



## ESPERANCE ANGLICAN COMMUNITY SCHOOL

A school of the Anglican Schools Commission Inc

### Good Standing Policy

Policy approved and valid from	February 2021
Policy updated	February 2022
Policy due for review	February 2024

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

The School's student management framework is an integral part of the pastoral care of students. It is an important aspect of the school's culture and therefore essential that all students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff.

A whole-school approach is used, based on the Canter Method of Assertive Discipline overlaid by the Glasser Model of Managing Student Behaviour. This approach is based on the understanding that appropriate behaviour is learned, and that good behaviour needs to be positively reinforced. It is believed that most potential discipline problems can be avoided by establishing positive classroom environments. Students are made aware of their Rights and Responsibilities and of the consequences of engaging in various behaviours. Consequences must be appropriate to the behaviour. Teachers need to be mindful of the importance of focusing on positive consequences for good behaviour.

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

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

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



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Relevant goals to which we aspire as a school include:

- Our School should be a safe place where people can grow and develop without fear or ridicule
- We should nurture spiritual growth in all members of our community through the development of Christian belief and practice as enshrined in the traditions of the Anglican Communion
- All activities must be pursued to the highest possible standard to allow for the fulfillment of the talents with which we have been blessed
- Our students are encouraged to develop an appreciation of the need to understand, respect, serve and care for others and for our environment
- Students are encouraged to adopt a healthy lifestyle to promote their well-being through their participation in a range of activities
- A commitment to high standards of behaviour, self-discipline and resilience will contribute to the quality of life in the School community
- Students will learn most effectively when a love of learning is promoted and where creative, critical and reflective learning is encouraged
- All students should be able to leave the School with the highest level of academic achievement consistent with their capabilities

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

To ensure that students are able to enjoy their rights there are responsibilities and clearly defined and articulated school expectations that must be met as outline in the Student Code of Conduct:

Rights	Responsibilities	Expectations
<ul style="list-style-type: none"> <li>• The right to be in a safe, secure, clean and pleasant environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the rights of others to feel safe and secure.</li> <li>• Respect other people's property.</li> <li>• Keep the school clean.</li> </ul>	<ul style="list-style-type: none"> <li>• Not interfere with other people's property.</li> <li>• Not damage school property.</li> <li>• Not litter.</li> </ul>
<ul style="list-style-type: none"> <li>• The right to be happy and valued as an individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and value all other members of the school community and to uphold the good name of EACS.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others as I expect to be treated.</li> <li>• Not bully other people.</li> <li>• Respect differences.</li> <li>• Be considerate and behave sensibly.</li> <li>• Always adhere to the School's Uniform Guidelines.</li> </ul>
<ul style="list-style-type: none"> <li>• The right to learn without distraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Not to distract other students from their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the right attitude.</li> <li>• Be punctual and settle quickly.</li> <li>• Be prepared with required materials.</li> <li>• Speak at appropriate times.</li> </ul>



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<ul style="list-style-type: none"> <li>• The right to be taught by teachers who are competent fair and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Do my best and follow the instructions of my teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat my teachers with respect.</li> <li>• Work conscientiously.</li> <li>• Do all my homework and hand it in on time.</li> </ul>
<ul style="list-style-type: none"> <li>• The right to have the opportunity to participate in a variety of service-learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• To seek opportunities to participate in service learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in service-learning opportunities provided by the School.</li> </ul>

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

### 1. COMMITMENT TO LEARNING

To retain Good Standing students are expected to:

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

### 2. RESPONSIBLE BEHAVIOUR

To retain Good Standing students are expected to:

Adhere to the school's Code of Conduct, which exists to ensure the smooth operation of the school. Underpinned by the principle, "Treat others as you wish to be treated", students are encouraged to exhibit pride in themselves, their school, and their community. Failure to comply with school expectations and policies may result in after-school detention, loss of good standing, suspension, or a range of other consequences, including expulsion.

