

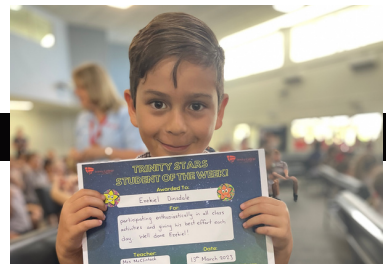


# POSITIVE CULTURE FRAMEWORK

Parent guide



Trinity College  
GLADSTONE  
Living - Learning - Community



## SCHOOL VALUES

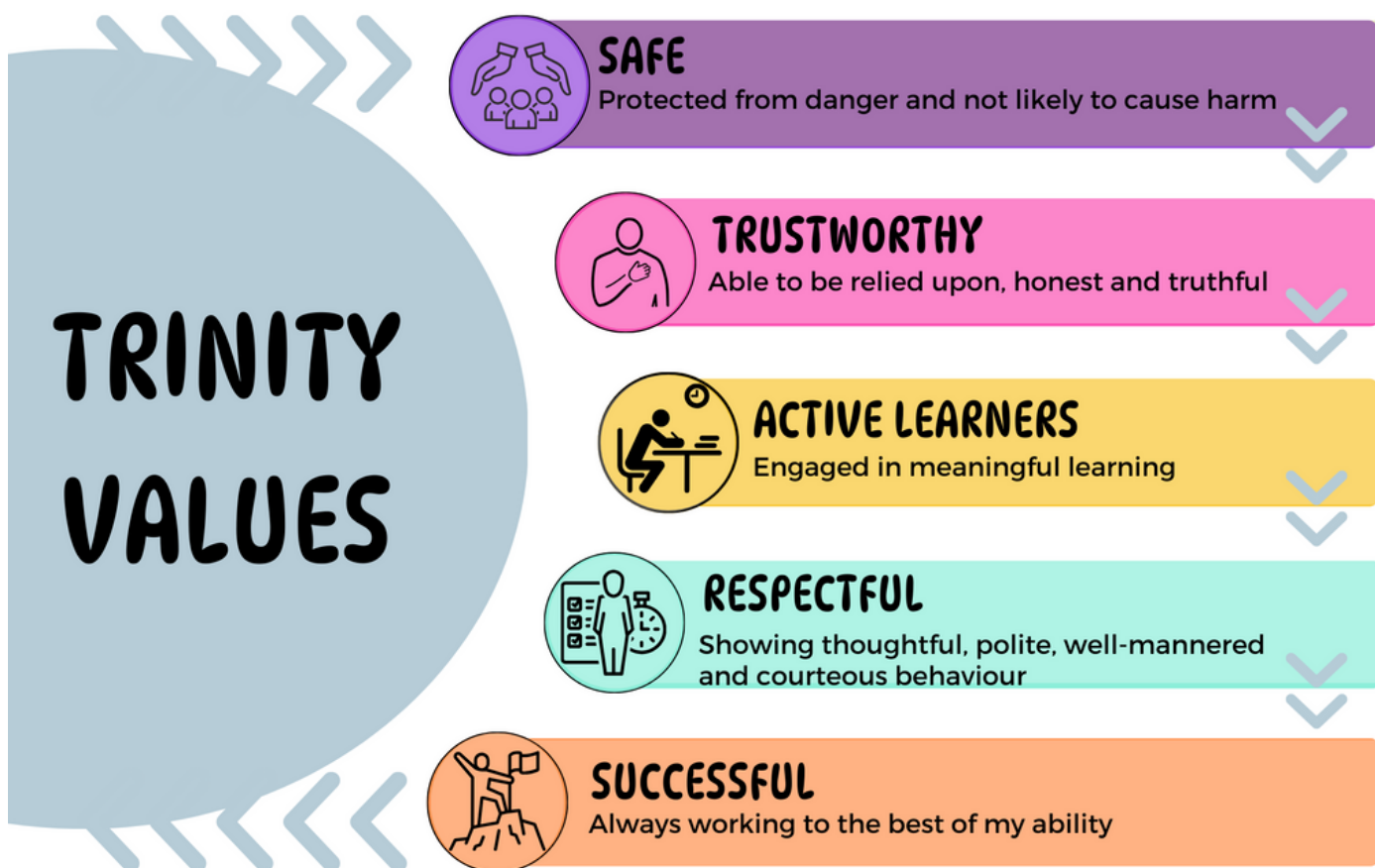
# TRINITY STARS

The purpose of Trinity STARS is to provide a framework for students to uphold and demonstrate the Trinity College values of Living, Learning and Community. This is to support teachers in positive behaviour management and motivate students to lead a life that reflects the life of Jesus.

*Then you will shine among them like STARS in the sky as you hold firmly to the word of life. Philippians 2:15-16*

