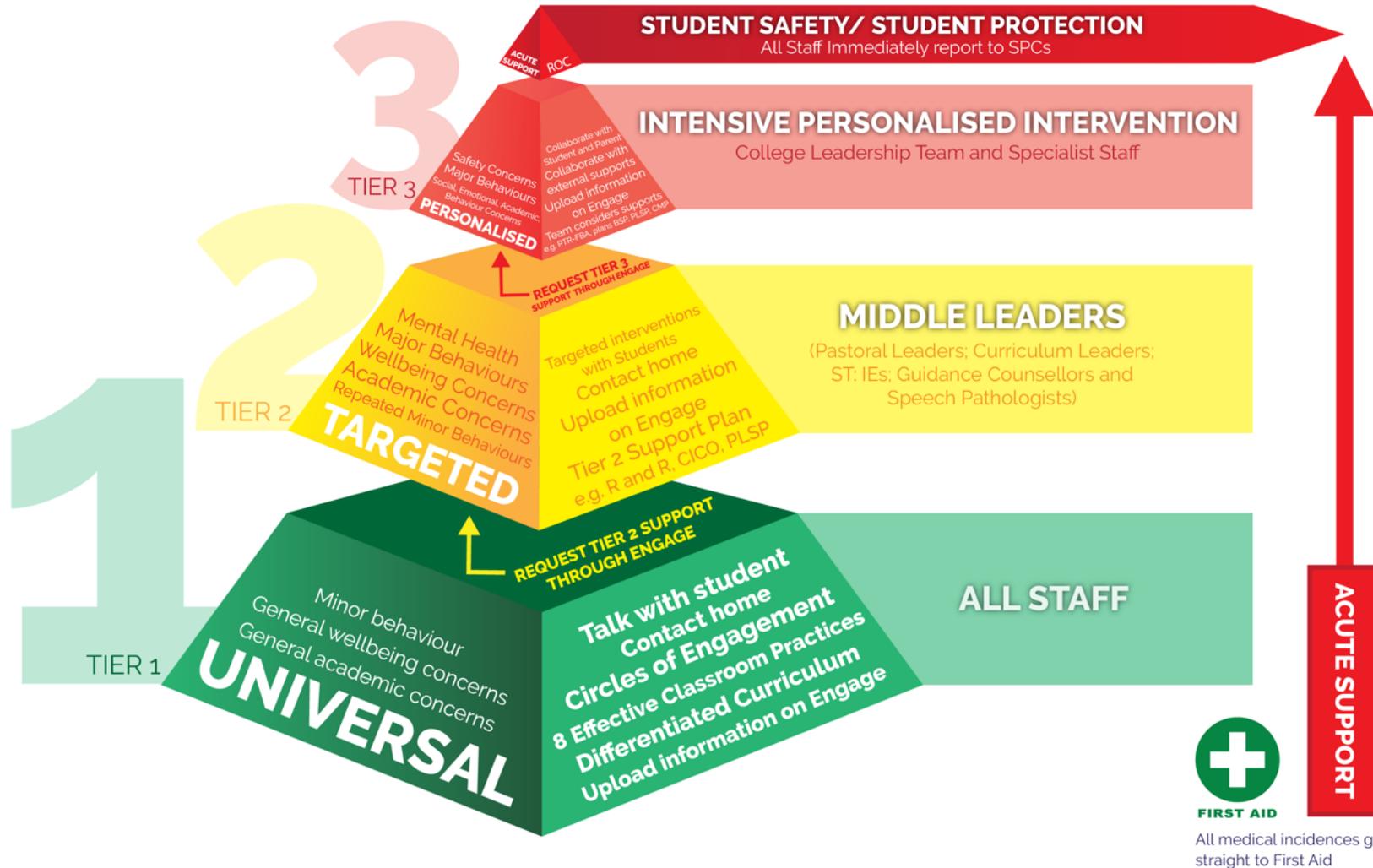
PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008).

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Student Behaviour Support Plan

Diagram 2



MMCP MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Tier 1 Universal Supports

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006). We aim to explicitly teach behaviours that are expected within every context for a member of MMCP community. The “Circles of Engagement” (Diagram 3) outlines expected behaviours as part of the MMCP community.

