



# ST STANISLAUS' COLLEGE BATHURST

## Pastoral Care Policy & Procedures

**Intended Audience:** College Employees, College Community

**NESA Reference:** Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.6.2 and 3.7

**Distribution:** College Policies and Procedures Manual, College Website

Responsibility for Policy Implementation	Deputy Head of College – Vincentian Identity & Practice
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## Document Control

Version	Approved/Endorsed By	Approved/Endorsed Date
1 – Draft Policy	Pastoral Care Team	May 2023
2 – Draft Policy	Leadership Team	May 2023
2 – Final Policy	Head of College	May 2023

## 1. Introduction

St Stanislaus' College Bathurst is a day and boarding school for boys in Years 7 to 12. The College seeks to proclaim the gospel in the spirit of St Vincent de Paul through the formation of our students and all associated with the school in a welcoming, caring environment where all our students are supported and challenged to do their best.

As a Catholic School in the Vincentian tradition, education at the College is underpinned by the below College values.



### 1.1 Policy Statement

St Stanislaus' College Bathurst is committed to providing education and care to children and young people to assist them to develop into high-achieving, supported young adults, positively connected to each other and to the communities in which they live and which they will serve.

### 1.2 Policy Purpose

The wellbeing of all students is at the heart of teaching and learning at St Stanislaus' College. The pastoral care programs and supports, enable a learning environment which promotes and provides for the spiritual, physical, cognitive, social and emotional growth of all students.

A whole school approach to strengthening child safe communities acknowledges the strong interconnections between student safety, wellbeing and learning. The College places a strong focus on inclusion, promoting respectful relationships and safe behaviours. Student safety and wellbeing is enhanced when students feel connected to their school, have respectful trusting relationships with their peers and teachers, feel confident about their social and emotional skills and are comfortable with their learning experiences at school.

### 1.3 Policy Principles

This policy outlines the commitment of the College to ensure every student, and their family, is known and cared for through the pastoral care processes and supports at the College.

### 1.4 Policy Scope

This policy applies to all staff and students at the College.

### 1.5 Record Keeping

All records pertaining to disciplinary processes in accordance with the College SBC process are kept secure with the College Year Coordinators. At the conclusion of the school year, records are moved to archives. Records pertaining to student suspensions are held on student files.

### 1.6 Related Policies

- *Student Anti-Bullying Policy*
- *Child Protection Policy and Procedures*
- *Attendance Policy and Procedures*
- *Suspension and Termination of Enrolment Policy and Procedures*

## 2. Guiding Principles



The pastoral care processes at St Stanislaus' College are based around a range of key principles, not least of which include the Gospels and the College House values.

John 10:10 teaches us to 'have life and to have it to the full', which is a significant driving factor for all students at the College. Our students are encouraged to embrace opportunities wherever they are presented and this is especially important within the pastoral care sphere. Students are responsible for actively engaging and taking control of their own learning. However, they also hold responsibilities for building relationships with peers and staff alike.

Through the use of the six House values, our students are guided towards living a 'full life' as a Stannies Man. The values of Honour, Humility, Faith, Compassion, Service and Leadership provide a simple and attainable blueprint for success as a student at the College. These values are encouraged through co-curricular and academic pursuits at the College, but can and should be demonstrated within the wider community.

The Gospels and the College House values are central to the College Strategic Plan. This Plan enables students, staff and the College community to focus on these attributes within the context of three broad goals:

- A safe, connected Vincentian community;
- High performance pedagogy & outcomes;
- Stewardship – care of people and place.

Self Determination Theory and The Learning Disposition Wheel (LDW) guide the College in the skills required to help students develop to become self-determined young men. Students are encouraged to be self-determined to:

- ‘have life and to have it to the full’;
- embrace opportunities wherever they are presented;
- actively engage and take control of our own learning;
- hold responsibility for building relationships with peers and staff alike;
- caring for the poor and marginalised among us;
- fight for social justice.

At the College, we understand that every student is important. Every student has a right to a bright future and the right to be encouraged and celebrated every day.