Code of Conduct Agreement, by which all students are expected to be familiar with and abide by:

- Adhere to school expectations when wearing the school uniform or when engaged in school activities.
- Ensure that personal appearance is always beyond reproach in accordance with School Uniform Guidelines.
- Respect and comply with direction from staff and student leaders.
- Adhere to school policy in relation to the ipad and Internet User Agreement as well as mobile phones and other technologies.
- Remain within school boundaries and follow direction from duty staff.
- Participate wholeheartedly in whole school events such as the Interhouse Athletics, Swimming and Cross-country Carnivals and various other important ceremonial occasions such as the Commissioning Service, Foundation Day Service and Celebration and Awards Night.



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- Understand that there are significant consequences for possessing or using drugs, cigarettes, or alcohol.
- Understand that bullying will not be tolerated at Esperance Anglican Community School. Students must always treat other students with the same level of respect and courtesy that they would hope and expect for themselves. This respect and courtesy is extended to other students' personal space and possessions, including lockers.
- Understand that theft or willful damage of any item of personal, school, or public property is a serious offence and may be reported to the Police. The cost of willful damage will be charged to student accounts and parents will be notified.
- Understand that cheating, including plagiarism, is a serious academic offence and will be dealt with in accordance with the School's Assessment Policy.
- Understand that chewing gum is not acceptable at the school, at school functions or when in school uniform.

### 3. UNIFORM STANDARDS

To retain Good Standing students are expected to:

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

### 4. WORK READINESS

To retain Good Standing students are expected to:

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

## Good Standing Reward Programs

There are three reward programs that EACS implements to provide incentives for students and acknowledge students for their achievements throughout the year:

### 1. FISH! PHILOSOPHY CERTIFICATE PROGRAM

FISH points are awarded regularly to students who demonstrate desirable behaviours and should be allocated according to the following strands:

- Choose Your Attitude
- Be There
- Make Their Day
- Play



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### BE THERE

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

### CHOOSE YOUR ATTITUDE

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

### MAKE THEIR DAY

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

### PLAY

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

Upon reaching certain FISH point levels students are rewarded during assembly with a FISH certificate and badge. Certificates and badges take the form of Bronze, Silver, Gold and Rainbow.

The 'cut offs' for these award levels are as follows:

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

## 2. GOOD STANDING AWARDS PROGRAM

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

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



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### Good Standing Certificates

Certificates are aligned with the five focus areas, according to the following award levels:

- Bronze = 5 commendations
- Silver = 10 commendations
- Gold = 15 commendations
- Principal's Award = 20 commendations

#### 1. ACADEMIC

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

#### 2. ENDEAVOUR

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

#### 3. COMMUNITY \*

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

#### 4. LEADERSHIP

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

#### 5. SPIRIT

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

### 3. AUSSIE OF THE MONTH AWARDS PROGRAM

The Aussie of the Month award recognises personal endeavour, achievement, and contribution to the school and wider community, reflecting the values we share as Australians. Each month staff reflect upon each student's participation, engagement, and achievement across all aspects of school endeavour, before deciding as to which students are most deserving of receiving the Aussie of the Month award in each year group.



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AOM Criteria	FISH Alignment	Commendation alignment
A sense of fair play	Play	Endeavour
Generosity of spirit	Spirit	Spirit
Commitment to community participation	Choose Your Attitude	Community
A real concern for the environment and others	Be There	Leadership

### SERVICE LEARNING

Service Learning is an important element of the School's Good Standing Framework with the onus of responsibility firmly placed in the hands of each student. It is hoped that over time students will develop an intrinsic desire and motivation to engage in service-learning activities, not because they feel obliged or compelled to, but because of their commitment to serving others and making a difference in the lives of others in the true spirit of Christian faith. The minimum hours expectation is a guide for students as to what the school feels is a reasonable and fair expectation in terms of students 'giving back' to their school and community.

Students who fall short of their minimum hour's expectation do not lose their Good Standing. Rather they simply cannot expect to receive the additional rewards and incentives afforded to those students who willingly engage in service learning with a wide-spectrum lens on improving outcomes for local communities and others less fortunate than themselves.