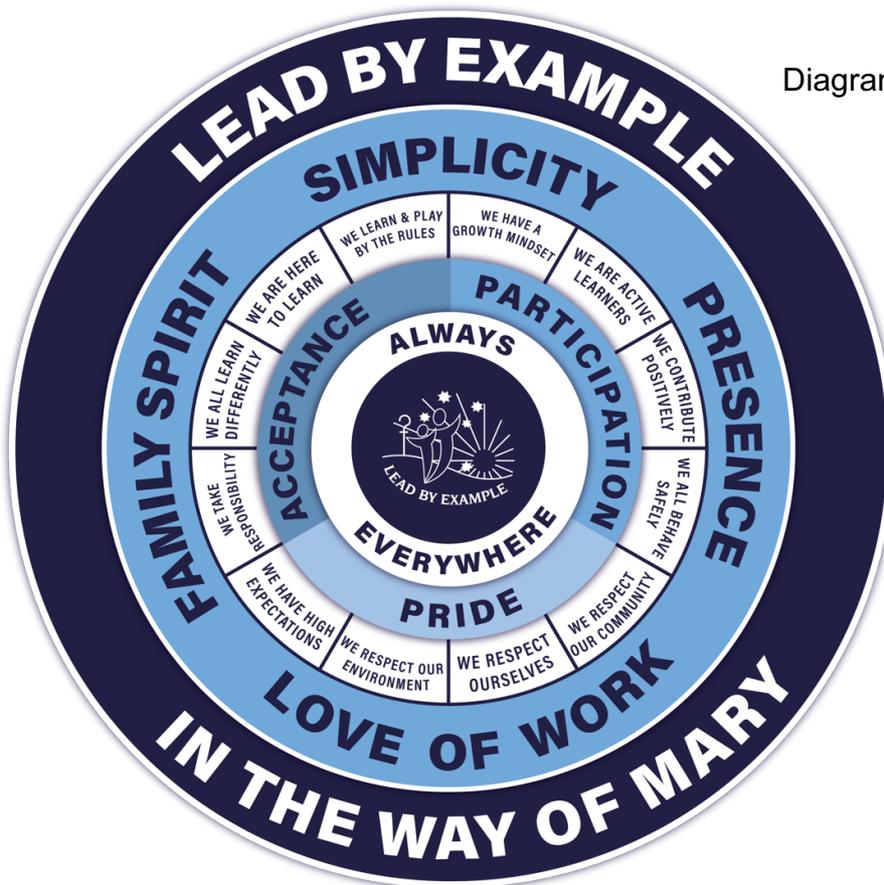


Diagram 3: MMCP Circles of Engagement

Tier 2 Targeted Supports

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations.

3. Student Behaviour Support Leadership & Professional Learning for School/College Staff

Mt Maria College Petrie's student support is founded on the practices of PB4L which everyone is involved and invested in at the Universal Support Level – including our teachers, support staff, Counsellors, Middle and College Leadership Team.

At the Targeted Support level, we engage in a wrap-around method that utilises Middle/Senior Phase Middle/Senior Phase Pastoral Leaders, Counsellors, Speech Pathologist, Learning Enhancement, Leader of Student Wellbeing and the College Leadership Team to support individual and groups of students to give a more directed approach to managing learning, upskilling and providing strategies to these targeted students.

Weekly meetings with stakeholders in the Middle and College Leadership teams are structured as such to assist in identifying, managing and strategising student support structures required around such issues as absenteeism, behavioural, motivational, achievement, learning issues and social-emotional issues and analysing trends that might be emerging from ENGAGE and System data.

Staff professional development is consistently employed to include PB4L, Functional Behavioural Analysis, Restorative Justice practices, digital literacy and responsive to current issues facing our students. The development and engagement of staff builds capacity in the implementation of our school-wide program

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communication and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. We have developed a holistic program "EdEn" encompassing wellbeing, career education, literacy and numeracy, extension – it is a bespoke program to respond to student learning needs and develop their potential.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au and EdEn.

