### **Kingsgrove High School**



### STUDENT WELLBEING AND DISCIPLINE POLICY

"a learning community working together"

**Revised February 2020** 

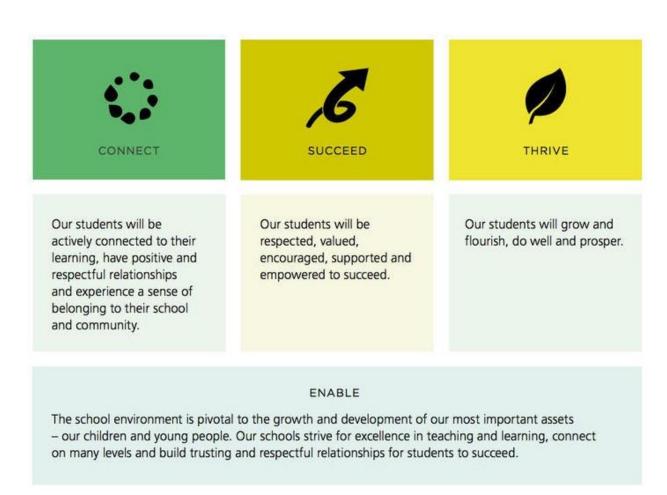
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### The Wellbeing Framework for Schools

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

Kingsgrove High School supports the implementation of the NSW department of education and communities wellbeing framework which is pivotal to create quality learning opportunities for children and young people. This includes strengthening their physical, social, emotional and spiritual development.



Wellbeing is a focus in the **DoE Strategic Plan**, and there is global and local evidence of what the world's best education systems do. They address needs of the whole child; engage families and communities to support child wellbeing; and tailor approaches to support and include different learners and cultures. Every student is known, valued and cared for is encapsulated in:

**Sense of belonging:** students feeling included and accepted at school.

**Expectations for success:** the extent which teachers value academic achievement and hold high expectations of all students.

**Advocacy at school:** support students receive from adults in the school who consistently provide encouragement and who can be turned to for advice.

### From the School Excellence Framework:

All schools have areas of strength and opportunities for improvement. The School Excellence Framework identifies quality practice across the three key domains of education – learning, teaching and leading – to help schools plan and monitor strategies for ongoing improvement.

The School Excellence Framework assists schools to make informed and consistent judgements and supports informed decision making.

Extracted from the School Excellence Framework are the corresponding elements to assist with self-assessment when considering evidence linked to relationships.

### School Excellence Framework: Learning domain - Wellbeing element

school staff explicitly communicate expectations of behaviour across school settings.  school staff explicitly communicate expectations of behaviour across school settings.  They are explicitly, consistently and supportively applied across the school.  supportively applied across the school.
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### This policy aims to:

- Educate the students at Kingsgrove High School in understanding and accepting responsibility for their own actions,
- Give clear understanding to teachers and executive staff in managing students who behave inappropriately,
- Give meaningful recognition and reward to those students whose behaviour, attitude and effort are praiseworthy,
- Provide student management structures that are objective and observe the principles of equity and fairness.
- Provide clear documentation of student behaviour and the measures employed by the school to correct inappropriate behaviour,
- Reflect the objectives and directions of the DoE documents listed below.

### This policy is consistent with DoE documents

- Student Discipline in Government Schools,
- Values in NSW Public School,
- Procedures for the Suspension and Expulsion of School Students,
- Quality Teaching in NSW Public Schools
- School Excellence Framework
- DoE Strategic Plan
- Every student is known, valued and cared for

### Statement of purpose

The Kingsgrove High School (KHS) Student Wellbeing and Discipline Policy is a coherent statement with procedures and framework that addresses the management and modification of student behaviour. Kingsgrove High School strives to promote a culture of excellence, integrity and caring and supports students through active programs of student wellbeing. While fostering the potential of all, the school encourages students to become motivated learners who take responsibility for their actions and outcomes. The school is committed to delivering quality teaching of both academic skills and skills for life in a caring, safe, respectful and supportive environment.

At Kingsgrove High School behaviour is managed using the Positive Behaviour for Learning framework. PBL provides staff and students at Kingsgrove High School with a positive, proactive system for defining, teaching and supporting appropriate student behaviours. PBL is a problem solving framework that addresses social behaviour and academic outcomes. It is a systems approach to enhance the capacity of schools, families, and communities to design effective learning environments.