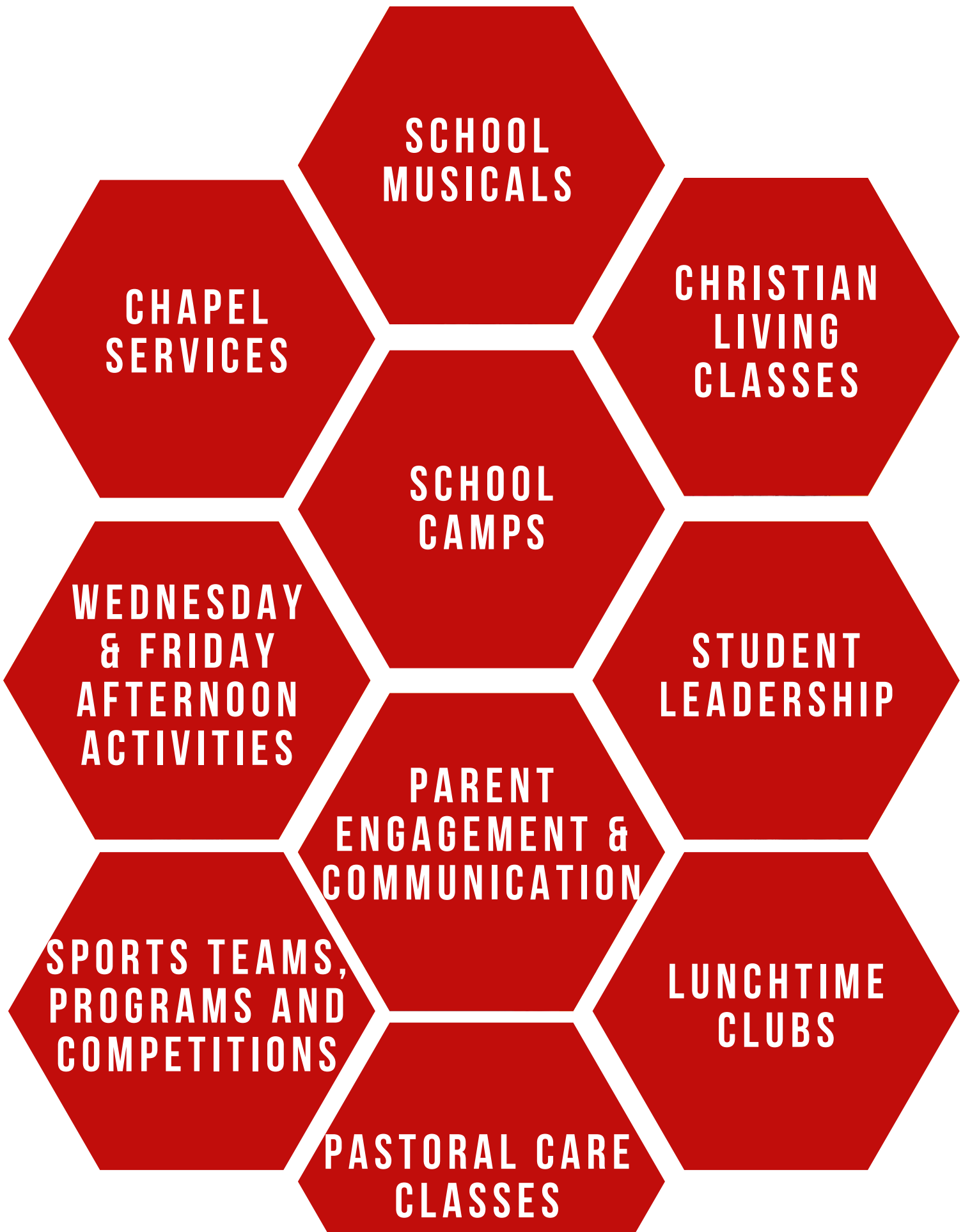
### Trinity STARS

- **Safe:** Protected or sheltered from or not exposed to danger; not likely to cause harm or injury. Psalm 32:7
- **Trustworthy:** able to be relied upon, honest and truthful. Proverbs 3:5
- **Active Learners:** meaningful learning that engages students to think about what they are doing. Colossians 3:17
- **Respectful:** showing thoughtful, polite, well-mannered and courteous behaviour. Matthew 7:12
- **Successful:** always working to the best of my ability. Colossians 3:23



## COMMUNITY

At Trinity College we believe that students who feel connected, valued and a sense of belonging to the school community will be more engaged, leading to better student wellbeing. Our students are connected to community through:

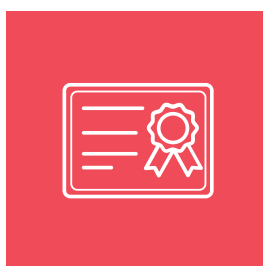


## ENCOURAGING AND CELEBRATING OUR STUDENTS

# COMMENDATION

Commending students for positive behaviour and achievements serves a vital role in this plan by reinforcing excellent conduct and creating a culture of respect and responsibility.

At Trinity College, we commend students in the following ways:



### STARS AWARDS

In Primary School, students are acknowledged with a STARS Award at Chapel for their efforts in being Safe, Trustworthy, Active Learners, Respectful and Successful.



### REACH AWARDS

Secondary students are acknowledged for their efforts to uphold our school values through entries in Parent Lounge. Once a term at chapel, high points earners receive a certificate.



### STUDENT OF THE WEEK

Celebrated in Primary Chapel, the Head of Primary acknowledges the exceptional in class effort of two students from each class.



