



College Processes and Protocols

Lalor North College's vision is to provide an environment where every student can learn at their best. To achieve this we adopt a specific Teaching and Learning Framework and a set of protocols and processes which optimise the best possible learning conditions for students.

Our beliefs and understandings about how our students learn best...

We believe that students learn at their best when...their teachers know them well and treat them fairly and supportively. They learn best when their teachers are passionate about their discipline, are well organized, and provide purposeful, relevant challenging tasks. They learn best when their teachers provide clear instruction, model and scaffold the task and provide time for practice and mastery of skills. They learn best when their teachers track their progress, provide timely feedback and encouragement.

Therefore we teach in the following way:

1. We provide a safe, supportive, predictable and respectful environment so that learning can take place.
2. We know our students and aim to **progress** each student with their learning.
3. We use an **explicit instruction-teaching model (based on the Hume model)** to ensure students are clear on the intention of the lesson, are taught the skill and/or knowledge and have time for practice and consolidation.
4. We develop and deliver tasks which are **engaging, challenging, relevant and accessible** to all students.
5. We have an explicit and agreed approach to teaching reading and writing and supporting students with special needs.

And adopt the following set of processes and protocols to build high expectations and a positive learning environment:

Student Expectation	Consequence For Breaching This Expectation	Teacher and College Responsibility
<p><u>CLASS BEHAVIOUR:</u> You are expected to be responsible and adopt positive learning behaviours in all your classes so you progress with your learning. The teacher’s role is to provide you with appropriately challenging classwork so you are able to engage with the work.</p> <p>You are expected to:</p> <ul style="list-style-type: none"> • Come to class fully equipped to learn. • Participate constructively and remain on task. • Complete and submit work on time. • Follow the instructions of your teacher and respect the rights of others to learn. <p>Your teachers will report on these areas of behaviour in each Progress Report (see Progress Report areas).</p>	<ol style="list-style-type: none"> 1. If you are not responsible and do not come equipped for class and ready to learn or participate constructively and attempt the class work: <ul style="list-style-type: none"> □ Your teacher will give you a reminder of the class expectation, provide relevant support and where necessary implement other consequences which may involve loss of privileges and catch up sessions. Your teacher may alert your parent/guardian of these concerns. 2. If you are not being responsible and interrupt the learning of others in any way, your teacher will follow the ‘3 Strikes Process’. <ol style="list-style-type: none"> a) Firstly, you will be given a reminder. (Name on board) If the behaviour continues you will be sent outside, or moved within the classroom (Name on board with cross) If the behaviour doesn’t stop you will be exited to the General Office Student Services Office with an Exit Slip. Here you will be relocated to a different class and will be required to complete a reflection sheet and the set work from the class teacher. You will submit your reflection sheet to the teacher of the class you have been relocated to. First Exit will involve restorative session between you and your teacher. b) Second exit will involve: IHCD and parent contact. If your behaviour is dangerous-that is, you are putting others’ safety at risk you will be exited immediately. If the student doesn’t present himself or herself to the office after an exit and this is verified by the teacher report, the student may be suspended from school for not following teacher instruction. teacher report has been received a follow up meeting will involving the student and teacher with a focus on the recommitting to the learning protocols in the class and rebuilding the student/teacher relationship. c) 	<ol style="list-style-type: none"> 1. Know each of your students well, in particular those students with special needs and plan and deliver relevant, challenging tasks. Analyse the Student Learner Profile of each of your students. 2. Establish a Class Agreement around the expectations in your class. These will be linked to the Progress Report areas: coming to class fully equipped to learn, participating constructively and remaining on task, attempting all work and following the instructions of the teacher and respecting the rights of others to learn. 3. Carefully track your students’ learning behaviours in preparation for the Progress Reports 4. Acknowledge students demonstrating appropriate learning behaviours. Use praise, positive Compass entries, emails home etc. Follow up consistently and supportively with students not coming to class fully equipped to learn or not being cooperative or attempting all work, to help them get back on track. This may include running a catch up session, having a discussion with the student, modifying work, and contacting parents to alert them of your concern. Use quick notes. 5. Place a chronicle entry on Compass only at the point at which you are ready to summarise what you have done to support the student to get back on track. 6. If no improvement occurs in these areas over a period of time email the Year Level Coordinator to express your concerns. 7. If a student engages in ongoing disruptive behaviour interfering with others’ right to learn during a lesson then, where appropriate, implement the: <ul style="list-style-type: none"> 3 Strikes Exit Process Refer to Official Document Below 1. Relationships is the task. 2. Use the 3 Strike Exit Process 3. Exit Report 4. Follow Up