2. Focus: Teaching Expected Behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- End of year and beginning of school year orientation activities and programs
- School camps and retreats
- Educative programs including
 - social and emotional health,
 - peer relationships and resilience
 - digital literacy and intelligence
- Daily Pastoral Care time and program
- Time built into orientation program and the first weeks of school to educate students around expectations, programs, time management and learning and self-management strategies to facilitate and promote success
- Assemblies – College, House, Phase level to provide messages pertinent to specific groups at relevant times.
- New student orientation as needed
- Student and senior leaders supporting younger peers through Student Leadership team, SRC, Marist Game Changers leadership program.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Articles via Parent Portal	Praise/Encouragement (Verbal/Written) Commendation Letters, LEAD Post Cards
Announcements and Celebrations on the College Website, Facebook Page and Parent Portal	Phone Calls, emails and communication to parents
Award ceremonies rewarding academic application and service excellence	PB4L principles – teaching actioning positive behaviour and positive behaviour
Lead Tickets – acknowledging students for consistently following the College expectations	PC & House competitions to encourage participation and highlight student talents
Assemblies (student coordinated) awarding and acknowledging student achievements	Leadership and formation opportunities

Tier 2 Targeted Supports

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- Restorative Justice processes
- Aboriginal and Torres Strait Islander Programs coordinated by the Aboriginal and Torres Strait Islander Engagement Officer
- M8 Process
- CHICO support
- Accessing the assistance of outside support agencies
- Arranging, where appropriate, work experience opportunities

Tier 3 Personalised Supports

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- M8 Process
- Individualised Learning Support Plans (ILSP)
- Support from the Leader of Student Wellbeing
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor, Speech Pathologists and Careers)
- Wrap around with outside agencies.
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.

4. Feed forward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feed forward when responding to unproductive student behaviours, we have processes in place that enables staff to respond to minor and major unproductive behaviours efficiently and effectively. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours. The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices including 8 Effective Practices. These include: reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

The positive support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Access to M10 in a safe space • Supervised calm time in a safe space outside of the classroom, • Time out Cards • Individual crisis support and management plan 	<ul style="list-style-type: none"> • Teacher/Pastoral House Leader / Leader of Student Wellbeing and student conversation • Teacher/Pastoral House Leader / Leader of Student Wellbeing, Student and Parent/Carer 	<ul style="list-style-type: none"> • Restorative Practices with Student /Teacher and Parent/Carer Student apology • Student apology and recognition of error • Student Return to Class plan to reflect on actions and make plan for changes to re-engage in learning. • Student contributes back to the class or school community • Restorative conversation between stakeholders

In addition, de-escalation crisis prevention and support strategies may include productive pedagogy to engage students, knowing our students and their triggers and de-escalation methods, cultivating positive rapport and relationships with our students.

Examples below.

Student Behaviour Support Plan

Behaviour Matrix

Refer to p.25 for Effort Matrix Tool



Student Behaviour Support Plan

Behaviours	Staff Responsible for taking the lead	Possible consequences and opportunity for growth
<p>Minor Behaviours</p> <ul style="list-style-type: none"> • Ignoring instructions and direction • Disrespectful language or gestures • Lateness to class • Absence for part of a lesson • Swearing • Uniform infringements • Out of Bounds • Disrespect for school resources • Disruption of teaching and learning environment (calling out, interrupting) • Misuse of Technology 	<ul style="list-style-type: none"> • Class Teacher • PC Teacher • Yard duty Teacher (depending on where/when issue arose) 	<p>Reminder of expectations:</p> <ul style="list-style-type: none"> • After the teacher has used the 8 effective practices they may refer student to M8 particularly if learning is disrupted • Completion of Student Return to class plan prior to next lesson. A restorative discussion may take place between the teacher and the student to restore the learning and teaching relationship. • Record incident on ENGAGE • Community Service may be considered as an option determined by Middle/Senior Phase Pastoral Leaders. • Withdrawal from playground • Contact with parents • Confiscation of property for the day • Afternoon Detention • Three (3) M8 withdrawals in a week result in a supervised afternoon detention.
<p>Minor Behaviours</p> <ul style="list-style-type: none"> • Repeated/Continued minor behaviours from above • Repeated inappropriate use of technology (including school internet, mobile phones and other electronic devices) • Filming of student interaction/activities without teacher permission • One off incident of name calling, teasing, ostracising, derogatory comments (including in person, through technology & social media) 	<ul style="list-style-type: none"> • Class Teacher • PC Teacher • Yard duty Teacher (depending on where/when issue arose) <p><i>Together with the</i></p> <ul style="list-style-type: none"> • Pastoral House Leader 	<p>Staff responses may include:</p> <ul style="list-style-type: none"> • Refer student to M8 • Repair relationship by working through student return to class plan with staff member. • A monitoring program developed and implemented between Middle /Senior phase Leader, student and parent/carer • Restorative justice meeting • Parent/carer contact • Afternoon detention • Internal school suspension • Confiscation of laptop, phone and or other electrical devices.