### 3. 2023 Pastoral Care Team

Year 7 Coordinator	Mrs Lee Knight (John House Coordinator)
Year 7 Educare Liaison Coordinator	Mrs Jodi Culnane
Year 8 Coordinator	Mrs Kate Welsh (Charles House Coordinator)=
Year 8 Educare Liaison Coordinator	Miss Nicole Mifsud
Year 9 Coordinator	Mrs Alex Clements (Justin House Coordinator)
Year 9 Educare Liaison Coordinator	Miss Isabella Jacobson
Year 10 Coordinator	Mr Anthony (Tony) Fisher (Joseph House Coordinator)
Year 11 Coordinator	Mr Jack English (Vincent House Coordinator)
Year 12 Coordinator	Mr Ian Greet (John House Coordinator)
Year Coordinator	Mrs Fiona Tilley (Xavier House Coordinator)
College Counsellors	Mrs Jodie Macmillan (full-time) Mrs Rosemary Clifton (4 days per week) Mrs Nina Calveley (two days per week)
Student Hub Coordinator	Mrs Alissa O’Mally
Inclusion Team Leaders	Ms Jacqueline Hunt & Ms Rachel Hughes
Health Centre Team Leader	Mrs Nicole McCrossin
Head of Boarding	Mr Dan Bradford
Vincentian Priest	Fr Ditia Prabowo
Deputy Head of College Vincentian Identity and Practice	Mr Mark Elliott

#### 4. Rights and Responsibilities of Students

The rights and responsibilities of all students at the College are outlined in the Student Policies and Procedures document. However, they are included here for reference:

<b>My Rights</b>	<b>My responsibilities which give me these rights</b>	<b>The same thing in Society</b>
I have the right to be myself and to be treated as an individual.	I have the responsibility to respect others as individuals; not to pick on them, tease them, try to hurt their feelings, or persecute them for being different if their sex, race, customs, language, religion or appearance are different from mine.	Equal opportunity for all, irrespective of race, gender, identity, religion, physical or mental disabilities.
I have the right to be treated with respect and politeness.	I have the responsibility to respect the authority of teachers. If necessary, I should be able to disagree without being offensive.	Respect for friends and family. Respect for others and for due process of law.
I have the right to expect that schooling will be of benefit to me; that I will obtain benefit from all lessons and classes; that other students will not deprive me of this right by their behaviour.	I have the responsibility to cooperate with teachers and other students to make sure that lessons proceed and that I keep up-to-date with required work. I will not behave so as to interfere with other students' rights to learn.  I also have the responsibility to be on time for school, to be on time for class, to attend school regularly and to take part in activities offered at the College.	Reliability and punctuality when employed.  Participation in community activities.
I have the right to be safe and not feel threatened by danger to my person. I have the right to expect protection through College policies and procedures.	I have the responsibility to help make other people feel safe in the College by not bullying, threatening, hitting or hurting anyone in any way.  I have no right to take the law into my own hands nor to swear or use offensive language.	Assault, occasioning bodily harm, even "verbal assault" are criminal offences.  The police and courts exist to keep law and order.
I have the right to expect my property to be safe at College.	I have the responsibility not to steal, damage, destroy or interfere with the property of other students or the property of the College itself.	Theft and wilful damage are crimes. Hand in lost property. Report theft and vandalism.