Student Expectation	Consequence For Breaching This Expectation	Teacher and College Responsibility
<p>PROGRESS REPORTS</p> <p>You will receive 6 Progress Reports throughout the year indicating the learning behaviours you have been exhibiting over the preceding 6 weeks. A Grade Point Average (GPA) will be awarded for each Progress Report, which is a measure of your level of effort and application to your studies, measured irrespective of your level of academic ability.</p> <p>For each Progress Report you will receive a GPA based on the extent you:</p> <ul style="list-style-type: none"> • Come to class fully equipped to learn • Participate constructively and remain on task • Complete and submit work on time • Follow the instructions of your teacher and respect the rights of others to learn <p>You will be marked 'always', 'usually', 'sometimes', 'rarely' or 'never' on each on these behaviours and receive a corresponding value 4, 3, 2, 1, 0 respectively.</p> <p>Certificates will be awarded to students who receive a GPA over 3.75 to acknowledge their effort and application.</p> <ul style="list-style-type: none"> • GPA of 4- Gold Certificate sent home • GPA of 3.9-3.99- Silver Certificate sent home • GPA of 3.75- 3.89- Bronze Certificate • We expect you to obtain a GPA of 3 or more. 	<ol style="list-style-type: none"> 1. If your GPA falls under 2.5 for any Progress Report you are deemed “at risk”. To support you to get back on track: <ul style="list-style-type: none"> • An Alert letter will be sent home regarding your unsatisfactory progress and a running tally of your GPA, along with recommendations for improvement • A critical meeting may occur to establish an Improvement Plan 2. If your GPA does not reach a total of 7.5 for the first 3 Progress Reports: <ul style="list-style-type: none"> • You may be demoted into the lower year level to give you time to improve your learning behaviours 3. Over the course of the year if you get a total GPA of under 15 for the 6 Progress Reports: <ul style="list-style-type: none"> • You are at risk of non-promotion to the next year level 	<ol style="list-style-type: none"> 1. Regularly monitor and record how your students are going on each of the behaviours covered in the Progress Reports 2. Based on these records, provide a fair and accurate Progress Report for each of your students 3. Evaluate your students’ Progress Reports and implement strategies to improve their learning behaviours. Acknowledge students demonstrating appropriate learning behaviours. Use praise, positive Compass entries, emails home etc. Follow up consistently and supportively with students not coming to class fully equipped to learn or not being cooperative or not attempting all work, to help them get back on track. This may include running a catch up session, having a discussion with the student, modifying work, and contacting parents to alert them of your concern.

Student Expectation	Consequence For Breaching This Expectation	Teacher and College Responsibility
<p><u>CLASSROOM TEACHER CATCH UPS/REDEMPTION:</u> If you don't complete the set classwork, homework or assessment tasks:</p> <ul style="list-style-type: none"> ○ You will be required by your classroom teacher to catch up either at recess, lunchtime or after school to complete the set work to get back on track. ○ On your Progress Report – Redemption Required will be ticked and you will be required to do a Catch Up/ Redemption. 	<p>1. If you do not attend the Catch Up/Redemption session:</p> <ul style="list-style-type: none"> ○ You will be referred to your Year Level Coordinator for a Friday Detention/ Catch Up session. <p>2. If you do not attend your Friday Detention: Further consequences will follow, suspension included.</p>	<ol style="list-style-type: none"> 1. If a student does not complete a step in the completion of an assessment task and/or an agreed amount of work during a specific class then detain students to finish incomplete work when your class abuts a break. Limits are 5 minutes at recess and no more than 10 minutes at lunch. 2. If you wish to facilitate an after school Catch/Up, be sure to notify the SSO to assist in organising the creation of the event on Compass and notifying parents and students of the Catch Up. 3. If the work is still not completed, you will tick Redemption Required on the Progress Reports and attend the Catch Up/Redemption sessions after school for students who have incomplete assessment tasks to help them get back on track. 4. Meet your students at the designated room to supervise and support your students. It's also a good idea to have any handouts and materials they made need ready for the catch up or to help them (re) establish their workbook. Also it might be useful to have a few spare workbooks ready to give out for a fresh start. 5. Place a chronicle entry on Compass to summarise what you have done to support the student to get back on track. 6. If they don't attend this Catch Up/Redemption, refer the student to the Year Level Coordinator for a Friday Detention.

Student Expectation	Consequence For Breaching This Expectation	Teacher and College Responsibility
<p>FRIDAY DETENTION: You will receive a Friday Detention for:</p> <ul style="list-style-type: none"> ○ Breach of college processes ○ Being out of class without permission ○ Failure to attend your classroom teacher's Catch Up/Redemption <p>This Detention runs from 3.10-4.00pm on Friday afternoons. You must come prepared with work to complete.</p>	<ol style="list-style-type: none"> 1. If you don't attend detention when required: You will have one opportunity for the detention to be rescheduled. 2. If you don't attend your rescheduled detention when required: You will receive an IHCD for failure to follow College instruction. 	<ul style="list-style-type: none"> • Classroom Teachers may recommend a Friday Detention if the student has failed to attend the Catch Up/Redemption session. Email the relevant Year Level Coordinator of the afternoon they were required to attend and reason for your catch up. • The Friday Detentions are supervised by Leading Teachers and the Principal Class with support of teachers, every Friday from 3.10-4.00pm. • Only YLC/ Sub-School Leaders/ Principal Class can issue a Friday Detention along with the SSO. • Students chronically out of uniform, chronically late to class, being out of class without permission and students who fail to attend catch up sessions may be placed in Friday Detention. • If a student fails to attend to a rescheduled Friday Detention it is the Year Level Coordinators responsibility to issue the student with an IHCD– The SSO will notify the YLC if 2 Friday Detentions are not attended. <i>If the Year Level Coordinator is unable to do so in a reasonable time frame, they are to seek assistance from the Sub-School Leader.</i> <p>The Year Level Coordinator is to notify the student, guardians and teachers effected by the internal suspension The Principal Team must also be notified. It is the Principal Team who will submit complete the official documentation and submit the suspension.</p>