The additional rewards and incentives for those students willingly engaging in service-learning activities are set out in the table below:



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### Service-Learning Expectations and Reward Table

YEAR	MINIMUM EXPECTATION	BRONZE	SILVER	GOLD	ADVANCED STANDING S1	ADVANCED STANDING S2
7	4 hours	8 hours	16 hours	24 hours	2 hours	4 hours
8	8 hours	16 hours	24 hours	32 hours	4 hours	8 hours
9	12 hours	24 hours	32 hours	40 hours	6 hours	12 hours
10	16 hours	32 hours	40 hours	48 hours	8 hours	16 hours
11&12	N/A	40 hours	48 hours	56 hours	10 hours	20 hours
<b>REWARD</b>	N/A	Certificate	Certificate	Certificate + Badge	<b>Luncheon / activity / reward</b> (Provided all other criteria for elevation to Advanced Standing is met)	
	FISH Points (x5)	FISH Points (x5)	FISH Points (x5)	FISH Points (x5)		
	Commendation	Commendation	Commendation	Commendation		
	N/A	Canteen Voucher \$5	Canteen Voucher \$10	Movie Voucher \$20 (approx.)		

#### Advanced Standing

Students will achieve “Advanced” Standing by consistently meeting the school’s expectations (Attendance, Behaviour, Commitment to Learning, Community Service, Uniform Standards, Work Readiness) and striving for excellence across the five key focus areas (Academic, Community, Endeavour, Leadership, Spirit).

#### Recognition of Advanced Standing

Students who are elevated in status to Advanced Standing will receive a commemorative pen and be given ‘priority privilege’ for any special events/activities whilst they hold the status of “Advanced Standing. They will be eligible to attend a special luncheon or reward activity held once each semester.





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### Good Standing Behaviour Management Framework

#### The Status of Good Standing

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

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

NUMBER OF DETENTIONS (TERM)	STATUS OF GOOD STANDING
0	Good Standing 'Equilibrium' Stage
1	Good Standing 'Equilibrium' Stage
2	Probationary Standing 'Early Warning' Status
3 or more	Loss of Good Standing

NUMBER OF STRIKES (TERM)	STATUS OF GOOD STANDING
0	Good Standing 'Equilibrium' Status
1	Good Standing 'Equilibrium' Status
2	Good Standing 'Equilibrium' Status
3	Good Standing 'Equilibrium' Status
4	Probationary Standing 'Early Warning' Status
5	Probationary Standing 'Early Warning' Status
6-7	Loss of Good Standing – Stage 1
8-10	Loss of Good Standing – Stage 2
11+	Loss of Good Standing – Stage 3
NUMBER OF STRIKES (SEMESTER)	STATUS OF GOOD STANDING
0	Advanced Standing 'Elevation' Status (Depending on other criteria being fulfilled)



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### Strike administration protocols

Detention 'strikes' are how behaviour management is monitored and where necessary consequence applied, the accumulation of which over time may lead to a situation of Loss of Good Standing. In such circumstances a 'period of loss' ensues, characterised by a loss of benefit and privileges (discretionary), which is followed by a repatriation period before a student's status of Good Standing is reinstated.

For low-level infringements the following protocols are administered by staff to ensure consistency across the board.

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

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

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

**Step 4: Timeout.** "For failing to respond to repeated requests for cooperation and compliance you are to go to Timeout where you will be given an opportunity to reflect on your poor attitude and decision making."