I have the right to belong to a College with a healthy environment and in which I can keep good health.	I have the responsibility not to smoke, take alcoholic drinks or drugs, or encourage other students to do so. I have the responsibility not to do unhygienic things such as spitting. I should take part in PDHPE and sport.	Smoking is a health hazard. Drunkenness is irresponsible towards others and degrading for the person concerned. Use of prohibited drugs is a criminal offence. Smoking is prohibited in most public places.
I have the right to enjoy a clean and attractive College environment and take pleasure in the surroundings.	It is my responsibility to care for the College environment, not to litter the College premises, deface or damage furniture or rooms, or in any way make the environment offensive to others. I should be prepared to keep the College environment neat and clean and to be prepared to remove litter and rubbish.	Litter laws. Vandalism and damage to public property are crimes. Environmental care is encouraged - eg "Tidy Towns Competition", "Do the right thing", etc.
I have the right to be informed of what is happening in the College.	I have the responsibility to listen attentively at assemblies, to take newsletters and notes home as required, to check material on the Stannies Website and to make it my business to find out what I need to know.	Being an informed citizen means responsibility for accessing available media, following the news and current affairs.
I have the right to expect justice and fair treatment.	I have the responsibility of recognising that I am open to consequences if I do the wrong things, as well as expecting praise and recognition for my achievements.	The penal code sets out penalties for crimes. Society acknowledges outstanding services, eg OA, Australia Day Award, local Awards.
I have the right to be seen as a useful and worthwhile member of the local community.	I have the responsibility demonstrating to the local community by my out-of-school conduct that the College is a worthwhile place and is developing good citizens for the future. This applies to travel to and from College, work experience and excursions.	Public image of firms.  Public relations.  The image of Australians abroad.
<b>Conclusion:</b> I have all these rights while I am a student at St. Stanislaus' College.	I have the responsibility to protect these rights and those of others by living up to my responsibilities at all times.	Responsible and informed citizens know their rights and respect the rights of others.

## **5. Pastoral Care Procedures**

### **5.1 The Student Planner**

The Student Planner provides each student a central point in which to organise themselves for each day. It is also a vital link for families, as it contains information regarding House values, homework, positives, demerits and detentions.

Students must present their Student Planner each morning at Tutor Group. Any student without a Student Planner should receive a Temporary Planner from their Tutor. The student's name is added to the Temporary Student Planner Google Sheet by the Tutor. Tutors must ensure that the Temporary Planner is returned the next day and that the student has their Student Planner with them. The Google Sheet should be annotated to reflect the return.

Tutors must review the Student Planner during Monday morning Tutor Group. The following matters must be addressed:

- Record any demerits or positives on the page noting the week;
- Ensure the Parent (or in the case of a boarding student, their House Parent) signature is present for the week. Tutors should email Parents or House Parents when the signature is absent. For repeat offenders please liaise with the specific Pastoral Care Coordinator.

An important responsibility for tutors during Tutor Group is to encourage positive behaviour within the group. It is a great opportunity to celebrate individual achievements and to build the vertical relationships between tutees. Students could also nominate themselves and others for House Awards during these times. On the other hand, sometimes it is necessary to develop a plan for students who are having difficulty in fulfilling their responsibilities as a College student (eg. continued demerits in their Planner).

### **5.2 Analysis of Student Data using SEQTA**

In order for staff to view Pastoral Care data on individuals or groups of students, SEQTA has a range of features. Such data can be viewed from the Pastoral Care Workspace, student summary menu and qualitative analysis.

Staff may also wish to use some of the other functions within the Student Summary menu.

### **5.3 Rewarding Positive Student Behaviour and Progress**

The College places great emphasis on rewarding positive behaviour and progress. As such, a positives reward program has been developed.

The Positives Awards are a means of acknowledging students for their personal response to the opportunities they have on a daily basis. Such awards are recorded in the Student Planner and Tutors and Academic Care Coordinators regularly record these awards.

### **5.4 Outline of Positive Award System**

- Positives
  - 10 Positives - when students reach 10 Positives a Tutor must record this event in SEQTA.
  - Student's should be instructed to seek their Pastoral Care Coordinator where they can redeem a Merit Reward Card for their own future use.
  - When students accumulate Positives as set out in the Junior and Senior Award Levels they are eligible for a Bronze, Silver and Gold Award. This entitles the student to further rewards as provided by the College.



- Stannies Man Award Nomination
  - At various times, staff may witness or become aware of students that have made a significant contribution to College life through one of the six House values.
  - These should be celebrated and entered into SEQTA.
  - The Pastoral Care Team will review all awards at the weekly Student Behaviour Committee (SBC) Meeting and appropriate certificates and rewards will be actioned.
  