Student Expectation	Consequences for Breaching This Expectation	Teacher and College Responsibility
<p><u>ATTENDANCE:</u> You need to be at school every day so that you can optimise your learning and avoid gaps in your understanding. If you are absent from school for any period of time: <input type="checkbox"/> Your parent/guardian must contact the school by telephone on the day of the absence OR provide a note from home/medical certificate the following day to the coordinator so that it can be approved by the Education Department. They may also verify absences on Compass. The government requirement is that students attend school for a minimum of 90% of the year.</p>	<ol style="list-style-type: none"> 1. If you are absent from school: <ul style="list-style-type: none"> ○ An SMS will be sent to alert parents/guardians when you're absent. Your parents/ guardians are encouraged to reply to the text message and explain your absence. 2. If you are absent and your attendance drops below 90%: <ul style="list-style-type: none"> ○ You will need to catch up on time missed ○ You are at risk not being promoted at the end of the year Your parents may need to pay a fine because of your absence from school. 	<ol style="list-style-type: none"> 1. Create a narrative that it is essential that every child in your class is at school every day 2. Ensure you have a term schedule and portfolio tasks on Compass for students to access whilst they're absent. Where appropriate expect students to keep up with missed work through access to online resources 3. If a student is absent frequently contact parents and express your concern that they are falling behind with their work. 4. Organise a catch a session and parent alerts to be sent home 5. Refer your concerns to the Attendance Officer. Official attendance letters will be sent home for students with low attendance rates
<p><u>BEING OUT OF CLASS WITHOUT PERMISSION:</u> You are required to be in class for every period of the day. If you are out of class to go to the toilet, the office, the library or for any other purpose you must have a signed note in your planner/pass from a teacher.</p>	<ol style="list-style-type: none"> 1. If you are out of class without permission (a signed planner/note from the office or teacher): You will be required to attend a Friday Detention to catch up on missed work. 	<ol style="list-style-type: none"> 1. Do not allow your students out of class unless it is absolutely essential. It is best to minimise students leaving your class. 2. If they need to leave the class for a specific purpose (to the library, their locker or the toilet) ensure they have a student pass. 3. Students without a pass will be sent back to class. Students found out of class without permission may be required to attend a Friday detention for a catch up.
<p><u>LATE TO CLASS:</u> All students at Lalor North College are required to be at school no later than 8.40am every morning. If you cannot arrive at school on time, or must leave early, a parent/guardian note of explanation must be presented to the office on the day.</p>	<ol style="list-style-type: none"> 1. If you are late to class: <ul style="list-style-type: none"> • You interrupt the learning of your class. 2. If you come late to class without a valid explanation note: <ul style="list-style-type: none"> • You will be need to make up the time at recess, lunch or after school with the relevant classroom teacher. If you are late 3 times in a month, you will be given a Friday Detention to catch up on missed class time. 	<ol style="list-style-type: none"> 1. Ensure you are in class as early as possible ready to greet your students and commence your lesson. 2. Mark your roll and record on Compass any latecomers 3. For any students who are late to a class, which abuts a break eg period, 2, 3 or 4 ensure you provide an appropriate detention. (5 minutes at recess, and 10 minutes at lunchtime and after school). 4. Chronic late comers will be identified through a Compass Audit and be issued a Friday Detention.

Student Expectation	Consequences for Breaching This Expectation	Teacher and College Responsibility
<p>USING TECHNOLOGY RESPONSIBLY: You are expected to use all of your technology responsibly. In terms of your laptop:</p> <ul style="list-style-type: none"> • Bring your laptop to class fully charged with all the relevant eResources. • Open your laptop only when your teacher gives that instruction. • Use only college-approved websites. No proxy servers are to be used at any time. • Report to ICT before school if you have an issue with your laptop or the digital eResources <p>In terms of your mobile phone: (policy is forthcoming)</p> <ul style="list-style-type: none"> • No mobile phones will be permitted at school in the yard or in the classroom from the start of Early Commencement 2019 • Keep your mobile phone at home or in your locker immediately on arrival at school. <p>In terms of respecting the privacy and wellbeing of others:</p> <ul style="list-style-type: none"> • Do not to take photos of Lalor North students or staff without their permission and/or upload such photos online. <p>Do not make any disparaging comments about Lalor North staff or students online.</p>	<p>1. If you use your laptop without permission or if you are on sites not relevant to the set task:</p> <ul style="list-style-type: none"> • Your classroom teacher will give you a reminder/warning and where necessary other consequences. • Ongoing irresponsible use of the laptop in the one lesson may lead to you being exited from your class (3 Strikes Process). • Random spot checks of computers will occur and if you are found to have gone onto non-approved college sites- accessed through proxy servers- your laptop will be wiped, your laptop may be confiscated for an extended time and a suspension may occur. <p>2. If your mobile phone is seen in the yard or in class:</p> <ul style="list-style-type: none"> • You will be required to hand over your mobile phone to the teacher who will organise for it to be stored in the general office until the end of the day • Failure to follow a teacher’s instruction will lead to suspension from school <p>3. If you do not respect the privacy and wellbeing of others</p> <ul style="list-style-type: none"> • If you take photos of Lalor North students or staff without their permission and/or upload such photos online you will be suspended from school for bullying and harassment • If you make any disparaging comments about Lalor North staff or students online for bullying and harassment a suspension from school will occur 	<p>1. Responsible Laptop use</p> <ul style="list-style-type: none"> • Incorporate ICT effectively in your classroom. • Reinforce responsible use of ICT and build this into your class-learning plan. • Ensure your class-learning plan includes acknowledgment of students using their laptop responsibly and addresses students who are not using their laptop responsibly. Use reminders, loss of privileges and where necessary the 3 Strikes Process. (See 3 Strikes Process) • Give an appropriate level Progress Report to reflect student responsible use of their laptop. • If you believe a student is accessing non- approved websites refer this to the year level coordinator who will engage the IT team to conduct an investigation. <p>2. Responsible Mobile Phone Use</p> <ul style="list-style-type: none"> • Remind your class of the college expectation of the use of mobile phones at school • Collect mobile phones if they are sighted in the yard or in the classroom and hand them into the office for the student to collect them at the end of the day. <p>3. Respectful Online behaviour</p> <ul style="list-style-type: none"> • If you observe photos being taken or become aware of online activity involving Lalor North staff or students alert the YLC, Sub School Leader or The Principal Team.