### ACADEMIC, CULTURAL & SPORTS AWARDS

Celebrated at the end of each term or end of the school year, Trinity College acknowledges the outstanding achievements and contributions of students in a range of areas.

## PROTECTING ALL STUDENTS

# ANTI-BULLYING GUIDE

**All members of our community have the right to feel safe and included. We expect students to demonstrate courtesy, co-operation with others and consideration for those we meet.**



## WHAT IS BULLYING?

Bullying is repeated verbal, non-verbal and/or physical attacks on a person by another person or group. It is intended to hurt, frighten, embarrass, humiliate, make you feel angry or uncomfortable. It is deliberate.

## HOW TO TREAT OTHERS

At Trinity College Gladstone, we have an expectation of RESPECT for all others, whether they are students, staff, parents or visitors. We expect every member of the school, from the youngest to the oldest student and all our staff, both to give and receive respect.

There must be NO harassment. Repeated unwelcome actions and words will not be tolerated at our College.



## WHAT TO DO IF YOU ARE BEING BULLIED

If you are bullied, you must report it to a staff member as soon as possible. In addition, here are some strategies which may help:

- Tell your parents.
- Try ignoring it. Some people stop if you do.
- Go to a safe place.
- Adopt safe technological practices, e.g. remove person from friend list
- Talk it over with the School Chaplain/teacher.

# LEVELS OF UNPRODUCTIVE BEHAVIOUR

## LEVEL 1

### MINOR BEHAVIOURS OR MINOR INCIDENT

Teacher redirects to appropriate behaviour

## LEVEL 2

### REPEATED MINOR BEHAVIOURS OR SIGNIFICANT INCIDENT

Teacher issues consequence and issues a Warning Code.

## LEVEL 3

### REPEATED SIGNIFICANT BEHAVIOURS OR SUBSTANTIAL INCIDENT

Detention issued and parents contacted.