This model is based around our three core expectations which are applied across all areas of the school.

### The core expectations are:

- Safe
- Respectful
- Learners

In understanding what these expectations are, how they apply to all areas of the school, and the clear consequences of not following these 'expectations, students are empowered to regulate their own behaviour.

In order to promote positive behaviour, students are rewarded through the school merit system, student acknowledgement ceremonies, assemblies and A1 status excursions.

PBL at Kingsgrove High School assists our staff in the delivering high quality learning programs and maintaining high levels of behavioural and academic learning outcomes for all students.

PBL increases student engagement and learning by promoting 'on-task' behaviours and decreasing distractions in the learning environment. Student academic and social outcomes are improved through increased teaching time and consistent expectations of behaviour.

### What is Positive Behaviour for Learning:

Positive Behaviour for Learning (PBL) is implemented to improve the learning and wellbeing of all students in all school settings.

Positive Behaviour for Learning is a whole school approach for creating a positive, safe and supportive school climate in which students can learn and develop. This approach involves the school community working together. Students are empowered to participate in decision-making through active involvement in the school's leadership of PBL.

All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, canteen, school gates and buses, is considered part of the total learning environment.

Schools implementing PBL organise their systems to establish the social culture, learning and teaching environment and to provide individual behaviour supports to achieve positive academic and social outcomes for all students. While key practices will be similar in every school, each school designs their own approach based on their context, resources and the outcomes that are important to their school and community. Schools only use those practices and strategies that are effective in their local context.

Each school develops a continuum of support that promotes student learning and wellbeing for all students. Importantly, students have access to more support when they need it. The continuum emphasises prevention and early intervention and includes:

- Tier 1 Universal prevention: school-wide and classroom systems for all students, staff and settings
- Tier 2 Targeted interventions: small group systems for students at-risk behaviourally and academically
- Tier 3 Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

When PBL is implemented well, a safe and supportive learning environment is provided for all students. Students and staff benefit from:

- increased academic instructional time for students
- improved social climate of the school
- increased numbers of students displaying positive behaviours
- support for students, teachers and families which is matched to their needs
- systems that support an instructional approach
- consistent delivery of effective programs and practices that are sustained over time.

### Positive Behaviour for Learning at Kingsgrove High School

Kingsgrove High School is a PBL school. PBL is a whole school process to improve learning outcomes for all students and maximise positive student behaviours.

PBL ensures that decisions about school systems and practice are based on data collected on a regular basis from the school. This data guides decision-making and evaluates how well the 'framework' is working.

PBL allows all students to have a clear understanding of what is expected of them at school. Students have the opportunity to develop positive attitudes and behaviours in order to do their best as students of KHS.

### KHS PBL core expectations are:

### Safe, Respectful, Learners.

It is expected that students of Kingsgrove High School display these expectations.

Signs are placed around the school describing the expectations we have of our students in all our school settings, to keep the expectations clear and at the forefront of everyone's minds. We also have incentives to reward students who display positive behaviours.

PBL allows the school community to guide students to becoming successful learners of our community.

### At Kingsgrove High School our motto is "let your light shine"

We work together and understand the importance of the following three core expectations we all follow:

Be safe	Think about your safety and the safety of others
Be Respectful	Respect yourself, others and property
Be a Learn	Be prepared to learn and do your best

Every student has the right to learn in a safe and respectful environment. Every teacher has the right to teach in a safe and respectful environment. This is everyone's responsibility at Kingsgrove High School.

### The Expectations Matrix- Promoting good discipline and effective learning

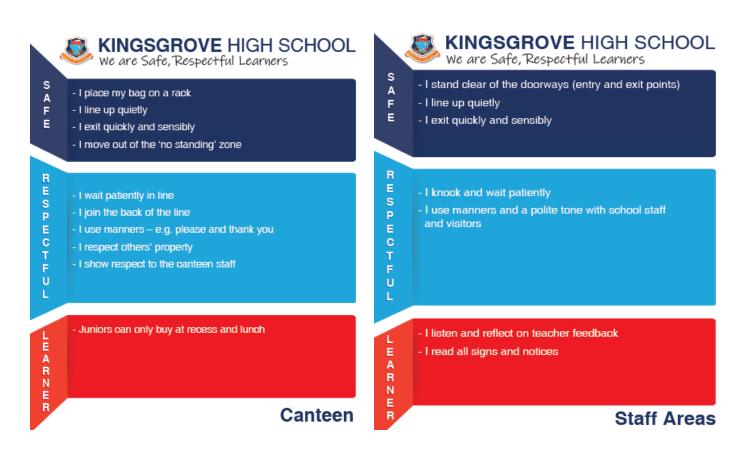
Good discipline and effective learning are best achieved in a positive environment that provides encouragement and support along with prompt and consistent management of behaviour. This can be achieved through