**NOTE 1:** *Two or more strikes accumulated across any given week (Monday-Friday) equates to a commensurate number of in-school lunchtime detentions (i.e., 3 strikes = 3 lunchtime detentions)*

**NOTE 2:** *For mid-level and high-level incidences of unsatisfactory student conduct staff will apply professional discretion in determining whether to award an immediate strike or withdraw a student from the classroom to Timeout and award a straight detention (i.e., x2 strikes).*

**NOTE 3:** *In circumstances where students have been given a straight detention and/or sent from the classroom to timeout an after-school detention will result. After-school detentions take place on a Friday afternoon from 3.15-4.15 and take precedence over a student's other social and/or sporting commitments.*

### Good Standing Framework Continuum

The following framework continuum will come into effect depending on the number of 'Strikes' accumulated over time. Whilst strikes re-set at the commencement of each term, automatic reinstatement of Good Standing each term does NOT automatically apply to those students who lose their Good Standing. A student's status of Good Standing may cross term boundaries during the 'loss period' and is only returned to the student at the start of each year to provide incentive for a fresh start.



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### Good Standing Framework Continuum

<b>Elevation Stage - Advanced Standing 'Promotion Status' – Associate Principal Monitoring</b>		
<b>Elevation Criteria</b>	<b>Implications /Actions</b>	<b>Benefits</b>
<ul style="list-style-type: none"> <li>• Zero Strikes in a semester and ...</li> <li>• Regular 95% attendance.</li> <li>• 100% explained absences.</li> <li>• Minimum Community Service hours met each semester.</li> <li>• All coursework and assessment tasks completed.</li> <li>• Adherence to the School's Internet Usage Policy Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion to Advanced Standing notification letter to parents.</li> <li>• Advanced Standing reward luncheon</li> <li>• Commemorative pen gift.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Priority privilege' for any special events/activities whilst they hold the status of 'Advanced Standing'.</li> <li>• Eligibility to attend a special luncheon / reward activity once each semester.</li> <li>• Other reward incentives (certificates, vouchers).</li> </ul>
<b>Equilibrium Stage - Good Standing 'Maintained Status'- Advisory Tutor Monitoring</b>		
<b>Strike Criteria</b>	<b>Implications /Actions</b>	<b>Repatriation process</b>
<ul style="list-style-type: none"> <li>• 0-3 strikes accumulation in a term</li> </ul>	<ul style="list-style-type: none"> <li>• Detention notification correspondence to parents</li> <li>• Lunchtime in-school detentions</li> <li>• After-school detentions (school service)</li> <li>• Normal school privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practice 'Reflection' sheet (detention)</li> <li>• Strikes reset each term</li> </ul>
<b>Probationary Stage – Probationary Standing 'Early Warning Status' - Advisory Tutor Monitoring</b>		
<b>Strike Criteria</b>	<b>Implications /Actions</b>	<b>Repatriation process</b>
<ul style="list-style-type: none"> <li>• 4-5 strikes accumulation in a term</li> </ul>	<ul style="list-style-type: none"> <li>• Detention notification correspondence to parents</li> <li>• Lunchtime in-school detentions</li> <li>• After-school detentions (school service)</li> <li>• Loss of Good Standing (Early warning status) notification email to parents</li> <li>• Normal school privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practice 'Reflection' sheet (detention)</li> <li>• Restorative meeting with Advisory Tutor with student made aware that Good Standing is at risk with 6 or more detention strikes in a term.</li> <li>• Strikes reset each term</li> </ul>
<b>Stage 1: Loss of Good Standing 'Performance Review Status' – Advisory Tutor monitoring</b>		
<b>Strike Criteria</b>	<b>Implications /Actions</b>	<b>Repatriation process</b>
<ul style="list-style-type: none"> <li>• 6-7 strikes accumulation in a term</li> </ul>	<ul style="list-style-type: none"> <li>• Detention notification correspondence to parents</li> <li>• Lunchtime in-school detentions</li> <li>• After-school detentions (school service)</li> <li>• Loss of Good Standing – stage 1 notification correspondence to parents</li> <li>• Loss of Good Standing Contract meeting with student</li> <li>• Self-Modification Behaviour Tracking Card SMBTC (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practice 'Reflection' sheet (detention)</li> <li>• HIGH expectation on SMBTC (2 weeks)</li> <li>• Daily and weekly review meetings with Advisory Tutor</li> <li>• Re-instatement of Good Standing application and interview process with Advisory Tutor</li> <li>• Strikes reset each term</li> <li>• LGS may cross term boundaries</li> </ul>



