

SCHOOL OF THE GOOD SHEPHERD BEHAVIOUR MANAGEMENT FRAMEWORK

MACS VISION FOR ENGAGEMENT AT SCHOOL OF THE GOOD SHEPHERD

SCHOOL RULES



SCHOOL VALUES



WHAT IS THE MELBOURNE ARCHDIOCESE CATHOLIC SCHOOLS (MACS) VISION FOR ENGAGEMENT?

- The Vision for Engagement is a system-wide commitment by MACS to build “calm, respectful and inclusive learning environments” so that all students can “thrive academically, socially, emotionally and spiritually.”
- It is part of MACS’ broader strategic plan MACS 2030 – which has the overarching goal: “Every student is inspired and enabled to flourish and enrich the world.”
- The Vision for Engagement works in tandem with the MACS Vision for Instruction (which guides teaching and learning practices).

WHAT IS MEANT BY ‘ENGAGEMENT’?

For students at MACS schools, engagement includes:

- ✓ attending school every day, on time
- ✓ feeling safe and connected at school
- ✓ receiving instruction that is targeted to need, and supports growth and achievement
- ✓ adopting classroom routines that ensure everyone understands expectations
- ✓ receiving a coordinated and effective system of increasingly intensive tiered interventions and supports across all areas of their learning
- ✓ feeling they belong in the school environment
- ✓ listening intently and paying attention
- ✓ persisting with complex tasks and being motivated to learn
- ✓ behaving respectfully towards others
- ✓ being supported with mental health and wellbeing
- ✓ being part of stronger partnerships between the school and family
- ✓ experiencing caring relationships with teachers and school staff.

Student engagement does not require:

- ✗ substituting challenging work for tasks that are easy and fun
- ✗ creating entertaining and fun activities in each lesson
- ✗ having all students be physically active in each lesson
- ✗ having only one mode of work, such as group or silent work
- ✗ consistently using media, like videos or games, in every lesson
- ✗ teaching students mainly about topics they already know or care about
- ✗ including student choice, inquiry or discovery learning in every unit.

WHAT DOES ‘ENGAGEMENT’ MEAN FOR US AT SCHOOL OF THE GOOD SHEPHERD?

FOR STUDENTS

- Clear and consistent expectations of behaviour and social interaction, with respectful behaviour explicitly taught, not just assumed
- A sense of belonging, safety, dignity and respect in a school environment where they are known, supported and connected
- Support for their mental health and wellbeing: social-emotional learning, regulated use of technology, strategies to reduce anxiety and distraction
- Teaching and learning that recognise individual strengths, needs and pace, with differentiated support, help where needed, and opportunities to grow academically, socially, spiritually
- Motivation, encouragement and a culture that values effort, resilience and curiosity
- Strong partnerships with their families and community, reinforcing that education and formation of the child is a shared responsibility

FOR TEACHERS AND SCHOOL STAFF

- Access to professional learning, resources, and support (tools and guidance in how to implement engagement practices effectively)
- Working within a coordinated, whole-school framework, rather than relying on individual teacher discretion alone
- A more manageable, predictable, calm and supportive classroom environment, where behaviour expectations, routines, and shared norms make teaching more effective
- A focus on high-quality teaching (as per Vision for Instruction), because engagement conditions help ensure students are ready and able to learn

FOR FAMILIES AND COMMUNITY

- Schools partnering with parents and carers as co-educators and allies, working together to support each child’s learning, wellbeing and development
- Shared responsibility and consistent expectations around behaviour, belonging, wellbeing and respect when at school
- A transparent, unified approach where expectations, routines and culture are shared so families know what to expect and can engage meaningfully, supporting the safety and wellbeing of all members of the community

For more information, click on the link below or request a copy from the school office:

[Vision for Engagement-Flourishing Learners Position Statement](#)

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When a student breaks a school rule and has not responded to non-verbal warnings (e.g. eye contact/hand movement/shake of head/teacher positioning to stand near misbehaving student/s, the warning system is used.

1ST WARNING

VERBAL REMINDER: NAME THE RULE THAT HAS BEEN BROKEN

The teacher identifies the rule that has been broken, clearly communicating this to the student and giving them an opportunity to make better choices.

2ND WARNING

VERBAL REMINDER: MOVE AWAY FROM THE GROUP

The teacher identifies the rule that has been broken, clearly communicating this to the student. The teacher asks the student to move away from the group to a designated spot in the classroom so that the teacher can continue teaching and the students can continue learning. The student is invited to rejoin the group after five minutes.

3RD WARNING

TIMELY RESTORATIVE CHAT WITH TEACHER

The teacher identifies the rule that has been broken, clearly communicating this to the student. The teacher advises the student that they will need to speak with the teacher during eating time. The teacher has a brief restorative conversation with the student, encouraging accountability and discussing strategies for making better choices moving forward. Expectations and school rules are reiterated to the student.