- An expectation that all students can and will be successful in learning. This is reinforced in all settings
- Staff participation in regular meetings that keep teachers informed and better able to meet the specific needs of individual students
- An approach to discipline that is consistent, well documented and focused on problem solving
- Provision of programs that promote a healthy lifestyle, self-discipline and social responsibility.

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### **Our PBL settings signs:**







- I sit in the passive areas and play in the active areas - I play fairly, sensibly and display sportsmanship - I take care of equipment

- I leave the playground when the bell rings

- I respect others' play equipment

I engage with students and staff in a positive way

- I learn the rules of the game

**Playground** 

KINGSGROVE HIGH SCHOOL We are Safe, Respectful Learners

- I keep my device off and out of sight

- I walk safely on the left through corridors, walkways and stairwells

- I move directly to class when the bell goes

- I make way for others

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- I speak respectfully and quietly

- I respect others' property

- I move quickly and sensibly to class

- I line up outside the classroom

- I ensure all lessons are free of interruptions

- I have a note when I am out of class

Corridors/Stairwells

RESPEC

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EARNER

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### KINGSGROVE HIGH SCHOOL

We are Safe, Respectful Learners

- I have a permission note from a staff member when going during class time

- I use toilets sensibly and hygienically
- I wash my hands
- I exit quickly and sensibly

R E S

- I keep it clean and tidy
- I respect the right of all students to use the toilets
- I use toilet paper responsibly
- I use water sensibly and turn off taps and bubblers when finished
- I respect others' privacy
- I respect facilities
- I use the toilets during break times
- I maintain personal hygiene e.g. wash my hands

**Toilets** 

E A R N E

C

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### School Code of Behaviour

### Rights:

### All students have the right to learn in a positive and successful learning environment. This means:

- Learning in an environment free from inappropriate interruptions from others
- Learning in an environment free from discrimination
- Being encouraged to try and achieve all they can and receiving praise and acknowledgment for their effort and achievement
- Being in a school which has a strong tradition of community support and respect

All students have the right to be in a caring, safe and happy environment. This means:

- · Being treated with respect, courtesy and fairness
- Learning in a pleasant and well-maintained environment
- Being treated in accordance with current policies and procedures of the school
- · Having access to counselling and support services

### **Responsibilities:**

### All students have a responsibility to contribute to a positive and successful learning environment. This means:

- Respecting fellow students' right to learn
- Attending regularly and being punctual
- Being a successful and cooperative learner
- Creating a positive image in the community
- Wearing the full school uniform with pride everyday

All students have the responsibility to create a safe, caring and happy environment. This means:

- Considering the rights of staff, students and visitors
- Being polite and treating people with respect
- Caring for the property of others and the school environment
- Following the laws of our society
- Acting in an appropriate way in public to enhance their own reputation and the reputation of the school

### Procedures for dealing with unacceptable behaviour

The role of the classroom teacher is to ensure that the classroom is a safe, respectful and productive environment. Good teaching practice goes hand in hand with good discipline. If strategies are not working, stop using them and try another approach. Consult *Quality Teaching in NSW Public Schools*, ask colleagues and Head Teacher for support and possible additional strategies, work with your HT to contact parents. If poor student behaviour persists in the classroom, then the classroom teacher should assess the situation by honestly examining the teaching practice, as well as student behaviour. Liaise with your Head Teacher as to the appropriate next step.

In the PBL framework there is an emphasis on rewarding meritorious behaviour that balances the correction of inappropriate behaviour and the principles of equity and fairness.

In seeking to develop in students an acceptance of their responsibility for their actions, teachers should involve students in the behaviour management process through reflection and establishment of goals.

Negotiation with the student is an integral step in managing student misbehaviour. It is an opportunity to improve the student/teacher relationship by adopting a "shared concern" approach. It is a problem solving exercise, not an arbitrary response.