Student Behaviour Support Plan

Behaviours	Staff Responsible for taking the lead	Possible consequences and opportunity for growth
<p>Major Behaviours</p> <ul style="list-style-type: none"> Continued behaviours from above Stealing Truancy Fighting Self-Harm School Avoidance Physical and/or verbal aggression toward students and staff Smoking/Vaping Intimidation and/or harassment of staff (including through the use of technology) Accessing Pornography Vandalism Sexual harassment/misconduct Inappropriate digital/electronic content 	<p>Middle/Senior Phase Pastoral Leaders</p> <p><i>Together with the</i></p> <ul style="list-style-type: none"> Leader of Student Wellbeing College Leadership Team 	<p>Staff responses may include:</p> <ul style="list-style-type: none"> Parent/carer interview Non-Attendance at off campus and/or extracurricular activities (at Principal's discretion) Referral to outside agency Police notification Suspension Completion of Behavior Support plan Re-entry plan upon return from suspension completed during the re-entry meeting.
<p>Major Behaviours</p> <p>Extreme or continued behaviours from above</p> <ul style="list-style-type: none"> Threats of violence Possession of drugs Supply of drugs Possession of a weapon Use of a weapon Assault Disseminating pornographic material 	<ul style="list-style-type: none"> Leader of Student Wellbeing College Leadership Team 	<p>Staff responses may include:</p> <ul style="list-style-type: none"> Parent/carer interview Non-Attendance at off campus and/or extra-curricular activities (at Principal's discretion) Police notification External suspension Recommendation for exclusion Senior Leader notification <p>NB Corporal punishment is expressly prohibited in all BCE schools following the Safeguarding policies and procedures and Codes of Conduct.</p>

Vaping

5. QLD Law states that vapes and other smoking products are illegal for minors (under the age of 18). The College will maintain our strong stance on vaping and smoking illegal substances for all students at Mt Maria College. The risks of vaping are high, and we will take the matter seriously to create and maintain a safe place for the students at Mt Maria College. The bathrooms are to be used for their intended purpose and no students are to congregate and loiter for any other purpose and are obliged to report any inappropriate behaviours. Any student caught with a vape, associating with someone who is vaping or providing vapes to minors will be addressed according to the seriousness of the matter as per the College Behaviour Support Policy - major behaviours.

Therefore, any student who is present while a student is vaping, will be considered to have been complicit and outside of the values of Mt Maria College. Our expectation is that the student/s would leave the area immediately and report the incidence of vaping to the Pastoral Team or the teacher on Duty. The College will take a strong stance on this breach of the policy. Students' health and safety is an important priority.

6. BCE Formal Sanctions

Detention

- Detentions maybe given at lunchtime or after school in M8 for a range of behaviours.
- Uniform infringements are emailed out every day by the pastoral team using SPET connect email address.
- The students can also be asked to be on clean-up for either first and or second break (using protective gloves and equipment)

Suspension

- Students are placed on suspension by the Leader of Student Wellbeing and the Deputy Principal. The Leader of Student Wellbeing consults with the Deputy and a decision is made based on context and seriousness of the behaviour.
- The parents are notified by phone call from the Middle/ Senior phase Pastoral Leaders, Leader of Student Wellbeing or depending on the seriousness of the issue, the Deputy Principal. The parents are emailed an official suspension letter from engage detailing the reason for suspension and date of reentry.
- The re-entry interview is usually carried out by the Middle/Senior Phase Pastoral Leaders and Leader of Student Wellbeing. If it is repeated behaviour and or a serious issue, then the Deputy Principal and Leader of Student Wellbeing may do the re-entry.

Exclusion

- This would be considered by the College Principal in negotiation with the Brisbane Catholic Education Senior Leader when all options have been exhausted or when student safety is severely compromised.

Appeal Process

For appeals, the school aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

7. Bullying and Cyberbullying – information, prevention, and college responses

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the Positive Behaviour for Learning (PB4L) framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment. All members of the College community (students, parents, staff) have the right to always feel safe and welcome, therefore bullying and harassment will not be

Student Behaviour Support Plan

tolerated. Our Marist Charism calls us to be a community imbued with Family Spirit, enriched by simplicity and presence and following in the Way of Mary. We try to educate our students to be gentle and compassionate with each other following in the footsteps of St Marcellin Champagnat.