4TH WARNING

OFF YARD CONSEQUENCE- MISS OUT ON HALF OF LUNCH

The teacher identifies the rule that has been broken, clearly communicating this to the student. The teacher advises the student that they are required to attend an Off Yard Consequence the following day, as they have received four warnings. A leader emails the parent/guardian to inform them that their child will be receiving an Off Yard Consequence.

The following day, the student meets a school leader and remains with them for the first half of lunch. The student completes a relevant Learning and Reflection sheet. The school leader signs the work completed by the student and sends a copy of this home. Parents/guardians are encouraged to have a conversation with their child about the behaviour.

If a student receives three Off Yard Consequences in one term, parents will be asked to attend a meeting with a member of the Student Engagement Team (Lorna Stranieri/Ginette D'Souza) to discuss the process of implementing a Student Behaviour Support Plan.

In the event of a serious breach of the school rules that impacts student safety or wellbeing:

- the student will be removed from the classroom
- the student will speak to a school leader immediately
- the parent/guardian will be contacted
- the student will attend an Off Yard Consequence the following day

Examples of serious breaches of school rules:

- Intentionally hitting, kicking, or injuring others
- Threatening or intimidating others
- Deliberately damaging school property
- Swearing or using discriminatory language online or in person during school hours
- Refusing to follow instructions in a way that disrupts safety or learning



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At School of the Good Shepherd we recognise and reward positive behaviour by acknowledging students who follow our school rules and demonstrate our school values. This system encourages safe, respectful, and responsible choices by highlighting acts of belonging, compassion and growth. By celebrating behaviours that reflect our shared values and school rules, we aim to build students' confidence, strengthen good habits and create a supportive learning environment where every child feels motivated to do their best.

SHEPHERD SHOUTOUTS

At our school, positive actions and behaviours are expected at all times. While these behaviours are not dependent on rewards, it is important that we recognise and highlight the many positive ways students contribute to the learning environment and culture of our school.

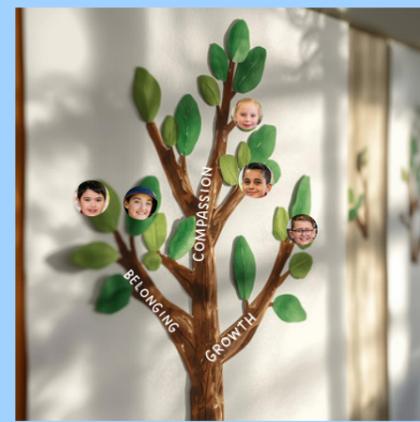
When a student demonstrates an exemplary behaviour or action, and a teacher wishes to acknowledge the positive impact it has had on others, the student may receive a Shepherd Shoutout. This verbal acknowledgement reinforces the safe, respectful, and responsible behaviours that help every child feel happy, included, and ready to learn, reflecting our school values.

Each classroom has a Shepherd Shoutout display, which celebrates students who model our school values and follow our school rules. When a Shepherd Shoutout is given, the teacher names the behaviour and invites the student to place their photo on the relevant part of the display. For example: "Shepherd Shoutout to Julian for welcoming others into his group. Please place your image on the BELONGING branch."

Shoutouts can be given during class time, recess or lunchtime.

Shepherd Shoutouts focus on "catching students being good." Recognising positive behaviour in this way helps strengthen good habits, builds confidence, and supports children in feeling seen, valued, and motivated.

Shepherd Shoutouts are tallied regularly (with the support of our Year 6 House Leaders), and at the end of each week, totals are added to our whole-school House Reward System (see below).



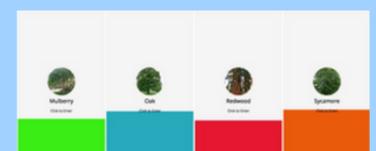
Ideas for classroom Shepherd Shoutout displays

WHOLE-SCHOOL HOUSE REWARD SYSTEM

Each Shepherd Shoutout earns a point for the student's House. Points are tallied in each classroom, and at the end of the week our Year 6 House Leaders collect the totals and update the whole-school House Reward System display.

At the end of each term, the House with the highest number of Shepherd Shoutouts is rewarded. Rewards may include extra play time, a special shared lunch, free time with sports equipment, a lunchtime dance part or another fun celebration. *Please note: students who have received off-yard consequences during the term may be unable to participate in the reward, as part of supporting consistent expectations around behaviour and safety. Participation will be determined at leadership's discretion.*

The whole-school House Reward System helps us reinforce behaviours that reflect our school values and follow our school rules. It encourages personal responsibility while promoting positive behaviours that enrich our school's culture and learning environment.



Whole School Shepherd Shoutout Display

"Positive behaviour programs have shown that reinforcing desired behaviour, rather than focusing solely on consequences, leads to long-term improvements in school culture and student outcomes (MACS, 2024)"