The principles of procedural fairness, equity and those outlined in the *Values of NSW Public Schools* must be at the heart of all dealings with students. Teachers must be aware of their duty of care and of their role in ensuring occupational health and safety in dealing with students. The importance of child protection underpins all dealings with students.

Processes for dealing with unacceptable behaviour are outlined over the next pages.

### **BEHAVIOUR MANAGEMENT PROCESS- Quick Reference**

Kingsgrove High as a school community aims to create the best possible learning environment for all students. We recognise that some students might need more support and intervention regarding their behaviour and application to school. The behaviour intervention levels are designed to operate at classroom, faculty and whole school level to support students who are experiencing difficulty in meeting expectations of behaviour. These levels provide a sequence of structures and processes that will assist students to reflect on and modify their behaviour through reinforcement of positive values and recognise their progress allows them to successfully participate in school.

## BEHAVIOUR MANAGEMENT PROCESS

### Classroom Teacher Behaviour Management

- Remind students of KHS Behaviour Expectations: Safe, Respectful, Learner.
- Classroom Teachers implement a range of behaviour management strategies over a series of lessons (refer to flowchart).
- Minor behaviours to be dealt with by classroom teachers. Persistent Minors to be escalated to Head Teacher and Major behaviours to be escalated to Deputy. Failure to comply will lead to the next level of interventions. ٠ ٠

### Head Teacher Monitoring Card

- Head Teacher conducts a meeting with student and Classroom Teacher regarding persistent unacceptable classroom behaviour. ٠
- Student completes 'Classroom Reflection Sheet' and Head Teacher Monitoring Card. The card is signed by the student, Classroom Teacher and Head Teacher. A letter is sent home and process is documented on Sentral. ٠
- Student progress is monitored by the Classroom Teacher at a negotiated time for 5 consecutive lessons (double periods count as one period). Monitoring card is kept by the Classroom Teacher. Classroom Teacher liaises with Head Teacher. ٠
  - Failure to comply or if a student is on two or more Head Teacher Monitoring Cards across faculties will lead to the next level of interventions. (see flowchart) ٠

### evel 1 Monitoring Card

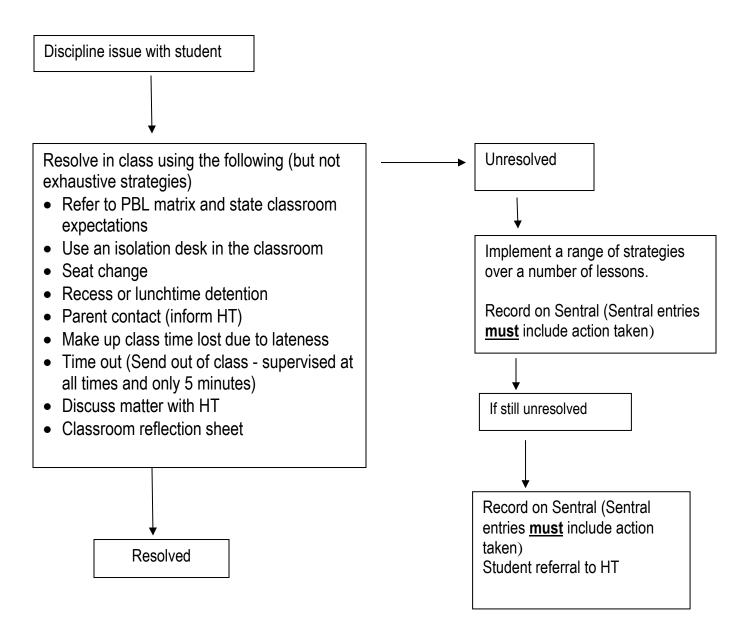
- Students causing concern across two or more subjects are referred to Deputy Principal by HT Wellbeing and placed on Level 1. Students may also be placed on level monitoring at the discretion of the Deputy Principal. ٠
- Student completes Level 1 Monitoring Card and attends Levels mentoring at 8:30am. The card is signed by the student and Levels Mentor. A letter is sent to parents and process is documented on Sentral.
  - Student progress is monitored by the Head Teacher Wellbeing for 10 successful consecutive days. ٠
- Monitoring card is kept by the student and presented to teacher at the beginning of each lesson. Levels Card follows them to each class.
- Student may be precluded from attending school excursions. ٠
  - Failure to comply will lead to the next level of interventions.
- Students returning from suspension are placed on Level 1, Level 2 or a Wellbeing Support Program at the discretion of the Deputy Principal and Head Teacher Wellbeing.