Students who witness or experience bullying are strongly encouraged to discuss their concerns with any staff member from the community. Students and parents are encouraged to discuss any issues in person, phone or via email. Staff members once informed of allegations of bullying are to inform the relevant Middle/Senior Phase Pastoral Leaders and Leader of Student Wellbeing. All allegations of bullying and harassment will be taken seriously and investigated thoroughly.

It is a priority that all students (Students who bully, and students bullied or experience bullying) involved in bullying issues will receive significant counselling and pastoral support to learn from the incident. For full details of the school wide approach to the prevention of bullying and resolving incidents of bullying please refer to the Mt Maria College Petrie's Positive Relationships Policy which is in line with the BCE Preventing and Responding to Student Bullying in Schools Policy.

Understanding Bullying and Harassment

The community has been educated about Bullying and Harassment through a variety of ways. The staff complete annually, the mandatory Bullying and harassment online professional development. They are also educated using resources from Bullying No Way and Madeline foundation. Please refer to Appendix B – the Positive Relationships Brochure.

Teaching about Bullying and Harassment

Mt Maria College, Petrie serves to educate our staff and students through strong adherence and referral to our Catholic identity. We try to instill in all our community, ways to practice family spirit and sense of belonging, through our vertical pastoral care system and House identity. HPE classes and the personal development program also serve to educate staff and students alike.

Responding to Bullying and Harassment

All staff of the College must take reports of Bullying and harassment seriously and respond with a school team process. The students can report their concerns to any member of staff and they will take their concerns to their Middle/Senior Phase Pastoral Leaders, Guidance Counsellor or Leader of Student Wellbeing or Deputy Principal. The parents are encouraged to notify these people if they feel their student is experiencing bullying or harassment. The staff will investigate the students claims maintaining the dignity and respect for all involved in the issue.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

Student Behaviour Support Plan

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student

Preventing Bullying and Harassment

- Student assemblies: As part of the Marist Charism we promote Family Spirit. We encourage our students to abide by the Circles of Engagement see p.5- These core values are reinforced in every College assembly and in the iconography around the school.
- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
- The positive relationships policy informs the students, parents and staff of the community to access the resources from the esafety commissioner.
- New staff will be inducted into BCE and College processes including Engage.
- Staff can address these important issues through the incorporation of general capabilities from ACARA documents.
- Students are provided opportunities through service learning to grow their sense of compassion and kindness to others.
- Parents are educated about issues through Parent Engagement strategy.

Key contacts for students and parents to report bullying

The Pastoral Team will address issues around bullying and cyberbullying:

- Deputy Principal – Raechel Fletcher: raechel.fletcher@bne.catholic.edu.au
- Leader of Student Wellbeing – Patrick McDermott pmcdermott@bne.catholic.edu.au
- School contact number is (07)3285 5500

Cyberbullying

Cyberbullying is treated at Mt Maria College Petrie with the same level of seriousness as direct bullying. It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

The College follows the same process for investigation as outlined in the section for Bullying and harassment. Every incident is followed up and logged in engage. There are times when students use pseudonyms which makes it very difficult to identify the users/ instigators. The College encourages parents to have strict parental control over social media to avoid these instances from occurring. If parents or students are using the College logo without consent, this will be taken very seriously and will be taken down.

Resources

Independent research-based evaluation conducted to inform the schools selection of any program (schools are recommended to combine the use of the Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

The Australian Curriculum provides the framework for your school's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

The Brisbane Catholic Education Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 personalised supports, information, and data.

Weekly meetings with stakeholders in the Middle and College Leadership teams are structured as such to assist in identifying, managing and strategizing student support structures required around such issues as absenteeism, behavioural, motivational, achievement and learning issues and social-emotional issues and analysing trends that might be emerging from ENGAGE, BI and Power BI data.

References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). Check and Connect- Implementing with Fidelity. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem Behavior in schools. New York: Guilford Press.
- Greene, R.W. (2014). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), Positive behavior support (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sophis West.

Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non- serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non- serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour

	Descriptor	Definition	Example
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person’s property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person’s name without that person’s permission (forgery). Plagiarism is submitting someone else’s work as your own. It occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else’s ideas or writing without acknowledging the source material. Signing another person’s name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else’s log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor’s directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid

	Descriptor	Definition	Example
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a “prank” to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone’s identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B

At Mt Maria College, Petrie we recognise that there is a difference between conflict between peers and ongoing bullying against someone who cannot defend themselves. As such, we have different processes for responding to those scenarios.

Positive Relationships Are Demonstrated When Staff And Students...

- ✓ Are inclusive of others
- ✓ Stand up for those who cannot stand up for themselves
- ✓ Are kind and respectful to each other
- ✓ Report any instances of bullying using the school's bullying reporting process

Positive Relationships Do Not Involve:

- ✓ Excluding others
- ✓ Ignoring others in need of help
- ✓ Using offensive language and put downs
- ✓ Not reporting instances of bullying to staff




Positive Relationships Policy

At Mt Maria College Petrie, our Positive Behaviour for Learning framework is on teaching students to build and maintain positive relationships. This policy outlines what positive relationships are and how we promote them. Sometimes relationships break down and this can lead to bullying. This policy describes how the Mt Maria College Community will work collaboratively in such situations to ensure the wellbeing and education of all.

To Promote Positive Relationships At MMCP We Pledge To:

Teach students how to maintain positive relationships by modelling and explicitly teaching across curriculum areas:

- ✓ assertive communication
- ✓ conflict resolution
- ✓ recognising and responding to bullying
- ✓ social problem solving
- ✓ empathy and perspective taking

We also pledge to ensure the wider community has access to the College's Positive Relationship Policy to confidently enforce it.

ONLINE BULLYING

Sometimes bullying will occur via student's electronic device, at home and at school. If it is between students from MMCP, it can impact on their feeling of wellbeing and safety at school. If a student or parent reports that bullying has taken place via technological devices, and it is impacting on the student's feeling of safety at school, the Bullying Reporting Process will be followed. Parents are also encouraged to do one or more of the following:

- ✓ Contact the eSafety Commission (details below)
- ✓ Limit or restrict the student's access to social media platforms that expose the student to offensive and bullying behaviour
- ✓ Teach the student how to use the social media platforms safely and responsibly, e.g. not responding to the bullying and blocking and deleting offenders.

eSafety Commission:

The eSafety commission has the legal authority to investigate complaints of cyberbullying and offensive/illegal content. If they deem the complaint to be cyberbullying or containing offensive/illegal content according to their standards, they can:

- ✓ Issue a notice for removal of the material from the digital media site (including messaging apps, online games, video/photo sharing sites, social networking sites)
- ✓ Refer the complaint to the police where a crime may have been committed

FOR PARENTS AND CARERS

PROCESS FOR REPORTING BULLYING

Bullying is the repeated, purposeful, harmful behaviour inflicted on someone with less power. Power can be social, physical or emotional.

If a student believes they are being bullied, has witnessed bullying, or a teacher witnesses bullying the following process is followed:

1. A staff member must be informed of a student's concern. Once informed, the staff member will ensure the student feels heard and safe, and will explain the reporting process.
2. Staff member instructs student to complete incident report, detailing who was involved, what happened, when it happened, where it happened, and bystanders to the event. A staff member may ask another student to assist or will assist the student themselves.
3. House Pastoral Leaders are responsible for investigating the Incident Report and managing the response.
4. The response will include parent/carer contact and one or more of the following depending on the severity:
 - a. Detention/suspension
 - b. Restorative meeting to facilitate apology and amend behaviour
 - c. Increased supervision in class and break times

Consequences Of Bullying:

It is important to be observant of any changes to a student's presentation so that we can act early and respond to bullying. Bullying can lead to changes in a child's behaviour, such as:

- ✓ Suddenly avoiding school or social activities
- ✓ Changes in mood
- ✓ Sudden decline in academic performance
- ✓ Changes in sleep patterns

PROCESS FOR REPORTING BULLYING

Unfortunately, school students often get involved in fights or disagreements. Students may be hurting each other on purpose and repeatedly, but all students are equally responsible for the hurt going back and forth. For example, students might be calling each other names but there is no power imbalance and they are equally involved in, and responsible for, the conflict. In this case, we can help your son and daughter by offering the following school based intervention:

1. Mediation whereby students and their House Pastoral Leaders meet to negotiate a resolution or facilitate reconciliation.
2. Students are explicitly taught conflict resolution strategies
3. Students are taught how to safely use their online platforms
4. Students are taught and encouraged to use positive and assertive communication

Effort & Engagement Matrix



Learning Habits are the behaviours and choices students make around their learning. They are linked to the values of Acceptance, Participation, Pride and Lead by Example. Every student can excel in Effort. Teachers use this matrix to make on balance judgements on Effort & Engagement. Students can use this matrix to identify learning habits they need to improve on.