- Academic Awards
  - Staff may determine a student is deserving of an Academic Award based on their efforts within their class or associated work.
  - These should be celebrated and entered into SEQTA.
  - The Pastoral Care Team will review all awards at the weekly Student Behaviour Committee (SBC) Meeting and appropriate certificates & rewards will be actioned.

#### Award Levels

<b>Merit</b>	10 points	Each positive entry grants access to a rewards card.
<b>Bronze</b>	40 points	College lunch (per term).
<b>Silver</b>	80 points	College pennant, movie tickets or Stannies merchandise.
<b>Gold</b>	120 points	College medal and event tickets or day trip or fuel card.
<b>NB: students will be deemed ineligible for a silver or gold award if they are on any discipline level other than 0.</b>		

## 6. Consequences for Breaching College Expectations

From time to time, students fail to meet College expectations. As a result, students will face the consequences of relevant disciplinary processes so that they have the opportunity to reflect on their behaviour and work towards being a respectful Stannies Man.

Disciplinary matters are generally dealt with by classroom teachers who will discuss the problem with the student(s) involved and who will take steps to resolve it. If the teacher is unable to resolve the matter, they should discuss it with their Academic Care Leader and an SBC referral prepared. Students who persistently breach College expectations will be referred to the Deputy Heads of College or Head of College for appropriate consequences. Serious breaches of College expectations are dealt with in accordance with the College *Suspension and Termination of Enrolment Policy and Procedures*.

Underpinning this policy document, is the express prohibition of corporal punishment. The use of any corporal punishment by a College staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

### 6.1 Demerit System

Three demerits in a week	Wednesday lunch detention
Three demerits in a week in successive weeks	Thursday afternoon detention and a change of behaviour level according to the Discipline Matrix.
Six demerits in a week	Thursday afternoon detention and a change of behaviour level according to the Discipline Matrix.
Six demerits in a week in successive weeks	Interview with parent, Tutor and Pastoral Care Coordinator to develop a plan for student's re-entry and ongoing return to classes.

### 6.2 Student Behaviour Committee Referrals

- SBC Referrals are completed when a student's behaviour has escalated beyond the use of demerits or they have been involved in a serious breach of College expectations.
- Classroom discipline issues should be managed by the classroom teacher and their Academic Care leader initially.
- The Pastoral Care Coordinator will be notified through the SBC referral and assist in managing the process.
- Non-classroom referrals should be dealt with by the teacher and the appropriate Pastoral Care Coordinator.

### 6.3 SBC Meetings

Meetings are held on Tuesdays with at least three representatives from the Pastoral Care Team (including at least one member from the Leadership Team).

- All matters are entered into SEQTA via the Behaviour or Detention categories located in the Student Information Panel.
  - At the meeting, behaviours within each SBC Referral are judged according to their context, and Academic Care Leaders or Pastoral Care Leaders recommendations, against a simple matrix (Appendix D).
- Positives and the various possible awards which are also decided against a simple matrix (Appendix C).

Following the SBC Meeting, information is communicated to students and parents via SEQTA.

### 6.4 Award Levels

- Moving Up a Level (eg. Bronze to Silver)
  - Refer to Appendices.
- Students always maintain the level that they have achieved until the end of each year. However, they cannot progress any further if they are on any Discipline Level other than '0'.
- Awards Levels reset each year.