Student Expectation	Consequences for Breaching This Expectation	Teacher and College Responsibility
<p><u>EQUIPMENT:</u> When you are fully equipped for class you will optimise your learning. You must bring your laptop (with the relevant eBooks) to every class, every day. You must also bring your pencil case (stocked with pens, grey led pencils, a ruler, sharpener, scissors, eraser, highlighters, pencils) your planner, the subject exercise book, display folder for the subject and any other relevant text books/novels.</p>	<p>1. If you come to come to class unprepared:</p> <ul style="list-style-type: none"> • You will not be able to complete the set work. • Your teacher may require you to do catch up sessions for work missed. • You will receive a poor GPA for not being equipped and ready to learn. Your parents/guardians may be advised. 	<ol style="list-style-type: none"> 1. Establish a Class Agreement which requires the students to be responsible and self-directed by bringing all their books and materials to class. Be specific about what materials need to be brought to class. 2. Check these materials daily and acknowledge students who are being self-directed by being prepared for class and ready to learn. Track this. 3. Provide a consequence for students who are not being responsible and ready to learn eg. Catch Up/Reflection session 4. Call home/email and alert parents of your concern. After these steps refer the student to the YLC.
<p><u>LOCKERS:</u> You must collect your materials from your locker at the beginning of the school day, at recess and then at lunchtime. You are not to return to your clocker during the period or after period 1. You must make sure you take care of your locker by keeping it organised and clean. You are not to swap lockers with any other student. If you need to return to you locker during class you must have a signed note in your planner.</p>	<p>1. If you are at your locker during class time without a note</p> <ul style="list-style-type: none"> ☐ You are deemed out of class without permission and may be required to attend an after school catch up. 	<ol style="list-style-type: none"> 1. Whilst on yard duty or as you are passing lockers hurry students along to their classes. 2. Provide consequences for students who are late and/or not prepared for class. 3. Minimise the times you allow students to return to their lockers for books and materials.
<p><u>BAGS:</u> Lockers are provided for you to store your belonging. Bags are not to be taken to class for safety reasons.</p>	<p>1. If you are discovered with a bag in class (without a pass)</p> <ul style="list-style-type: none"> • Your classroom teacher will keep you in at the end of the class to discuss the matter. • The matter will be referred to your Year Level Coordinator and you will be issued with a Friday Detention. 	<ol style="list-style-type: none"> 1. Remind students that bags are a safety issue and can't be in classes except for PE. 2. If a bag is brought into a class, in particular at the end of the day, instruct the student to return it to their locker and keep the student in to discuss their behaviour. 3. Refer the matter to the relevant YLC for a Friday Detention to be issued.

Student Expectation	Consequences for Breaching This Expectation	Teacher and College Responsibility
<p>UNIFORM: Lalor North College has an attractive college uniform and is to be worn proudly to school every day. If you're unable to wear the correct uniform, please provide a signed note to be given to your Home Group Teacher during Home Group time at 8.50am. Your Home Teacher will give you a pass for that day. Students are permitted 3 uniform passes each semester, after which time a detention may be given.</p> <p>The Student Services Attendant may also provide Uniform Passes outside of these time.</p>	<p>Year 10-12 uniform process</p> <ol style="list-style-type: none"> If you come to school out of uniform and you haven't received a uniform pass from your Home Group Teacher, then your parents will be contacted and you will be sent home to change into proper school uniform. If parents/guardians can't be contacted you will receive a Friday Detention. This will be documented on Compass. <p>Year 7-9 uniform process</p> <ol style="list-style-type: none"> If you come to school out of uniform and you haven't received a uniform pass from your Home Group Teacher, then a Friday Detention will be issued. A minimum of 24 hours' notice will be provided for parents. <p>Non-attendance at the Friday Detention will lead to an in House Curriculum Day for failure to follow a clearly stated instruction.</p>	<ol style="list-style-type: none"> Reinforce that uniform is an important symbol of our pride in our school and our strong sense of belonging. Question any student you see out of uniform without a pass in the yard or in your class. During period 1 send any students out of uniform without a pass to the SSO. Year 10-12 students will be sent home and Year 7-9 students will be given a Friday Detention either by the SSO.
<p>SUSPENSION FROM SCHOOL:</p> <ul style="list-style-type: none"> Suspensions occur for serious breaches of school rules. Suspensions are the most serious consequence the school can impose. During suspension, you will need to complete set work given to you by your teachers. <p>Parent/guardian meetings will also occur to assist you to get back on track with your behaviour and learning.</p>	<p>If a student reaches a particular number of days suspension a Behaviour Review Meeting may occur which may result in expulsion from the College. Expulsion requires the student to move to their nearest alternate school.</p>	<ol style="list-style-type: none"> The Principal and the Assistant Principal in consultation with YLCs and Sub School Coordinators will implement suspensions as per our college code of conduct and DEECD guidelines Teachers will provide work for any student who has been suspended from school. Teachers may be involved in Parent/Guardian meetings related to suspensions.
<p>IN HOUSE CURRICULUM DAY</p> <ul style="list-style-type: none"> In House Curriculum Days are provided for occur for serious breaches of school rules, including ongoing exits from class, failure to attend detentions etc During the IHCD, you will be positioned in an alternative class and complete set work given to you by your teachers. Recess and lunchtime will occur at the front office for the student. <p>Parent/guardian will be advised of the IHCD.</p>	<p>If the student does not comply by the arrangements for the IHCD, they may be suspended from school for failure to follow instruction.</p>	<ol style="list-style-type: none"> The assistant principal, in consultation with the sub school coordinator and the year level coordinator will determine whether the IHCD will be implemented for the student. <ol style="list-style-type: none"> The Student Services Officer will allocate the student to the set classes for the day.