LEAD BY EXAMPLE <i>Always/Everywhere</i>		Excellent Learning Habits (A)	Well-Developed Learning Habits (B)	Developing Learning Habits (C)	Learning Habits Needing Attention/Support (D/E)
		Consistently,	Usually,	Sometimes,	
ACCEPTANCE	I take responsibility	I take responsibility for my learning, how I communicate and the choices I make for my behaviour.	I take responsibility for my learning, how I communicate and the choices I make for my behaviour.	I need support or redirection to take responsibility for my learning, communication and behaviour.	I need support or redirection to take responsibility for my learning, communication and behaviour.
	I learn differently	I understand how I learn best. I apply independent learning strategies that work for me.	I am coming to understand how I learn. I apply independent learning strategies that work for me.	I need support to find the best ways for me to learn. I have some strategies for learning.	I need support with my learning and using the strategies identified to help my learning.
	I am here to learn	I arrive on time and ready to learn. I am organised and bring materials required for learning. I reflect on my learning and set goals for the future.	I arrive on time and ready to learn. I am organised and bring materials required for learning. I reflect on my learning and set goals for the future.	I am not on time for class. I need prompting to bring the equipment required for learning. I need to be encouraged to set a learning goal or guidance for next steps.	I often avoid or am late to class. I often attend class without the equipment and technology I need to learn. I often avoid attempting to learn.
	I learn and play by the rules	I demonstrate the positive behaviour expected of me. I follow the appropriate use of technology policy (phone/ devices). I follow the uniform policy.	I demonstrate the positive behaviour expected of me. I follow the appropriate use of technology policy (phone/ devices). I follow the uniform policy.	I need redirection to demonstrate the positive behaviour expected of me. I may not follow the appropriate use of technology policy (phone/ devices). I follow the uniform policy.	I often need redirection to demonstrate the positive behaviour expected of me. I often do not follow rules about the appropriate use of technology. I often do not follow the uniform policy.
PARTICIPATION	I behave safely	I demonstrate appropriate, safe behaviour always and everywhere.	I demonstrate appropriate, safe behaviour always and everywhere.	I demonstrate appropriate, safe behaviour always and everywhere.	I need support to behave appropriately and safely always and everywhere.
	I have a growth mindset	I demonstrate a growth mindset. I demonstrate resilience, a love of learning, and a deep belief in my capacity for personal growth and development.	I embrace the idea of a growth mindset and actively work to develop it further. I see effort as a path to mastery and am resilient in the face of challenges.	I am shifting towards a growth mindset. I see my potential but may still struggle with setbacks and self-doubt. I need assistance and prompting to see myself as a learner who can make progress.	I believe that my abilities and intelligence are fixed traits. I avoid challenges, give up easily when faced with difficulties, and struggle to find success. I do not believe I can make progress.
	I am an active learner 10 Learning Habits 1. Listen 2. Participate 3. Make notes 4. Try 5. Respond 6. Ask 7. Revise 8. Submit 9. Feedback 10. Study	I listen actively. I participate in lessons. I make notes about what I am learning. I try hard and always do my best to engage in most learning activities. I respond to questions and contribute. I ask questions and clarification in class and/or after. I revise what I have learned and practice applying my new knowledge and skills. I submit drafts/tasks on time. I respond to teacher feedback by redrafting. I am organised and study in an exemplary manner (homework, revision, practice, assignments).	I listen actively. I participate in lessons. I make notes about what I am learning. I try my best to engage in most learning activities. I respond to some questions and contribute. I ask questions and clarification in class and/or after. I revise what I have learned and practice applying my new knowledge and skills. I submit drafts/tasks on time. With prompting, I will respond to teacher feedback by redrafting. I am organised and study quite effectively (homework, revision, practice, assignments).	I struggle to listen , engage, participate and keep track of the lesson. I need prompting to make notes . I attend class but may avoid trying or participating in the learning. I may participate in class activities, but rarely offer responses to questions, unless called upon. I don't ask the teacher for support or clarification if I struggle to understand. I need to work on revision and practice. I submit drafts that have some work done but may be incomplete. I need prompting to read and respond to feedback . I don't study outside of class time and often miss homework and incomplete work.	I need redirection by the teacher to listen and focus on my learning. I avoid participating in class activities. I need prompting to make notes . I try to complete some work. I can be disruptive to avoid work, rather than responding to instructions. I don't ask the teacher for support or clarification if I struggle to understand. I help with revision and practice. I avoid submitting drafts. I need constant support to complete any work as evidence of learning. I avoid responding to feedback . I don't study outside of class, nor complete homework or other tasks when required.
