

# BEHAVIOUR & ATTITUDE (BAR) REPORT

## WHAT IS A BAR REPORT?

BAR Reports were previously referred to as Student and Effort Assessment (SEA) Reports and are provided each term.

These reports still assess a students' progress in a range of areas related to their personal growth and attitudes to learning but have been expanded to ensure student behaviour in all classes is captured, including Home Group, Connect and Pathways and Mentoring (PAM).

BAR Reports are just one source of feedback about students' progress. We encourage parents and carers to discuss the report with their child/children and if you have any questions or concerns, please reach out to your child's classroom teacher or House Leader.

## WHY IS OUR SOCIAL & EMOTIONAL CURRICULUM IMPORTANT?

Our social and emotional curriculum is vital for students to develop life skills and explore the range of supports and opportunities available to them, beyond the classroom.

Home Group offers important pastoral care, helping students to connect with key teachers and staff and create a sense of belonging within their house and neighbourhood. It also provides important information to ensure students are well informed, set-up for the day and getting the most out of their schooling.

This is why we have expanded our reports to assess behaviour and attitudes displayed in these sessions, as well as all core classes and electives.

Students are assessed against our school values of Aspiration, Integrity, Respect and Responsibility and will receive an overall score between 0 and 4.

- Students who receive a score of 3 and above are meeting all classroom learning expectations and;
- Students above 3.1 are going beyond expected learning expectations.



## BEHAVIOUR & ATTITUDE (BAR) REPORT

Model: Gradual release of responsibility (Me, Us, You)		Me: (Rarely) Requires significant support and intervention to manage learning	Us: (Sometimes) Supports are required, once in place student can demonstrate values	You: (At standard) Student is engaged and displays the values independently	You: Student consistently models the values
Organising Element and Action	0	1	2	3	4
<b>Aspiration</b> Completes all set tasks to the best of their ability	Not yet evident	Needs support to remain on task	With encouragement, attempts / completes tasks	Completes tasks to the best of their ability and seeks support when required	Supports and encourages the success of others in the class
<b>Integrity</b> Actively participates to create a safe and supportive learning environment	Not yet evident	Needs support to ensure language and actions support a safe environment	Use appropriate language and actions with reminders / Can share ideas with encouragement or in small groups	Uses respectful language and actions / Answers questions and shares ideas with others	Enthusiastically engages in learning tasks and demonstrates resilience in the classroom environment
<b>Respect</b> Listens and follows instructions and respects others	Not yet evident	Needs support to listen and to follow instructions	Can listen to others and follow teacher instructions	Actively listens to teacher and peers and follows teacher instructions	Independently follows class routines and expectations without reminder
<b>Responsibility</b> Arrives on time and is prepared for learning	Not yet evident	Needs support to arrive on time and equipment consistently needs to be provided	Arrives on time and remembers equipment with encouragement	Arrives on time and brings all required equipment to class	Uses feedback to improve