Early Leavers Pass

If you need to leave school early, you need to present to The Student Services Officer with handwritten parental consent to leave. The SSO will issue you with a pass and when it is time for you to depart the College you must present to the General Office to officially sign out.

If you do not follow due process it will be deemed that you have left without consent and your attendance record will reflect as 'Unexplained' and as per College Process and Protocols a consequence may be issued.

Students who wish to leave early are to report to the SSO with their handwritten parental consent. The SSO makes a record of this and issues the student with a pass. The student is then to report to the General Office at the time of departure and officially sign out.

Classroom Behaviour Management

3 Strikes Exit Process



- 1. Establish a positive working relationship.**
 - Know your students – Read through their **Student Learner Profiles**.
 - Form **authentic relationships**.
 - Gain their **trust** and **respect**.
 - Establish **clear boundaries** and clearly communicate **classroom expectations**.
 - Be **consistent**.
 - **Understand** the type of learner that they are.
 - **Prepare** your lessons well and provide purposeful tasks.
 - **Celebrate** hard work and success.

- 2. Responding to ongoing disruptive classroom behaviour**
Use the 3 steps process: a reminder, time outside to calm down and then exit if the disruption continues.

Make sure you **remain calm, use respectful language** and an **appropriate tone**.

The Language to Use in Class:

Strike 1

*Mary, you're constantly interrupting the class. Everyone in the class has the right to hear my instructions. Please don't interrupt. This is your first warning. **Name on board.***

Strike 2

*Mary, you're continuing to call out and interrupt while the class is trying to work. You need to step outside of the class and reflect on your behaviour. (Talk with Mary and try to get an agreement to re-focus.) This is your final warning Mary. When you return to class, I need you to settle down and do your work. **Cross against name, moved the student within the class or asked the student to step outside.** If there is further disruption/serious disobedience, then an exit may occur.*

Strike 3

*Mary, you continue to disrupt the learning of our class. John, could you take Mary to the Student Services Office please with this slip. Mary, take your work and all your belongings with you. **Allocate a buddy to accompany the student being exited. Direct the student to the Student Services Office with work and a completed Exit Form.***

The Student Services Officer will relocate and escort the student to an available and appropriate classroom. This will be documented on Compass.

The Exit Form will remain with the Student Services Officer, to be collected by the Year Level Coordinator.

The student will be issued a *Reflection Sheet* to complete once they have been relocated.

The student must be given work by the exiting teacher to complete whilst they have been relocated.

Severe Clause

If there is a severe and immediate, physical safety concern, the student can be exited on a 'Severe Clause'. Students exited on a Severe Clause are to be exited with a buddy student and completed Exit Form to the Principal Class and the relocation process will be overseen by the Principal or Assistant Principal.

In the rare instance that the Principal Class is unavailable, the student will be relocated and escorted to one of the Leading Teachers. This process will be facilitated by the General Office.

3. Exit Report (Relevant YLC and Sub School Leader)

As soon after the exit is possible the teacher is submit a **Chronicle Entry/ Exit Report** on Compass outlining the details of the incident.

Be aware that your **Exit Report must have sufficient detail** to allow for productive follow up and parent/guardian meetings. Here is an example of the level of detail required in an email/report:

Email/Compass Report re: Mary Brown

Step 1 (Warning)

- a. *This incident occurred today during period 4 in 9A English. At the start of the lesson, Mary called out across the room on two occasions when I was explaining the task to the class. I explained to Mary that the class has a right to hear my instructions and that this was her first warning. I also put her name on the board.*

Step 2 (Warning and step outside)

- b. *Once the students had started their work, Mary made no attempt to begin the task. She again called out loudly across the room interrupting the students who were working on the task. I told her that she would need to step outside the room and calm down for a few minutes. I went outside and had a chat with her. I asked her if there was anything wrong and she said no. I advised her that when she returned she needed to settle and get on with her work, with no further disruptions.*

Step 3 (Relocate)

- c. *Mary continued to disrupt students around her by speaking loudly about matters unrelated to her work. At no point did she attempt to start her work. I advised her that she would sent to the Student Services Office. I completed the form and exited her with her work.*

4. Follow Up

When exited the student will present himself or herself to the Student Services Office and here they will be relocated to an available and appropriate class. Students will be issued a **Reflection Sheet** to complete once relocated along with the set work issued by the exiting teacher. The **relocation teacher** will collect the **Reflection Sheet** from the student and **deliver it to the relevant Year Level Coordinator** Pigeon Hole.

When the teacher report has been received a follow up will be facilitated by the Year Level Coordinator involving the student, teacher and parent/guardian with a focus on the student recommitting to the learning protocols in the class and re-establishing the student/teacher relationship. The exiting teacher will facilitate this process with the assistance of the Year Level Coordinator when required. It is advised that this occur in a timely fashion where possible.

If the student doesn't present himself or herself to the Student Services Office after an exit and this is verified by the teacher report, it will be deemed the student has not followed teacher instruction and a suspension may occur.

If the teacher does not provide a thorough report of the incident it will be very difficult for the Year Level Coordinator and Sub School Leaders to proceed with an effective follow up.

First Exit will involve: Restorative session

Second Exit may involve: Inhouse Curriculum day and Parent/Guardian contact.