### 6.5 Discipline Levels

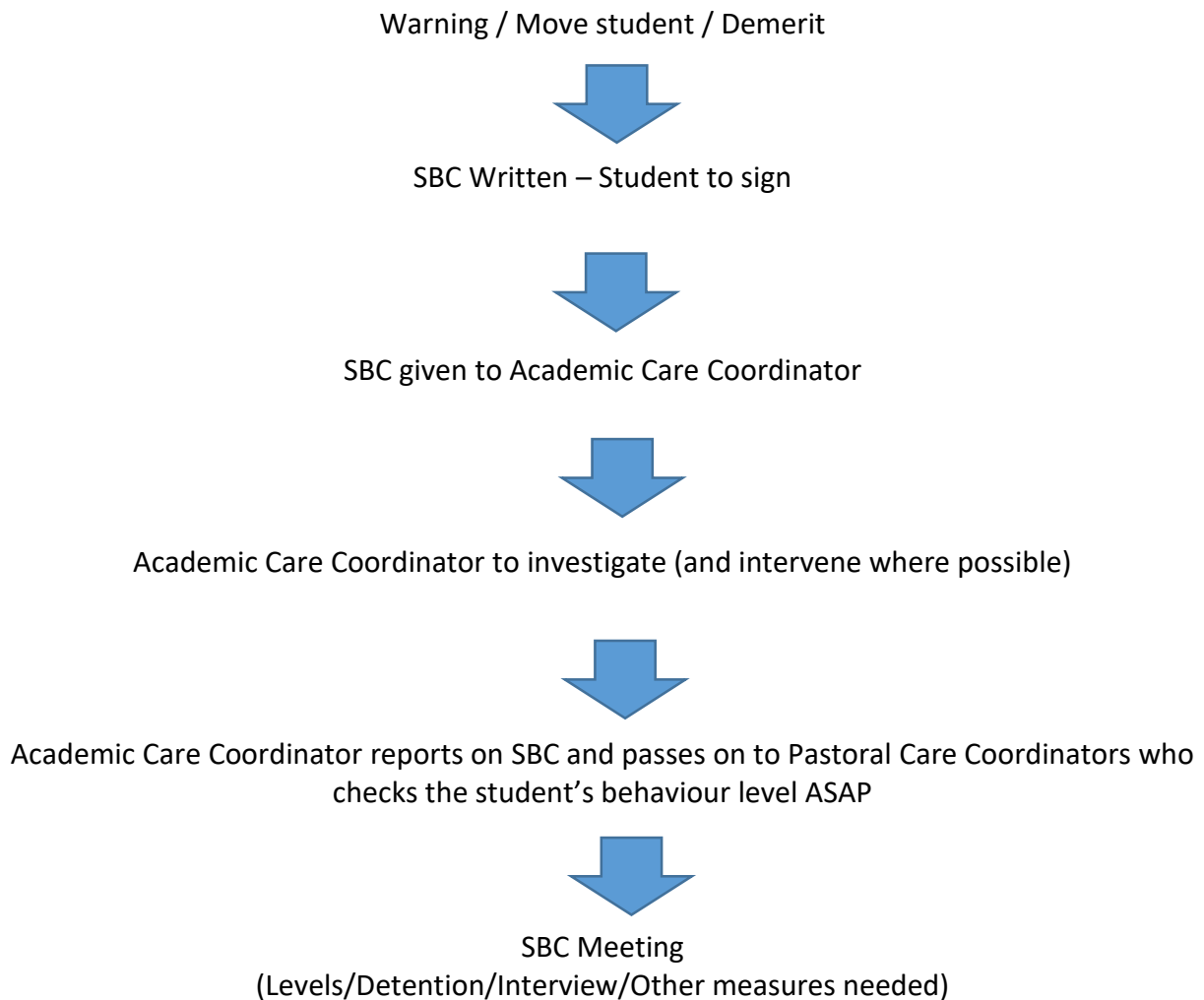
- Moving Up a Level (eg. '0' to '1')
  - Students can move 'up' discipline levels if they receive an SBC Referral or if they accumulate 6+ demerits or if they accumulate 3+ demerits in two consecutive weeks (which should be written up as an SBC or similar by the Tutor).
  - This will be decided at the SBC Meeting.
- Moving Down a Level (Eg. '1' to '0')
  - Students are eligible to move 'down' a level once two weeks of term time have passed since their most recent SBC incident and they have received no further formal detention and both the Tutor and Pastoral Care Coordinator are satisfied with their behaviour. This should include a review of their Student Planner.

