Behaviour Category Setup Guide

How to design and configure your school's recognition categories in AchievoEDU.

All Plans | School Administrators | Version 1.1

WHO THIS GUIDE IS FOR

This guide is for the school administrator or leadership team member responsible for configuring AchievoEDU. Setting up your behaviour categories well at the start makes the platform far more effective — and keeps staff using it consistently.

1. How AchievoEDU Recognition Works

AchievoEDU uses two interconnected systems for recognising student behaviour. Understanding how they relate to each other before you configure anything will save time and avoid confusion.

Module	What it does	Where to configure
Character Progression	Defines the core values your school recognises (e.g. Respect, Resilience). These are the foundation of your recognition framework.	Admin — Programs — Character
Recognition — Points	Defines the specific reasons staff award points, and links those reasons to your Character values. Also controls whether staff can type custom reasons.	Admin — Recognition — Points

IMPORTANT — CONFIGURE CHARACTER FIRST

Set up your Character values before configuring Recognition Points. The points reasons are linked to values — if values aren't set up first, you won't be able to make those connections.

2. Character Values (Programs — Character)

2.1 Default values

AchievoEDU comes pre-loaded with six default character values. These are a starting point — every school can edit, rename, reorder, or replace them. Schools must keep a minimum of three active values.

Default value	What it covers	Colour
Respect	Treating others and the environment with dignity	Assigned colour — customisable
Resilience	Persisting through challenges and setbacks	Assigned colour — customisable
Responsibility	Accountability for actions and learning	Assigned colour — customisable

Leadership	Positive influence on others	Assigned colour — customisable
Collaboration	Working effectively with others toward shared goals	Assigned colour — customisable
Initiative	Acting positively without being prompted	Assigned colour — customisable

ALIGN WITH YOUR PBL MATRIX

If your school has a Positive Behaviour for Learning (PBL) behaviour matrix, open it alongside this guide and map each expected behaviour to a value. Use exactly the same words your students have been taught. Consistent language across all staff is the foundation of the PBL framework.

2.2 Customising your values

To edit your character values, go to Admin — Programs — Character. From here you can:

- Rename any value to match your school's language
- Change the colour assigned to each value
- Add new values specific to your school's ethos
- Deactivate values you don't need (minimum of three must remain active)
- Reorder values to control the sequence staff see when awarding points

THE GOLDILOCKS RULE

The ideal number of active values is 4 to 6. Fewer than 3 is too generic and not permitted by the platform. More than 10 makes it hard for staff to choose quickly, which leads to inconsistent use. Start with the defaults and reduce or rename before adding new ones.

3. Recognition Points Setup (Recognition — Points)

Once your values are configured, you set up the specific reasons staff can select when awarding points. The behaviour of this section depends on whether you have the Character Progression module enabled.

3.1 With Character Progression enabled

When Character Progression is active, point reasons are linked to your character values. Staff select a value first, then a specific reason under that value. Point values are fixed per reason — staff cannot adjust them at the time of award.

Setting	Description
Point reasons	Create specific reasons under each value (e.g. under Respect: 'Used kind language', 'Looked after shared resources')
Point value	Set a fixed point value for each reason — staff cannot change this when awarding
Minimum per value	No minimum — but aim for 2–4 reasons per value so staff have meaningful choices without being overwhelmed

RECOMMENDED STARTING POINT

Start with 2 to 3 reasons per value at 3 points each. Keep the language short and specific — staff need to be able to read and tap a reason in under 5 seconds. Review after Term 1 and adjust based on which reasons are used most.

3.2 With Character Progression disabled

If your school is not using the Character Progression module, you can still award points using a simpler approach:

Option	How it works	Best for...
Pre-decided reasons	Admin creates a fixed list of reasons. Staff choose from this list. Point values are fixed per reason.	Schools that want consistency and simplicity without the full values framework
Custom reasons	Staff can type a free-text reason at the time of award and set their own point value.	Schools that want maximum flexibility, or are piloting before committing to a values framework

CUSTOM REASONS AND POINT VALUES

The ability for staff to type custom reasons and adjust point values is only available when the custom reasons option is enabled by admin. If this option is off, all point values are fixed and staff choose from pre-set reasons only.

4. Configuring in the Platform

4.1 Step 1 — Set up your Character values

1. **Log in as Administrator** Go to achievoedu.com.au/login and log in with your admin account.
2. **Go to Programs — Character** This is where your school's values are managed.
3. **Edit the default values** Rename, recolour, or reorder each value to match your school's language. Deactivate any you don't need.
4. **Add any school-specific values** Tap Add Value, enter the name and choose a colour.
5. **Tap Save** Values are not applied until saved.

4.2 Step 2 — Set up your recognition reasons

6. **Go to Recognition — Points** This is where point reasons are created and linked to values.
7. **Choose your mode** Decide whether to use Character Progression linked reasons, pre-decided reasons, or custom free-text reasons. See Section 3 for guidance on which to choose.
8. **Add reasons (if using pre-decided or Character Progression)** Tap Add Reason, enter the text, link it to a value (if applicable), and set the point value. Repeat for each reason.
9. **Tap Save** Reasons are not active until saved.

4.3 Step 3 — Test before training

Before running staff training, test the award flow using a test student account. Admin can create test student accounts specifically for this purpose.

- Log in as a teacher account and award a point to your test student
- Check the reason list loads quickly and the labels make sense
- Confirm the correct value is recorded against the award
- Check the test student's dashboard to confirm points appear correctly
- If anything feels slow or unclear, fix it before staff see it — first impressions matter

CREATE A TEST STUDENT ACCOUNT
Go to Admin — Students — Add Student and create an account with a name like 'Test Student'. Use this account to test any new configuration before it goes live to real students. Delete or deactivate the test account before your school goes live.

5. Reviewing and Refining

Your recognition setup should not be set and forget. Use the Reports module to check what's working and refine over time.

5.1 Where to find data

Go to Admin — Manage — Reports. The reports module includes:

- Points — breakdown of points awarded by value, reason, staff member, class, or student
- Wellbeing — check-in response trends across the school
- People — engagement data by student or staff
- Activity — platform usage over time
- Engagement — overall school engagement metrics
- Data Export — export any data set as CSV for use in your own reporting tools

5.2 What to review

Run this review at the end of Term 1 and again at the end of the year:

- ☐ Pull a Points report filtered by reason — identify any reasons used fewer than 10 times
- ☐ Identify reasons used fewer than 10 times and consider merging or removing them
- ☐ If custom reasons are enabled, check the free-text entries — recurring phrases signal a missing pre-set reason
- ☐ Survey 3 to 5 teachers: 'Is there anything you want to recognise that you can't find in the list?'
- ☐ Make any changes in Admin — Programs — Character and Admin — Recognition — Points
- ☐ Tap Save after any changes
- ☐ Brief staff on any changes before the next term begins

SAMPLE REVIEW SCHEDULE
End of Term 1: first review — expect to make small adjustments based on usage data. End of Term 2: check for drift — are staff using the same reasons consistently? End of year: full review before the rollover process. Consider whether your PBL matrix has changed and whether values need updating.