Re-establishing the student/teacher relationship:

The restorative process and how it may work will be left to the discretion of the classroom teacher and this is because the way in which the student/teacher relationship is re-established may vary from student to student and can be approached in a number of ways. Here are some suggestions:

- Informal conversation between the student and teacher, prior to the student returning to class. Respond to conflict with a conversation. Ask the student to recount what happened, discussing their emotions and rationale, eventually landing on a mutual plan of action for making the situation right again.
- Formal conversation with the student/ teacher and Year Level Coordinator.
- Letter of apology, acknowledging incorrect behaviour.
- A conference with the administration and parent to resolve the issue. □ A behavioural contract in which the student and teacher collaborate on a solution, giving the student ownership of future consequences to his/her behaviour in that class in particular.

It is advised that this process occur as soon after the exit as possible.

Staff Checklist

Classroom Teacher	Student Services Officer	Year Level Coordinator / Sub School Leader	Principal Class	Relocation Classroom Teacher
<ul style="list-style-type: none"> ○ Relationships is the task. ○ Use the 3 steps process. ○ Exit Student with a buddy. ○ Fill out Exit Form and give the student work to complete. ○ Complete an Exit Report on Compass as soon as possible. Re-establish the student/teacher relationship. 	<ul style="list-style-type: none"> ○ ○ Receive the student. Collect the completed Exit Form. ○ ○ Send the buddy student back to class with a Student Pass. ○ ○ Issue exited student with a Student Reflection form. ○ Relocate and escort the student. Log the exit and relocation information on Compass. ○ ○ Email Year Level Coordinator/ Sub School Leader and inform them that the student has been exited and CC exiting teacher. Issue the student with a Friday detention. Scan Exit Form and attach to the student's chronicle. 	<p>Year Level Coordinator:</p> <ul style="list-style-type: none"> ○ Ensure that the Exit Report has been submitted by the classroom teacher. ○ Meet with the exited student and touch base with parents/guardians with a focus on the student recommitting to the learning protocols in the class. ○ Assist in the re-establishment of the student/teacher relationship where required. ○ Document all actions on Compass. <p>Sub School Leader:</p> <ul style="list-style-type: none"> ○ To support Year Level Coordinator and assist if time restrictions prevent the YLC to complete the process. 	<p>Support Classroom Teachers/ Year Level Coordinators and Sub School Leaders.</p> <ul style="list-style-type: none"> ○ Follow due process with students who have been exited on a Severe Clause. Apply appropriate level of escalation in consequences when required. ○ Document all actions on Compass. 	<ul style="list-style-type: none"> ○ Collect Reflection Form and place it in the Year Level Coordinator Pigeon Hole.

The Chronicle Colours Protocol

When a staff member adds a Chronicle Entry to the dashboard of a student, one of the mandatory steps is selecting a colour code from the **Rating** drop down box of options.

To streamline our coding of events, Compass offers a limited palette of colours – grey, green, yellow and red.

In terms of adopting a permanent, long term coding formula, a consistency of understanding and practice- not only for staff but for also students and parents – is of paramount importance.

The choice of green is obviously for positive entries and grey for general observation however, coding with yellow and red does require further explanation.

At this juncture, we have opted for the following coding solution:

- Green is a **positive entry**;
- Grey conveys **general information**;
- Yellow indicates that you are **handling a particular issue/ event/ incident yourself. This includes issuing of Uniform Passes and Classroom Detentions, Redemption, Catch Ups Sessions, Parent Contact** and includes the documenting of **BSPs**;
- Red indicates that **an issue/event/incident is being referred on to someone a step higher in the student management hierarchy that is, YLC/ Leading Teacher/ Principal Class. This includes Exit Information, Exit Reports and Suspensions.**

CHRONICLE PROTOCOL COLOURS
General Observation/ Dissemination of Information
Positive Entry
You are handling the issue/event/incident yourself. BSPs
Event/Incident forward to the YLC, Leading Teachers and Principal Class

It is essential that staff maintain clear lines of communication through the use of Chronical Entries. This will help alleviate many of the communication errors we are currently experiencing. It is the responsibility of all staff to update Chronical information as required.

Student Services Officer – Protocols and Procedures

Our Student Services Officer provides all staff with administration support and can assist with the following:

- **Individual Classroom Teacher Redemption/Catch Up**

The SSO can create an event for your redemption/catch up and notify students and parents of the detention.

Redemption/Catch Up can be held on any day of the week except Friday as whole school detentions are facilitated on this day.

Requests can be lodged via email and should include the name of the event, subject, date, time, students to be added to the event and the reasons as to why they have been issued with the Redemption/Catch Up.

- **Friday Detention or Thursday Detention for VCAL Students**

Each week the SSO will create an event for Thursday & Friday Detention.

Note: The only members of staff authorised to issue these detentions are YLCs/ Sub School Leaders/ Principal Class.

Requests can be lodged via email by YLCs/ Sub School Leaders/ Principal Class and should include the name of the event, date, time, students to be added to the event and the reasons as to why they have been issued with the Detention.

- **Uniform Passes**

The SSO is permitted to issue Uniform Passes and will follow College process and protocols in regards to this and will issue further consequences when required, contact parents if need be and escalate any students to YLCs/ Sub School Leaders/ Principal Class if need be. The SSO will communicate any actions with YLCs/ Sub School Leaders/ Principal Class regardless of whether or not the case has been escalated in order to keep them informed at all times.

- **Lates**

The SSO will monitor student attendance and issue consequences as per the College process and protocols in regards to presenting to classes late. The SSO will contact parents if need be and escalate any students to YLCs/ Sub School Leaders/ Principal Class if need be. The SSO will communicate any actions with YLCs/ Sub School Leaders/ Principal Class regardless of whether or not the case has been escalated in order to keep them informed at all times.