- An email will be scheduled by Pastoral Care staff for two weeks after the SBC decision to alert students of the **possibility** of moving down a level.
- Students and Tutors are responsible for ensuring that students move down levels as soon as possible. Communication with the Pastoral Care Coordinator should instigate this process.
- Discipline Levels reset each year.
- Students that move beyond Level 3 in the Discipline Level Matrix should be involved in a Student Case Management Process that includes the student and their family, Tutor, Pastoral Care Coordinator and Deputy Head of College (other staff may also be involved if necessary).
- A Student Case Management Process may include:
  - Review of the student's history – academic, behavioural, medical;
  - Implementation of Behaviour Contract;
  - Classroom Observations from teachers and/or Pastoral Care Coordinators;
  - Discussion with Counsellor and Inclusion Team;
  - Referrals to Health Professionals;
  - Frequent review and adjustment as required.
- Consistently poor behaviour will result in a 'Show Cause' Interview between the student, their family and the Head of College.
- Discipline Level Matrix - Appendix D.

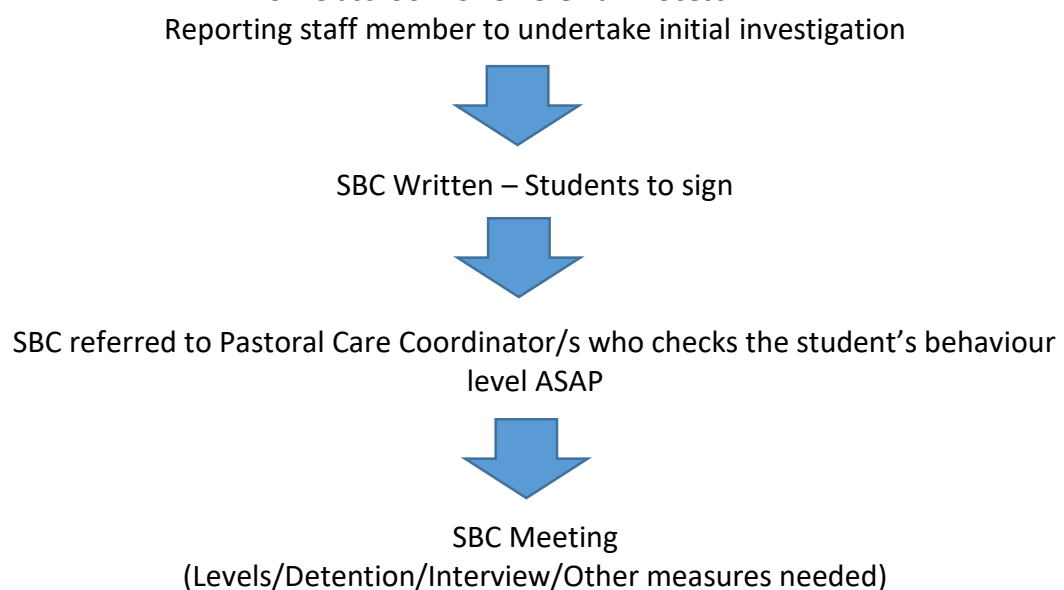
## **7. Final Decision**

The Head of College is ultimately responsible for the Pastoral Care Processes at the College and the final decision related to any disciplinary matter rests with the Head of College.

## **Appendix A – Classroom Based SBC Referral Process**



### **Non-Classroom SBC Referral Process**



## **Appendix B – SBC Protocols**

### **Investigation Protocols**

- Issue presented to Pastoral Care Coordinator (physically, verbally or via SBC).
- Isolate the student.
- Confiscate devices.
- Discuss the issue with the student and have them write a statement.
- Follow-up discussions, interviews and statements with known witnesses etc.
- Cross-check information between statements.
- Further discussion (individually) with students involved.
- Determine an appropriate course of action and discuss with Deputy Head of College or Leadership.
- Communication with families.
- Ensure student is aware of any decisions and offer support as needed.

NB: Student interviews are to be conducted as soon as possible after notification of an incident/issue. Decisions are based on the balance of probabilities and after discernment of the information collected as part of the investigation process.

