

PlacementPULSE — Red Submission

Sample annotated example for mentor reference

► About this sample

This sample shows a well-written Red PULSE submission. Red is for serious concerns requiring immediate attention — conduct, professionalism, wellbeing, or significant risk of not completing placement. Yellow boxes explain what makes each response effective. All names and details are fictional.

Contact details

Q2.

What is your name?

Alex Taylor

Q3.

What is your role?

Mentor Teacher

Q4.

What is your email address?

alex.taylor@school.edu.au

Q5.

What is the name of the school or centre?

Riverside Secondary College

Pre-service teacher details

Q6.

What is the pre-service teacher's name?

This information can be found in the placement confirmation email.

Jordan Smith

Q7.

What is the pre-service teacher's course code?

E751

Q8.

What is the pre-service teacher's unit code?

PlacementPULSE status

Q9.

Please select your PlacementPULSE status:

- Green: The pre-service teacher is learning and improving at the expected pace.
- Yellow: I have concerns about the pre-service teacher's progress and ability to complete a successful placement.
- Red: I have serious concerns requiring immediate attention.**

► Choosing Red — what this means

Red is for serious concerns that require immediate attention. This includes significant conduct or professionalism issues, wellbeing concerns, or a PST who is at serious risk of not completing placement. A Deakin representative will contact you on the same business day. Our MTSS supports will be activated and the Unit Chair will organise a meeting with the student as soon as possible.

Observations and progress

Q10.

Please describe your observations.

Maximum 1000 characters.

Conduct and professionalism concerns: Jordan has arrived late on two occasions this week without prior notice or explanation. Despite being advised of the school's mobile phone policy on two separate occasions, Jordan has continued to use their phone during class time in front of students. These incidents have been noted and communicated to the PST directly.

Performance concerns: Jordan has not been able to produce a lesson plan for any session this week despite being given structured planning time. Attempts at co-teaching have not been forthcoming — Jordan has largely observed or disengaged during lessons. At this stage of placement, we have significant concerns that Jordan will not meet the requirements by end of placement.

► What makes this effective

For a Red submission, be factual, specific and chronological. Record exactly what happened, when, and what was communicated. Separate conduct and professionalism concerns from performance concerns. Avoid emotional language — stick to observable behaviour and its impact. This documentation may be used as part of a formal support or review process.

Q11.

Please provide further details about how the pre-service teacher has progressed.

This could include communications with the PST, improvements made, or contact with other parties.

I have spoken with Jordan directly on both occasions regarding the phone use and lateness. Jordan acknowledged the feedback but the behaviour has continued. I have also raised the lack of lesson planning and co-teaching engagement. I contacted the PST coordinator yesterday to make

them aware of the situation. I have not yet contacted Deakin directly but am doing so now via this submission.

Q12.

Please list three to five goals for the pre-service teacher for the remainder of placement.

1. Arrive on time and communicate any unavoidable delays to the mentor teacher in advance.
2. Adhere to the school mobile phone policy at all times during school hours.
3. Submit a lesson plan for every session at least 24 hours in advance.
4. Actively participate in co-teaching for at least one lesson per day.

► **Writing goals for a Red submission**

Goals for a Red submission need to be very clear and non-negotiable in tone. They should address both the conduct and performance concerns specifically. These goals will form part of the support plan developed with the Unit Chair and student.

What happens after you submit

Step 1	Immediate triage by Deakin A Deakin representative will contact you on the same business day by calling your school or centre
Step 2	Unit Chair meets with the student The Unit Chair will organise a meeting with the pre-service teacher as soon as possible to discuss the concerns raised and determine next steps.
Step 3	Additional supports activated Depending on the nature and severity of the concerns, additional MTSS supports may be activated. This may include a visit from our Academic Support Liaison to the school or centre.
Step 4	Shared plan and ongoing monitoring A clear support plan will be developed and shared with both the mentor and the student. Deakin will remain in close contact for the remainder of the placement.