- **Classroom Behaviour Management – 3 Strikes Exit Process – Relocate Students** ○ Receive the student.

- Collect the completed Exit Form.

- Send the buddy student back to class with a Student Pass.

- Issue exited student with a Student Reflection form.

- Relocate and escort the student.

- Log the exit and relocation information on Compass.

- Email Year Level Coordinator/ Sub School Leader and inform them that the student has been exited and CC exiting teacher.

- Issue the student with a Friday detention.

The SSO will monitor the amount of exits per student and issue a consequence as per the College process and protocols and if need be and escalate any students to YLCs/ Sub School Leaders/ Principal Class if need be. The SSO will communicate any actions with YLCs/ Sub School Leaders/ Principal Class regardless of whether or not the case has been escalated in order to keep them informed at all times.

- **Goal Sheets**

On the advise of YLCs/Sub School Leaders and Principal Class, the SSO can administratively manage the Goal Sheet process by issuing Goal Sheets to students. The expectation is that students collect their Goal Sheet daily from the SSO office and return them signed the next morning. The SSO will then collect and collate the Goal Sheets and return them to the YLCs on the Thursday of that week.

If students are not collecting or returning their Goal Sheets, The SSO will contact the YLCs/ Sub School Leader/ Principal Class were appropriate in order for consequences to be issued for non compliance with *College Processes & Protocols*.

Note: YLCs can choose to manage the Goal Sheet Process on their own. Arrangements can be made with The SSO.

- **Student Passes**

On advise from YLCs/Sub School Leaders/ Principal Class the SSO can organise student passes e.g. Exit Cards/ Time Out Cards / Medical Passes etc. **Note:**
The only members of staff authorised to issue these detentions are YLCs/ Sub School Leaders/ Principal Class.

- **Early Leavers Passes**

Students who wish to leave early are to report to the SSO with their handwritten parental consent. The SSO makes a record of this and issues the student with a pass. The student is then to report to the General Office at the time of departure and officially sign out.

- **Administration Support**

The SSO is available to assist with general administration e.g. photocopying, collation, laminating, administration regarding excursions/ consent forms etc. Staff are invited to email requests to the SSO and where time permits support will be provided.

- **D.O Support**

In the absence of the Daily Organiser, the SSO will take on the role D.O.

Year 7-12 Assessment and Reporting Policy

Section 1 Teaching and Assessing The Knowledge, Skills and Behaviours

- a) The skills and knowledge for each unit are clearly specified in the relevant KLA handbook and on end of unit reports and are based on the AusVELs, the VCE and VCAL Course Advice and outcomes.
- b) Desirable learning behaviours are outlined in the Progress Reports. Teachers will complete 3 Progress Reports each semester indicating the learning behaviours which have been exhibited by each student over the preceding 6 weeks. Teachers will report on the 4 areas of assessment (outlined below) and indicate whether these behaviour have been exhibited: 'always',

'usually', 'sometimes', 'rarely' or 'never' and receive a corresponding value 4, 3, 2, 1, 0 respectively. A Grade Point Average (GPA) will be awarded for each Progress Report, which is a measure of the student's level of effort and application to their studies, measured irrespective of their level of academic ability. Certificates will be provided for students who receive a GPA above 3.75. Students receiving a GPA of 2 or lower will be identified as students at risk. The desirable learning behaviours are:

- o Comes to class fully equipped to learn
 - o Participates constructively and remains on task
 - o Completes and submits work on time
 - o Follows the instructions of the teacher and respects the rights of others to learn
- c) The Learning and Assessment Tasks delivered by the teacher become the mechanism through which students engage in learning the skills and knowledge of the subject. We expect each student to engage with these skills and knowledge through participation and effort in each class.
- d) Teachers teach the skills, knowledge and behaviour as described in their Course Overview and Teaching and Learning Schedule. Teachers will teach this content by implementing the Lalor North Instructional Model which is designed to maximise student engagement and achievement. This inclusive model provides all students with the opportunity to grow and progress in their learning in every Domain no matter their starting point.
- e) Teachers will communicate to their students the Learning Intentions and Success Measures in every lesson. The Teaching and Learning Schedule published on Compass and given to students captures the term learning objectives.
- f) Teachers will communicate their expectations for Assessment Tasks through the provision of Assessment Criteria. Assessment Tasks will be assessed according to these criteria and awarded a Very High, High, Medium, Low, Very Low or Not Satisfactory.
- g) Teachers will report on each student's skills and knowledge in the end of Unit Report through an evaluation of student performance on Learning and Assessment Tasks. These tasks will be varied in nature and provide all students with an opportunity to demonstrate their skills and knowledge. Teachers will maintain thorough records of student's progression towards the achievement of specific skills and knowledge and subsequently students will be awarded Very High, High, Medium, Low, Very Low or Not Satisfactory. h) Teachers will engage in moderation of student work to ensure consistency of assessment.