### **Monitoring Car** evel 2 Deputy Principal

- Students at risk of being suspended for persistent disobedience are placed on Level 2 4.4
- Student completes Level 2 Monitoring Card and Reports to Deputy Principal at 8:30am. The card is signed by the student and Deputy Principal. A letter is sent to parents and process is documented on Sentral.
  - Student progress is monitored by the Deputy Principal for 5 successful consecutive days.
    - Student must report to the Deputy Principal before school, Recess and Lunch each day.
- Monitoring Card is kept by the student and presented to the teacher at the beginning of each lesson. Levels Card follows them to each class.
  - 30 minute ASD each day & lunch & recess with Deputy each day, possibly counselling.
- Student may be precluded from attending school excursions.
  - Failure to comply may lead to suspension from school.
- Students returning from suspension are placed on Level 1, Level 2 or a Wellbeing Support Program at the discretion of the Deputy Principal and Head Teacher Wellbeing.

### Behaviour Management Flowcharts: (Version Feb 2020)

### **Classroom Teacher**



Note: If a classroom teacher is faced with a student committing a major behaviour, the HT is to be informed immediately.

In these situations, steps in this flowchart will be bypassed.

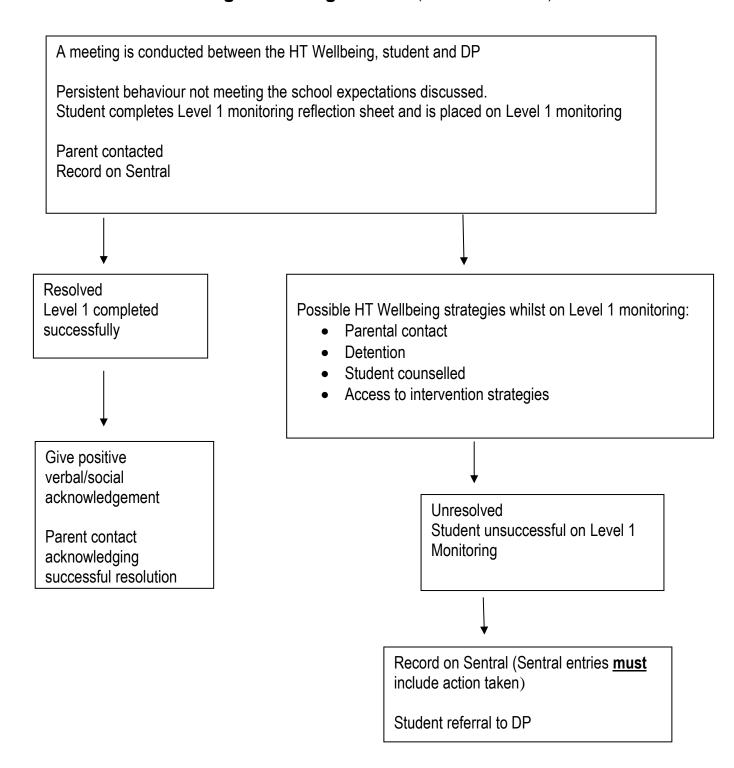
### **Head Teacher**

A meeting is conducted between the HT and student (and classroom teacher where possible). Persistent behaviour not meeting the classroom expectations discussed. Student completes HT monitoring reflection sheet and is either placed on ASD and/or HT monitoring Parent contacted Record on Sentral (Sentral entries **must** include action taken) Resolved Possible HT strategies whilst on HT monitoring: Parental contact Faculty detention Students on HT monitoring to be discussed at exec meetings Give positive verbal/social acknowledgement Parent contact Unresolved (3 x unsuccessful acknowledging lessons) successful resolution Student unsuccessful on HT Monitoring Record on Sentral (Sentral entries must include action taken) Student referral to DP