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### Good Standing Framework Continuum (continued)

Stage 2: Loss of Good Standing 'Poor Performance Review Status' – Advisory Tutor monitoring		
Strike Criteria	Implications /Actions	Repatriation process
<ul style="list-style-type: none"> <li>• 8-10 strikes accumulation in a term</li> </ul>	<ul style="list-style-type: none"> <li>• Detention notification correspondence to parents</li> <li>• Lunchtime in-school detentions</li> <li>• After-school detentions (school service)</li> <li>• Loss of Good Standing – stage 2 notification correspondence to parents</li> <li>• Loss of Good Standing Contract meeting with student</li> <li>• Self-Modification Behaviour Tracking Card SMBTC (4 weeks)</li> <li>• STAR Chamber with student/parents</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practice 'Reflection' sheet (detention)</li> <li>• HIGH expectation on SMBTC (4 weeks)</li> <li>• Daily and weekly review meetings with Advisory Tutor</li> <li>• Re-instatement of Good Standing application and interview with Advisory Tutor</li> <li>• Strikes reset each term</li> <li>• LGS may cross term boundaries</li> </ul>

Stage 3: Loss of Good Standing 'Critical Performance Review Status' – Associate Principal monitoring		
Discretionary Criteria	Implications /Actions	Repatriation process
<ul style="list-style-type: none"> <li>• 11+ strikes accumulation in a term</li> <li>• Any serious breach of school rules (requiring instant elevation)</li> </ul>	<ul style="list-style-type: none"> <li>• Detention notification correspondence to parents</li> <li>• Lunchtime in-school detentions</li> <li>• After-school detentions (school service)</li> <li>• Loss of Good Standing – stage 3 notification correspondence to parents</li> <li>• Loss of Good Standing Contract meeting with student</li> <li>• Self-Modification Behaviour Tracking Card SMBTC (6 weeks)</li> <li>• STAR Chamber with student/parents</li> <li>• In-school suspension</li> <li>• Out-of-school suspension</li> <li>• Withdrawal notification</li> <li>• Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practice 'Reflection' sheet (detention)</li> <li>• HIGH expectation on SMBTC (6 weeks)</li> <li>• Daily and weekly review meetings with Associate Principal</li> <li>• Re-instatement of Good Standing application and interview with Associate Principal</li> <li>• Strikes reset each term</li> <li>• LGS may cross term boundaries</li> </ul>



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### Good Standing Framework Continuum – Summary

#### Elevation Stage: Good Standing ‘Advanced Status’ – Associate Principal

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

- Zero Strikes in a semester and ...
- Regular 95% attendance with 100% explained absences.
- Minimum community service hours met each semester.
- All homework and assessment tasks completed to a satisfactory standard.
- Adherence to the School’s Internet Usage Policy Agreement.

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

Students retain their status of ‘Good Standing’ by adhering to and complying with the school’s Code of Conduct, uniform guidelines and by **not acquiring more than three detention strikes in a term**. Strikes reset at the commencement of each new term.

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

Students are moved to the probationary stage and ‘Early Warning’ status for acquiring a **minimum of four strikes but not more than five strikes in any one term**. Obtaining **SIX** detention strike in any given term will result in the student shifting into Stage 1 Loss of Good Standing ‘Performance Review Status’. Strikes reset at the commencement of each new term.

#### Stage 1: Loss of Good Standing ‘Performance Review Status’ – Advisory Tutor

Students reach Stage 1 Loss of Good Standing ‘Performance Review Status’ for acquiring a **minimum of six strikes but not more than seven strikes in any one term**. Throughout the period of loss, a student must not acquire more than a total of seven strikes. During the repatriation process the student is placed on a 2-week Self-Modification Behaviour Tracking Card (SMBTC). Performance whilst on the SMBTC must be deemed **HIGH**. Strikes reset at the commencement of each new term, but a student’s loss of good standing status may cross term boundaries.