	I contribute positively	I display a high level of resilience and persistence in all learning and social situations. I help create a positive learning environment in my attitude and words. I use empathy when responding to others. I am attentive during teacher-led tasks. I lead by example in learning activities.	I display resilience and persistence in learning and social situations. I help create a positive learning environment. I use empathy when responding to others. I am attentive during teacher-led tasks. I lead by example in learning activities.	I am still developing resilience and persistence in learning and social situations. I need some redirection to contribute to a positive learning environment. I need to work on using empathy when responding to others and during learning activities.	I struggle to demonstrate resilience and persistence in learning and social situations. I need to be supported in learning activities. I often need re-direction.
PRIDE	I respect the community	I exemplify respect for my learning community and display highly respectful behaviour when interacting with peers and staff. I support and uplift my peers, actively foster a collaborative and inclusive atmosphere, and consistently contribute to the betterment of our collective learning experience.	I actively respect my learning community and display respectful behaviour when interacting with peers and staff. I consistently engage with my peers, listen to their perspectives, and contribute positively to a collaborative and supportive learning environment.	I am becoming more aware of the importance of my learning community and my respectful behaviour when interacting with peers and staff. I make efforts to engage with my peers and show some empathy, though I may still occasionally overlook their needs.	I often disregard the needs and perspectives of others in my learning community. I struggle to display respectful behaviour when interacting with peers and staff. I may not actively engage with my peers, show little empathy, or contribute to a negative learning atmosphere.
	I respect myself	I take pride in my efforts and my work. I exemplify self-respect as a learner. I ensure my growth and development, maintain a strong commitment to my educational goals, and inspire others with my dedication to lifelong learning.	I take pride in my efforts and my work. I actively respect myself as a learner. I consistently prioritise my learning, set and work towards meaningful goals, and believe in my ability to build knowledge and skills.	I am beginning to recognise the importance of self-respect in my learning journey. I am making efforts to prioritise my education, set realistic goals, and build confidence in my learning abilities, though I may still have moments of self-doubt.	I often doubt my abilities as a learner and neglect my learning needs. I may not prioritise my learning or have low self-confidence in my learning capabilities.
	I respect my environment	I exemplify respect for my learning environment. I create an optimal space for learning, ensuring it is clean, organised, and conducive to focused work. I also encourage others to do the same, fostering a positive learning atmosphere.	I actively respect my learning environment. I maintain a clean and organised workspace, minimise disruptions, and show consideration for others sharing the space.	I am becoming more aware of the importance of my learning environment. I make efforts to keep my workspace tidy and minimise disruptions, though I may need redirection at times.	I often disregard my learning environment. I may leave a mess, make disruptive noise, or show little consideration for the spaces where I learn.
	I have high expectations for myself and others	I consistently demonstrate excellence in making thoughtful choices. My decision-making skills are well-developed, and I have a strong belief in myself as a capable learner. I consistently maintain high expectations for both me and others, exhibiting a commitment to excellence in various aspects of my personal and school life.	I am actively working on developing my ability to make good choices, improving decision-making skills, building belief in myself as a capable learner, and maintaining higher expectations for myself and those around me. While there is progress, there is still room for improvement in these areas.	I recognise that I need support in making choices, improving decision-making, building belief in myself as a capable learner, and maintaining higher expectations. I may face challenges in consistently making good choices or maintaining elevated expectations.	I acknowledge that I need support in making choices, improving decision-making, building belief in myself as a capable learner, and maintaining higher expectations. I struggle in these areas, and I understand that support and intervention are necessary for improvement.