## LEVEL 4

### REPEATED SUBSTANTIAL BEHAVIOURS OR SERIOUS INCIDENT

Formal parent meeting and consequences including behaviour contract and removal from extra-curricular activities.

## LEVEL 5

### REPEATED SERIOUS BEHAVIOURS OR VERY SERIOUS INCIDENT

Referral to Principal or Deputy Principal. Consequences may include suspension or cancellation of enrolment.

At each level students will have the opportunity to state their case in a respectful manner and at the appropriate time.

While the Levels are progressive in structure, students can move straight to higher levels of discipline depending on the nature of the behaviour/incident.

## Guidelines for dealing with Unproductive Behaviours - Primary

SEVERITY OF EVENT	EXAMPLES	ACTIONS	PROGRESSION OF CONSEQUENCES
<b>LEVEL I</b> <b>Equipment</b> <b>Uniform</b> <b>Homework</b>	<ul style="list-style-type: none"> <li>• Students don't have required equipment for class.</li> <li>• Homework not completed.</li> <li>• Uniform &amp; presentation doesn't meet expectations</li> </ul>	Message to parent	If issue persists, refer to Year Level Coordinator
<b>LEVEL I</b> <b>MINOR</b> <b>behaviour</b> <b>or MINOR</b> <b>incident</b>	<ul style="list-style-type: none"> <li>• Minor annoyances</li> <li>• Talking out of turn</li> <li>• Avoiding work</li> <li>• Slightly disrupting others from their work (making noises, touching or attempting to touch other people and/or their equipment)</li> <li>• Not following teacher instructions/ direction</li> <li>• Moving away from desk or carpet area without permission</li> <li>• Minor unsafe behaviour (e.g. running on concrete)</li> </ul>	Verbal warning	Repeated level 1 behaviour after verbal warning becomes significant behaviour (Level 2)
<b>LEVEL 2</b>  <b>Repeated</b> <b>MINOR</b> <b>behaviours,</b> <b>SIGNIFICANT</b> <b>behaviour</b> <b>or</b> <b>SIGNIFICANT</b> <b>incident</b>  <b>(At school,</b> <b>outside of</b> <b>school,</b> <b>travel to or</b> <b>from school)</b>	<ul style="list-style-type: none"> <li>• Repeated Level I behaviour(s) after warning</li> <li>• Uniform infringement</li> <li>• Running in the classroom</li> <li>• Non-compliance to teacher instruction</li> <li>• Refusal to do class work</li> <li>• Minor inappropriate use of technology (e.g. using apps outside of teacher instruction)</li> <li>• Not playing on equipment safely</li> <li>• Late to class</li> <li>• Incomplete or non-submission of homework</li> </ul>	<p>If repeated level 1 behaviours –Warning Code entered on TASS &amp; time away from activity</p> <p>Level 2 behaviours – Warning code entered on TASS</p>	<p>If behaviour continues after consequence, behaviour becomes substantial. Lunchtime detention issued and parents contacted.</p> <p>After repeated Warning codes, parent contact and detention.</p>
<b>LEVEL 3</b>  <b>Repeat</b> <b>SIGNIFICANT</b> <b>behaviours</b> <b>or SERIOUS</b> <b>incident</b> <b>(At school,</b> <b>outside of</b> <b>school,</b> <b>travel to or</b> <b>from school)</b>	<ul style="list-style-type: none"> <li>• Continued &amp; persistent Level II behaviour(s) AFTER consequences issued</li> <li>• Major and ongoing annoyances - loud behaviours that prevent the class or another student from learning (loud, purposeful noises)</li> <li>• Inappropriate / defiant comments &amp; actions</li> <li>• Swearing and/or inappropriate language</li> <li>• Leaving the room without permission</li> <li>• Continuing, assertive disrespect or disobedience to staff-member</li> </ul>	<b>Buddy class,</b> <b>Detention and/or</b> <b>Behaviour Plan</b> Referred to Year Level Coordinator	<p>Detention issued and behaviour plan implemented.</p> <p>Repeated detentions = formal parent meeting &amp; consequences</p>