NB: Where possible, two staff members will be present for student interviews.

### **Child Protection Protocols**

- As above, but with the involvement of Counsellor at Point 5.
- May include use of the Mandatory Reporter Guide (Counsellor and Deputy Head of College/Head of College).

### **Suspension Protocols**

- In accordance with the College *Suspension and Termination of Enrolment Policy and Procedures*.

## Appendix C – Positives and Awards: Examples

<p><b>Charles – Humility</b></p> <p><b>Examples of Positives</b></p> <ul style="list-style-type: none"> <li>• Admits mistakes</li> <li>• Celebrates diversity</li> <li>• Enhances the learning culture</li> <li>• Demonstrates patience or listening skills</li> </ul> <p><b>Example of Humility Award</b></p> <ul style="list-style-type: none"> <li>• Demonstrates graciousness or respect for others</li> </ul>	<p><b>Joseph – Compassion</b></p> <p><b>Examples of Positives</b></p> <ul style="list-style-type: none"> <li>• Donations to assist others</li> <li>• Helpful to others</li> <li>• Supports the voice of others</li> <li>• Involvement in social justice awareness</li> </ul> <p><b>Example of Compassion Award</b></p> <ul style="list-style-type: none"> <li>• Demonstrates empathy for others and takes action to assist</li> </ul>
<p><b>John – Honour</b></p> <p><b>Examples of Positives</b></p> <ul style="list-style-type: none"> <li>• Wears uniform with pride</li> <li>• Performs above expectations within the class consistently</li> <li>• Demonstrates courage through adversity</li> <li>• Is accountable for their actions</li> <li>• Sportsmanship</li> </ul> <p><b>Example of Honour Award</b></p> <ul style="list-style-type: none"> <li>• Demonstrating outstanding self-improvement</li> </ul>	<p><b>Justin – Faith</b></p> <p><b>Examples of Positives</b></p> <ul style="list-style-type: none"> <li>• Treats others with dignity and respect</li> <li>• Commitment to the liturgical life of the College</li> <li>• Demonstrating friendship</li> <li>• Spreading the 'Good News'</li> </ul> <p><b>Example of Faith Award</b></p> <ul style="list-style-type: none"> <li>• Representing the College with distinction</li> </ul>
<p><b>Vincent – Service</b></p> <p><b>Examples of Positives</b></p> <ul style="list-style-type: none"> <li>• Genuinely volunteers to assist</li> <li>• Honouring commitments</li> <li>• Contribution to group work</li> </ul> <p><b>Example of Service Award</b></p> <ul style="list-style-type: none"> <li>• Stewardship of the College and its people</li> </ul>	<p><b>Xavier – Leadership</b></p> <p><b>Examples of Positives</b></p> <ul style="list-style-type: none"> <li>• Outstanding performance in sports or the arts</li> <li>• Using gifts or talents to motivate others</li> <li>• Being inclusive or assertive</li> <li>• Involvement in leadership initiatives</li> </ul> <p><b>Example of Leadership Award</b></p> <ul style="list-style-type: none"> <li>• Ability to positively influence others</li> </ul>