Section 2 Award an S for a Unit

- a) At Lalor North College students will receive an S (Satisfactory) or N (Not satisfactory) for each unit. It is the goal of teachers to ensure all students in their class are able to successfully develop the skills and knowledge of their unit.
- b) To successfully complete (pass) a unit as indicated on the end of semester reports a student must:
- Complete the assigned assessment tasks (usually three per unit)- at the minimum level of *very low*
 - Demonstrate the relevant Skills and Knowledge covered in the unit –at the minimum level of *very low*

Section 3 Record Keeping and Feedback

- a) It is the **teacher's responsibility** to ensure students are aware of how each Learning Task and Assessment Task links with the skills, knowledge and behaviours covered in the unit. Teachers will communicate this through the Learning Intentions and Success Measure in every lesson. The Teaching and Learning Schedule given to students captures the term learning objectives of the unit. For assessment tasks, **students must be aware** of the specific rubric they are being assessed on and receive timely and effective (written and oral) feedback.
- b) Teachers are to engage in ongoing assessment of each student's performance on how they are progressing toward achievement of the skills, knowledge and behaviours of the unit. This will involve keeping **detailed records** of a student's performance in learning activities and in Assessment Tasks. These records may be based on teacher observation, analysis of student notebooks and student work, record of attendance etc.

Section 4 Support and Redemption Process for Student Falling Behind in Their Work

- a) A Teaching and Learning Schedule, including Learning and Assessment requirements, is distributed to students. Assessment Tasks have been provided with the relevant assessment criteria. Assessment Tasks and classwork are modified by the teacher to suit the learning needs of specific students eg integration, language support students. ILPs are written for relevant students.
- b) If a student does not complete a step in the completion of an assessment task and/or an agreed amount of work during a specific class then the teacher will detain students to finish incomplete work when your class abuts a break. Limits are 5 minutes at recess and no more than 10 minutes at lunch and after school.
- c) The teacher runs catch up sessions where necessary for students who fall behind with their work.
- d) Parents and level coordinators are advised by email/phone re concerns regarding students' non-completion of assessment tasks or key work.
- e) For students who have incomplete Assessment Tasks at Progress Report time, the teacher will tick Redemption Required, advise the students of the work needed to be done, and attend the designated catch up/redemption session after school to help the specific students to complete the Assessment Task and get back on track.
- f) Teachers to meet students at the IT1/IT2 to supervise and support students to complete the Assessment Task and get organised to get back on track.
- g) Teacher to place a chronicle entry on Compass to summarise what they have done to support the student to get back on track.
- h) If the student doesn't attend the designated catch up/redemption session, the student will be required to attend a Friday afternoon detention/catch up session.

Section 5 Awarding an N (non-satisfactory) for Knowledge, Skills and Assessment Tasks

- a) It is the **goal of teachers to ensure all students** in their class are able to **successfully develop the skills and knowledge** and successfully complete the Assessment Tasks of their subject.
- b) **Teachers need to be aware that awarding one N (not satisfactory) for an assessment or for skills and knowledge will mean the student will fail that unit.**
- c) **Students may not be awarded an N for an Assessment Task (or for the designated skills and knowledge) unless the following steps are undertaken by staff:**
 - Work has been modified to suit the learning needs of specific students eg integration, language support students. ILPs are written for relevant students.
 - Students are provided with support to get back on track. This includes opportunities to redeem work during teacher run catch up/redemption sessions. Redemption required is ticked on Progress Report.
 - Parents/Guardian have been contacted by phone/mail re concerns.
 - A Compass Chronicle entry is written outlining the student issues and teacher support provided.
 - The teacher advises the coordinator regarding students who are having difficulties with or completing critical work central to the awarding of an S.
 - The coordinator facilitates a Student Support Meeting where necessary to investigate possible reasons for the student's lack of performance and provide relevant support. **d) If all of these steps have been implemented then an N may be awarded.**

Section 6 Sub School Monitoring of Students at Risk

- a) **The Sub School will provide support to students at risk in the following ways:**
 - The sub school will receive feedback from staff re students who are not effectively engaging in the critical learning activities and completion of Assessment Tasks necessary for the awarding of an S for a unit. Teacher referrals will occur after the teacher has demonstrated support of the child through catch up sessions, discussions, parent/guardian contact etc. Sub school support may involve Student Support Group Meetings, Friday afternoon catch up sessions, referral for assessment etc.

- Students whose average GPA falls below 2 on any Progress Report will be involved in the Students at Risk Support Program. A low GPA indicates poor learning behaviour likely to lead to Ns on reports. Letters will be sent home to parents advising of this concern and other support may be provided including Student Support Group Meetings, counselling, referral for assessment and catch up sessions.

Section 7 Successful Completion of a Year and Promotion

a) Students and Parents/Guardians will be advised of student progress through:

- Term 1 and 3 Parent Teacher Conferences
- 6 Progress Reports (published on Compass)
- Mid Year and End of Year Reports (published on Compass)

b) Students will be automatically promoted to the next level if they have:

- Satisfactorily completed (passed) at least 4 subjects (English, 2 core subjects and one other)
- Received a total GPA for the year of above 12

c) Students are at risk of non promotion if they have:

- Satisfactorily completed (passed) less than 4 subjects (English, 2 core subjects and one other)
- Received a total GPA for the year of less than 12

d) Throughout the semester parents/guardian of students identified as at risk will:

- Be advised of their child's non completion of assessment/learning tasks
- Be advised of their child's critically low GPA
- Be involved in Student Support Meetings

e) Students may be demoted to the previous year level at mid year:

- If they have a total GPA of less than 6 for the semester
- If, despite support provided, there is no indication of improvement
- To focus on improving their learning behaviours

f) A decision regarding non promotion to the next year level will involve:

- The relevant year level and sub school coordinators (and the assistant principal)
- An analysis of the GPA and successful completion of subjects □ Consideration of the special needs of the student
- An evaluation of the college support provided to the student
- An evaluation of any improvement evident

g) Possible promotion outcomes may include:

- Non promotion to the next level and a requirement of the student to repeat the year
- Non promotion for a set period of time

- Promotion on a contract. If broken, demotion may occur
- The student should be supported in seeking an alternative education/training/workplace setting.