	<ul style="list-style-type: none"> <li>Intentional use of body to stop, block or hurt someone</li> <li>Physical altercations (incl. fighting)</li> <li>Breach of iPad or MacBook policy</li> <li>Refusal to complete assessment to an acceptable standard</li> </ul>		
<p><b>LEVEL 4</b></p> <p><b>Repeated Serious incidents</b></p>	<ul style="list-style-type: none"> <li>Continued &amp; persistent Level III behaviour(s) AFTER consequences issued</li> </ul>	<p><b>Formal parent meeting and consequences</b></p> <p>Referred to Head of Secondary</p> <p>Consequences may include:</p> <ul style="list-style-type: none"> <li>Removal of participation in extra- and co-curricular events;</li> <li>Suspension from school camps &amp; excursions;</li> <li>Restricted activities at lunch time</li> </ul>	<p>Behaviour Plan implemented and reviewed as required.</p> <p>Repeated serious behaviours = referral to Deputy Principal or Principal</p>
<p><b>LEVEL 5</b></p> <p><b>Repeated SIGNIFICANT behaviours or VERY SERIOUS incident (At school, outside of school, travel to or from school)</b></p>	<ul style="list-style-type: none"> <li>Escalating Level 1 - 3 behaviours continue once a student has been returned to the classroom or in the following timetabled lesson</li> <li>Truancy/leaving school grounds without permission</li> <li>Bullying behaviours (verbal/physical/online)</li> <li>Threatening or verbal/physical abuse of another student or teacher</li> <li>Theft</li> <li>Retaining, swapping or transmitting sexual explicit music, images, computer software</li> <li>Serious incidents outside school hours that impinge on the smooth running, good name or reputation of the school</li> <li>Other serious offences brought to attention of staff and administration</li> <li>Vandalism including intentional damage of school or other's property</li> </ul>	<p><b>Referral to Deputy Principal or Principal</b></p> <p>Consequences set at the discretion of Principal or Deputy Principal may include</p> <ul style="list-style-type: none"> <li>- suspension</li> <li>- probationary enrolment</li> <li>- cancellation of enrolment</li> </ul>	



## Guidelines for dealing with Unproductive Behaviours - Secondary

SEVERITY OF EVENT	EXAMPLES	ACTIONS	PROGRESSION OF CONSEQUENCES
<p style="text-align: center;"><b>LEVEL 1</b></p> <p style="text-align: center;"><b>MINOR Action</b></p>	<ul style="list-style-type: none"> <li>. Minor annoyances</li> <li>. First time uniform infringement</li> <li>. Isolated calling out in class</li> <li>. Avoiding work</li> <li>. Minor infringements when lining up, moving into or out of classroom</li> <li>. Eating in classroom</li> <li>. Moving around classroom without permission</li> <li>. Failure to complete homework/bring class equipment</li> <li>. Minor inappropriate language</li> <li>. General minor disruptions to class/learning environment</li> <li>. Not following teacher instructions/direction</li> </ul>	<p>Verbal warning</p> <p>Confiscate jewellery or wash make-up off.</p>	<p>Repeated level 1 behaviour after verbal warning becomes significant behaviour (Level 2)</p>
<p style="text-align: center;"><b>LEVEL 2</b></p> <p style="text-align: center;"><b>Repeated MINOR behaviours, SIGNIFICANT behaviour or SIGNIFICANT incident</b></p> <p style="text-align: center;"><b>(At school, outside of school, travel to or from school)</b></p>	<ul style="list-style-type: none"> <li>. Repeated and persistent Level I behaviour(s)</li> <li>. Repeated classroom disruptions</li> <li>. Uniform infringement</li> <li>. Late to class</li> <li>. Non-compliance to instruction</li> <li>. Non-participation in class work (refusal)</li> <li>. Interfering with other's possessions (eg. hiding school bag)</li> <li>. Deliberate &amp; intentional distracting of other classes when moving around campus</li> <li>. Running in the classroom</li> <li>. Non-compliance to teacher instruction</li> <li>. Minor inappropriate use of technology (e.g. using apps or programs outside of teacher instruction)</li> <li>. Incomplete or non-submission of homework</li> </ul>	<p>If repeated level 1 behaviours –Warning Code entered on TASS</p> <p>Level 2 behaviours – Warning code entered on TASS</p>	<p>If behaviour continues after consequence, behaviour becomes substantial. Lunchtime detention issued and parents contacted.</p> <p>After repeated Warning codes, parent contact and detention.</p>
<p style="text-align: center;"><b>LEVEL 3</b></p> <p style="text-align: center;"><b>SUBSTANTIAL behaviour or SUBSTANTIAL Incident</b></p> <p style="text-align: center;"><b>(At school, outside of school, travel to or from school)</b></p>	<ul style="list-style-type: none"> <li>. Continued &amp; persistent Level II behaviour(s) AFTER consequences have been issued</li> <li>. Inappropriate use of technology / school computers including playing games on MacBook during class</li> <li>. Breach of the MacBook policy</li> <li>. Intentional swearing / language</li> <li>. Fighting / Lying</li> </ul>	<p><b>Detention and/or Behaviour Plan</b></p> <p>Referred to Year Level Coordinator</p>	<p>Detention issued and behaviour plan implemented.</p> <p>Repeated detentions = formal parent meeting &amp; consequences</p>