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

#### Stage 2: Loss of Good Standing ‘Poor Performance Review Status’ – Advisory Tutor

Students reach Stage 2 Loss of Good Standing ‘Poor Performance Review Status’ for acquiring a **minimum of 8 strikes but not more than 10 strikes in any one term**. Throughout the period of loss, a student must not acquire more than a total of ten strikes. During the repatriation process the student is placed on a 4-week Self-Modification Behaviour Tracking Card (SMBTC). Performance whilst on the SMBTC must be deemed **HIGH**. Strikes reset at the commencement of each new term, but a student’s loss of good standing status may cross term boundaries.



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

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

Students reach Stage 3 Loss of Good Standing 'Critical Performance Review Status' for acquiring **11 or more strikes in any one term**. During the repatriation process, the student is placed on a 6-week Self-Modification Behaviour Tracking Card (SMBTC). Performance whilst on the SMBTC must be deemed **HIGH**. A student's status of Good Standing is only returned to them after successfully meeting the repatriation criteria. Strikes reset at the commencement of each new term, but a student's loss of good standing status may cross term boundaries.

If a student is **suspended** because of a serious breach or failure to abide by school rules, they remain on a 2-week tracking card upon their return to school.

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

### Good Standing Framework Continuum – in brief

Stage	Criteria	Overview	Monitoring
<b>Elevation (Advanced Standing)</b>	<ul style="list-style-type: none"> <li>• Zero Strikes in a semester and ...</li> <li>• Regular 95% attendance all year with 100% explained absences</li> <li>• Minimum community service hours met each semester.</li> <li>• All homework and assessment tasks completed to a satisfactory standard.</li> <li>• Adherence to the School's Internet Usage Policy agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Priority privileges</li> <li>• Reward activity each semester</li> <li>• Certificates</li> <li>• Vouchers</li> <li>• Commemorative pen gift</li> </ul>	Associate Principal
<b>Maintained (Good Standing)</b>	<ul style="list-style-type: none"> <li>• 1-3 Strikes per term.</li> <li>• Regular 90% attendance all year with 100% explained absences.</li> <li>• Community service hours met each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Normal privileges</li> <li>• Detention implications</li> </ul>	Advisory Tutor
<b>Probationary (Early warning status)</b>	<ul style="list-style-type: none"> <li>• 4-5 Strikes per term</li> </ul>	<ul style="list-style-type: none"> <li>• Normal privileges (conditional)</li> <li>• Detention implications</li> </ul>	Advisory Tutor
<b>Loss of Good Standing Stage 1</b>	<ul style="list-style-type: none"> <li>• 6-7 Strikes per term</li> </ul>	<ul style="list-style-type: none"> <li>• Detention implications</li> <li>• 2-week SMBTC (High expectation)</li> </ul>	Advisory Tutor
<b>Loss of Good Standing Stage 2</b>	<ul style="list-style-type: none"> <li>• 8-10 Strikes per term</li> </ul>	<ul style="list-style-type: none"> <li>• Detention implications</li> <li>• 4-week SMBTC (High expectation)</li> </ul>	Advisory Tutor
<b>Loss of Good Standing Stage 3</b>	<ul style="list-style-type: none"> <li>• 11+ Strikes per term</li> </ul>	<ul style="list-style-type: none"> <li>• Detention implications</li> <li>• 6-week SMBTC (High expectation)</li> </ul>	Associate Principal



## ESPERANCE ANGLICAN COMMUNITY SCHOOL

A school of the Anglican Schools Commission Inc

### **The Consequences of Loss of Good Standing**

Students who lose Good Standing may:

- Be unable to attend any extra-curricular, sporting, social or cultural functions until their status of Good Standing is returned (discretionary).
- Be precluded from attending curriculum-related excursions until their status of Good Standing is returned (discretionary).

### **The Notification of the Loss of Good Standing**

A list showing the names of students who have lost Good Standing will be circulated to staff and will be updated as necessary. Parents/Carers will be notified of a Loss of Good Standing by email correspondence.

### **The Reinstatement of Good Standing**

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