**To determine the difference between a Positive and an Award,**  
**ask yourself:**  
**Is it worth calling home for?**

## Appendix D – Discipline Levels

DISCIPLINE LEVEL	BEHAVIOURAL ISSUE	CONSEQUENCES	RECOMMENDED ACTIONS
<b>Level 0</b> All students start each year here and should aim to be on this level wherever possible			
Note Only	<ul style="list-style-type: none"> <li>Low level breach</li> <li>Extenuating circumstances</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>	<ul style="list-style-type: none"> <li>Noted on Year Group Register</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Low level breach relating to Peers, Staff, College or Academic matters</li> </ul>	<ul style="list-style-type: none"> <li>Detention - Wednesday Lunch</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with Pastoral Care Coordinator</li> <li>Phone call to family</li> <li>Reception Staff to communicate via email</li> <li>Detention added to SEQTA</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Mid-level breach relating to Peers, Staff, College or Academic matters</li> </ul>	<ul style="list-style-type: none"> <li>Detention - Thursday Afternoon</li> <li>Detention – Wednesday Lunch</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with Pastoral Care Coordinator</li> <li>Phone call to carer</li> <li>Reception Staff to communicate via email</li> <li>Detention added to SEQTA</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>High level breach relating to Peers, Staff, College, Law or Academic matters</li> </ul>	<ul style="list-style-type: none"> <li>Suspension</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with Leadership</li> <li>Phone call to family</li> <li>Follow Suspension Protocols</li> </ul>
<b>4</b>	Any offence whilst on Level 3	<ul style="list-style-type: none"> <li>Student Case Management Process</li> <li>Inability to attend events or represent the College</li> <li>Suspension (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with Tutor &amp; Pastoral Care Coordinator</li> <li>Phone call to carer to organise meeting with DHOC &amp; others</li> </ul>
<b>5</b>	Any offence whilst on Level 4	<ul style="list-style-type: none"> <li>Show Cause Interview</li> <li>Inability to attend events or represent the College</li> <li>Suspension (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with Deputy</li> <li>Phone call to carer to organise meeting with HOC</li> </ul>

## Appendix E – Award Levels

### Junior Award Levels

LEVEL OF ATTAINMENT	POINTS	REWARDS	ACTIONS
<b>Gold</b>	<ul style="list-style-type: none"> <li>120 Points</li> </ul>	<ul style="list-style-type: none"> <li>Medal</li> <li>Day Trip or Event Tickets</li> </ul>	<ul style="list-style-type: none"> <li>Communication with families</li> <li>Presented at Speech Day</li> </ul>
<b>Silver</b>	<ul style="list-style-type: none"> <li>80 Points</li> </ul>	<ul style="list-style-type: none"> <li>Certificate</li> <li>SSC merchandise</li> </ul>	<ul style="list-style-type: none"> <li>Communication with families</li> <li>Presented at Year Meetings or Assembly</li> </ul>
<b>Bronze</b>	<ul style="list-style-type: none"> <li>40 Points</li> </ul>	<ul style="list-style-type: none"> <li>Certificate</li> <li>College Lunch</li> </ul>	<ul style="list-style-type: none"> <li>Communication with families</li> <li>Presented at Year Meetings or Assembly</li> </ul>
<b>Merit</b>	<ul style="list-style-type: none"> <li>10 Points</li> </ul>	<ul style="list-style-type: none"> <li>Rewards Card</li> </ul>	<ul style="list-style-type: none"> <li>Presented by PC Coordinator</li> </ul>

### Senior Award Levels

LEVEL OF ATTAINMENT	ACHIEVEMENTS	REWARDS	ACTIONS
<b>Gold</b>	<ul style="list-style-type: none"> <li>120 Points</li> </ul>	<ul style="list-style-type: none"> <li>Medal</li> <li>Day Trip or Event Tickets or Fuel Card</li> </ul>	<ul style="list-style-type: none"> <li>Communication with families</li> <li>Presented at Speech Day</li> </ul>
<b>Silver</b>	<ul style="list-style-type: none"> <li>80 Points</li> </ul>	<ul style="list-style-type: none"> <li>Certificate</li> <li>Movie Tickets or SSC merchandise or Fuel Cards</li> </ul>	<ul style="list-style-type: none"> <li>Communication with families</li> <li>Presented at Year Meetings or Assembly</li> </ul>
<b>Bronze</b>	<ul style="list-style-type: none"> <li>40 Points</li> </ul>	<ul style="list-style-type: none"> <li>Certificate</li> <li>College Lunch</li> </ul>	<ul style="list-style-type: none"> <li>Communication with families</li> <li>Presented at Year Meetings or Assembly</li> </ul>
<b>Merit</b>	<ul style="list-style-type: none"> <li>10 Points</li> </ul>	<ul style="list-style-type: none"> <li>Rewards Card</li> </ul>	<ul style="list-style-type: none"> <li>Presented by PC Coordinator</li> </ul>