	<ul style="list-style-type: none"> <li>Truancy</li> <li>Retaining a mobile phone at school</li> <li>Inappropriate / defiant comments &amp; actions</li> <li>Refusal to complete assessment to an acceptable standard</li> </ul>		
<p><b>LEVEL 4</b></p> <p><b>Repeated SUBSTANTIAL incidents OR SERIOUS Behaviour/ Incident</b></p> <p>(At school, outside of school, travel to or from school)</p>	<ul style="list-style-type: none"> <li>Continued &amp; persistent Level III behaviour(s) AFTER consequences issued</li> <li>Continuing, assertive disrespect or disobedience to a staff-member (incl. not attending formal detention)</li> <li>Bullying (verbal / physical / social media)</li> <li>Theft</li> <li>Swearing at / physical abuse of another student</li> <li>Vandalism / intentional damage of school / other's property</li> </ul>	<p><b>Formal parent meeting and consequences</b></p> <p>Referred to Head of Secondary</p> <p>Consequences may include:</p> <ul style="list-style-type: none"> <li>Removal of participation in extra- and co-curricular events;</li> <li>Suspension from school camps &amp; excursions;</li> <li>Restricted activities at lunch time</li> </ul>	<p>Behaviour Plan implemented and reviewed as required.</p> <p>Repeated serious behaviours = referral to Deputy Principal or Principal</p>
<p><b>LEVEL 5</b></p> <p><b>VERY SERIOUS Event</b></p> <p>(At school, outside of school, travel to or from school)</p>	<ul style="list-style-type: none"> <li>Continuing assertion of disobedience after having been removed to Head of Secondary</li> <li>Verbal or Physical abuse / threatening of a teacher</li> <li>Having or using drugs / alcohol / cigarettes / vapes at school or at a school function / excursion / camp</li> <li>Physical bullying/assault of another student</li> <li>Retaining, swapping or transmitting sexually explicit music/images/software at school</li> <li>Sexual harassment or sexualised behaviour</li> <li>Incidents outside school hours that impinge on the smooth running, good name or reputation of the school</li> <li>Other serious offences brought to attention of staff and administration</li> </ul>	<p><b>Referral to Deputy Principal or Principal</b></p> <p>Consequences set at the discretion of Principal or Deputy Principal may include</p> <ul style="list-style-type: none"> <li>- suspension</li> <li>- probationary enrolment</li> <li>- cancellation of enrolment</li> </ul>	

**Our Mission is to provide students with an excellent education in a Christian environment, guiding them to develop their God-given potential to become future leaders who positively impact their communities for Christ and the greater good.**

*But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.*

**Isaiah 40:31**

*Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.*

**Psalms 3:5-6**

*Your word is a lamp for my feet, a light on my path.*

**Psalms 119:105**



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