



ACADEMIC BEHAVIOURS and PRACTICES POLICY YEARS P-10

Preamble

This Policy outlines the approach taken by the College with regard to providing feedback to students on their performance in the academic pursuits of their school life. It provides guidelines for teachers to follow with respect to the affirmation of positive academic behaviours and practices and outlines the manner in which negative academic behaviours and practices can be addressed.

Guidelines for the Development of Positive Student Academic Behaviours and Practices

For learning to be effective, students need to be engaged and actively involved in the learning undertaken within the classroom *and* they need to be provided with consistent feedback on positive academic behaviours and practices. The application shown by students towards their studies is an important determinant of whether or not they achieve their personal best. In order to ensure students exhibit the best possible academic behaviours and practices, we have the following aims:

- To provide learning programs which are interesting and therefore provide intrinsic motivation for students;
- To encourage students to strive to do their best;
- To foster an environment in which students allow those around them to work to the best of their abilities and with minimal disruptions;
- To encourage students to set general and subject-specific goals at the start of each semester;
- To review student achievement (or otherwise) of goals set;
- To recognise the academic achievements of students within the class. At MmCC, academic achievement incorporates Academic Excellence *and* Academic Endeavour. Each of these is considered as important as the other;
- To encourage positive learning behaviours and practices within our students in a number of ways (see next section);
- To encourage and expect our students to be accountable for completing set work and for the practice of good work habits with regards to their studies.

Communication and Recording of Feedback to Students (and Parents)

Feedback by the Teacher Within the Classroom

The following strategies can be adopted:

- Verbal feedback can be provided in class or after class. Feedback must be equally weighted between constructive criticism and praise for work that is well done *and/or* learning behaviours that positively affect their overall learning;

- Written feedback on work that has been submitted. All written feedback should be both constructive and affirming. Assessed work should incorporate a criteria sheet or some other assessment sheet that clearly identifies areas of performance and deficit. Where possible, these sheets should be provided prior to students undertaking the work;
- Teachers may choose a variety of other techniques such as the use of specific criteria sheets which show areas of excellence and deficit, the use of affirming stickers, in-class 'points' rewards systems, or some other means of affirming students for the quality of their work or behaviours;
- Where necessary, the Subject Teacher and the Pastoral Leader may choose to phone the parents to discuss an issue arising within the classroom. Teachers are encouraged to not just use this means of communication to report negative aspects of student work habits and learning behaviours.

School-Wide Feedback Mechanisms

The College will dedicate regular Professional Learning time to the discussion and recording of student learning achievement, behaviours and practices. The following mechanisms will be used to provide feedback on Academic Excellence and Endeavour as well as positive academic behaviours and practices:

- *Academic Excellence Award:*
Each semester, the students who have achieved the best result in each class will be awarded the Academic Excellence Award. Up to *four* students in every class will be awarded this award. This will be recorded on the College's online database and as such, will remain on the student's record throughout their school life.
- *Academic Endeavour Award:*
Each semester, the students who have exhibited the most consistent examples of endeavour towards their studies will be awarded the Academic Endeavour Award. Up to *four* students in every class will be awarded this award. This will be recorded on the College's online database and as such, will remain on the student's record throughout their school life. They will also be recorded on the student's end of year Graduation Certificate. This award will be one of the determinants for the awarding of Academic Colours (see below).
- *Academic Colours:*
Each year, students who have accumulated a certain number of Academic Excellence and/or Academic Endeavour Awards will be awarded with Academic Colours. This will be publicly recognised at the relevant end of year Awards Night. Receipt of Academic Colours will also be recorded on the College's online database and as such, will remain on the student's record throughout their school life.
- *Reporting of Academic Performance:*
Student achievement performance will be recorded in one of two ways. Firstly, the student's level of achievement in each relevant VELS dimension covered will be recorded on student reports. From 2008, the College will also include the percentage achieved by each student in each class (Years 5-12 only).
- *Reporting of Achievement in Terms of Key Work Habits:*
The Student Report for each subject identifies five core work habits that we believe are important. Student performance will be measured on a scale from Excellent to Needs Attention.
- *Recognition of Positive Academic Behaviours and Practices:*
Each month, teachers will nominate those students within their classes who they believe meet one of the following two criteria. These students will be entered into the College's online database and teachers would inform the students of their selection. Each entry would be worth 'points' that would go towards achievement of the "In the Way of Mary Award" (or Mary Award). The Mary Award will be presented at College Assemblies.

The behaviours and practices we would look for would include:

- Consistent application to their studies over the month. This would incorporate students who have completed set work, have behaved appropriately and who have played a positive role within the learning environment. (5 points)
 - A major improvement in student application, behaviour or some other aspect of their learning. (2 points)
 - Positive behaviours exhibited within the classroom or yard. For example, assisting others in need. (5 points)
 - Improvement in behaviours exhibited in the yard or classroom. (2 points)
- *Feedback Relating to Inappropriate Academic Behaviours and Practices:*

In some instances, students will not meet the learning expectations of the College. In order to encourage students to improve aspects of their learning behaviours and practices, four other policies are relevant. These are:

 - The Homework Policy;
 - The Work Submission Policy;
 - Reporting Inappropriate Learning Behaviours Policy;
 - The Student Welfare and Discipline Policy.