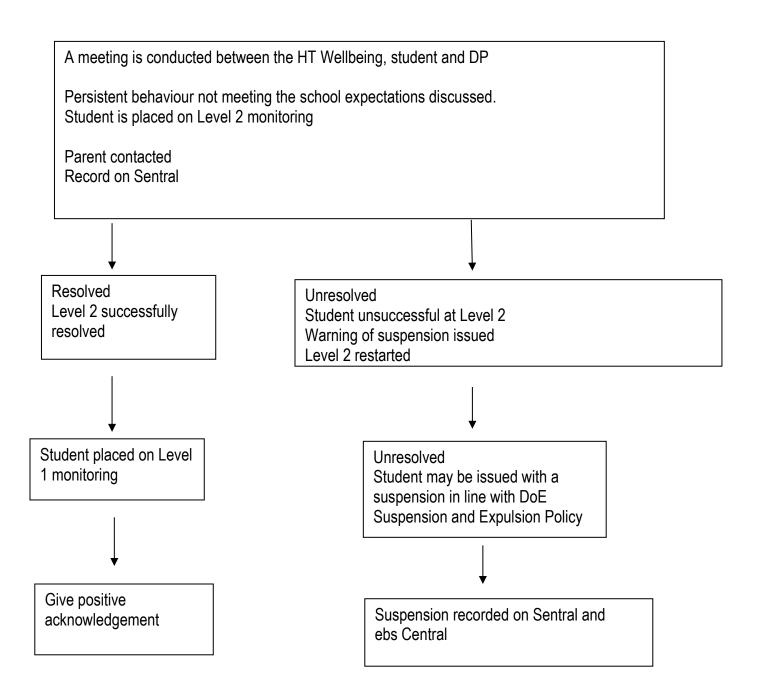
Note: If a Head Teacher is faced with a student committing a major behaviour, incidents are investigated by HT and communicated to relevant DP.

In these situations, steps in this flowchart will be bypassed.

### HT Wellbeing Monitoring -Level 1 (Version Feb 2020)



### **DP Monitoring -Level 2**



Students returning from suspension are placed on Levels monitoring and or Wellbeing Support Program at the discretion of the Deputy Principal and HT Wellbeing

### **Minor and Major Behaviour:**

### Minor - in class

- General Disruption throughout the lesson of other students learning eg. Calling out, off task, not listening, etc
- Use of mobile phone or other devices (eg. speakers) unless specifically directed to use for learning purposes by teacher.
- Physical contact amongst students-no injury.
   Breaking of hands off (eg. light taps, pushing without force)
- Inappropriate/abusive language not specifically directed at anyone
- Inappropriate language towards other students
- Not bringing required equipment to class
- · Eating during class time
- · Refusal to remove hat in class
- Touching or taking other students property
- Possession of permanent markers
- Possession of energy drinks
- Truancy

### Head Teacher - Major

- Failure to meet requirements of HT monitoring
- Repeated refusal to follow 'off and out of sight' upon teacher request
- Inappropriate language towards staff
- Verbal harassment (possible referral to DP, dependent on seriousness)
- General defiance or disrespect towards a teacher
- Damage to faculty property (HT to determine if DP intervention is required)
- Vandalism (HT to determine if DP intervention is required)
- Repeatedly late to class (Right Place, Right Time)
- Repeatedly not bringing required equipment to class
- Bullying and harassment
- Cyberbullying
- Misadventure/plagiarism (HT to initiate procedures in school assessment policy)
- Banned items ( eg glass bottles, prohibited items, gum)

### **Deputy Principal - Major**

- Failure to follow Executive teacher instructions
- Extortion of money
- · Repeatedly out of uniform
- Smoking in school uniform, smoking on school grounds
- Consistent verbal harassment
- Continued disobedience
- Aggressive behaviour
- Inappropriate use of device- accessing pornographic material, cyberbullying etc
- Physical violence which results in injury or seriously interferes with safety or wellbeing of other students and/or staff
- Possession of prohibited item or an illegal substance

- · Persistent serious misbehaviour
- Criminal behaviour related to the school
- Use of implement as a weapon
- Theft
- Bullying and harassment
- Cyberbullying
- Misadventure/cheating/plagiarism (follow procedures in school assessment policy, consultation with HT T&L)
- Sexual harassment

### STUDENT BEHAVIOUR MANAGEMENT OVERVIEW

Where a student chooses not to accept his/her responsibilities for learning then the following sanctions will apply:

INAPPROPRIATE BEHAVIOURS IN:	CRT ACTIONS:	PERSISTENT AND ONGOING	UNRESOLVED
EXCURSION / PLAYGROU	ND / SPORT	_	,
<u>Minor Misbehaviour</u>	Action by CRT Entered on SENTRAL (entries <u>must</u> include action taken)	CRT Referral to HT. Communicate issue verbally with HT Document on SENTRAL (entries must include actions taken)	HT Referral to DP
Major Misbehaviour	Referral to HT / HT Sport / HT playground duty. Communicate issue verbally with HT Document on SENTRAL (entries must include actions taken)		HT Referral to DP .
WHOLE SCHOOL			
Bullying/ Harassment/ Racism	CRT Referral to HT. Communicate issue verbally with HT Document on SENTRAL (entries must include actions taken)		HT Referral to DP
Out of uniform	CRT to record on SENTRAL PxP marking if no uniform pass Action by DP Entered on SENTRAL		
Truancy (whole and partial)	CRT to mark SENTRAL PxP roll. Notify HT Wellbeing of suspected truancy via SENTRAL →	HT wellbeing to monitor →	HT Wellbeing referral to DP.

### **Behaviour monitoring cards:**

Improvement:

Achieved:

Achieved:

Improvement:

Achieved:

Improvement:

M M

N N IN Improvement:

Period:

Date:

SENTRAL

DETENTION

COMMENT

Classroom Teacher Tick Action Taken

_	HEAD TEACHER MONITORING CARD	ONITO	RING CARD	Y = Yes	Y = Yes N = No M = Mostly	= Mos	£	
	Student Name:	Head	Head Teacher:			EXPE	EXPECTATIONS	ONS
	Class:	Start Date:	Date:					
)					LESSON	s	8	1
KHS Beł	KHS Behaviour Expectations	s						
SAFE	RESPECTFUL		LEARNER		,	>	>	>
<ul> <li>I keep my hands and feet</li> </ul>		off indoors	<ul> <li>I do my work and allow</li> </ul>	Date:		-	-	-
to myself – hands off		n the bin	others to learn			Z	Z	Z
I wear correct    shoes	<ul> <li>I wear correct uniform and I am in the right place at shoes</li> </ul>	nt place at	<ul> <li>I take responsibility for my learning</li> </ul>	Period:	:po	2	Z	2
<ul> <li>I respect personal space</li> </ul>	•	orm proudly	<ul> <li>I follow teacher instructions</li> </ul>			2	7	2
<ul> <li>I follow instructions</li> </ul>	•	ate	<ul> <li>I am in the right place at the</li> </ul>			≥	<u>=</u>	≥
<ul> <li>I maintain a calm manner</li> </ul>	_	and voice	right time		,	;	:	;
<ul> <li>I am in the right place at</li> </ul>			<ul> <li>I am organised and bring all</li> </ul>		7	>	>	>
the right time	I respect others around	s around	required equipment	Date:		-	-	-
<ul> <li>Heave banned items at</li> </ul>			lengage and focus in			2	2	2
home	•	ce off and	learning activities	;		Z	Z	Z
asfelv and annronriately	eave tile toom — out of signit	a' nronerty	Louipiete all required work     Lask relevant directions and	Period:	:po			Ì
<ul> <li>I stav in mv seat unless</li> </ul>		rs and	contribute to class			≥	> > >	$\geq$
directed by the teacher		priately	discussions				:	
<ul> <li>I use equipment safely</li> </ul>	•	ts to learn	<ul> <li>I use technology as the</li> </ul>		m	>	>	>
and appropriately	iately and teachers to teach	o teach	teacher instructs	ć	,	_	_	_
<ul> <li>I leave furniture in its</li> </ul>	ure in its • I leave my food in my bag	d in my bag	<ul> <li>I use study periods for</li> </ul>	Date:				
blace			study			Z	Z	Z
<ul> <li>I stay in working areas</li> </ul>	king areas			Pariod.	Jod.	-	2	2
				-		_		

ΣΣ	V V Achieved:	- - -	N N Improvement:	
	2	Date:	Period:	
i nis cara wiii remain with my classroom teacher.		Student Signature:	Head Teacher Signature:	

# Student Reflection Sheet (to be completed before 1st lesson)

Name:	ا ان			Subject/Class:	Teacher:	Period:
		Expectations for acceptable behaviour:	<ol> <li>What happen</li> </ol>	What happened in class that did not meet the expectations of acceptable behaviour?	ectations of acceptable behavi	iour?
		<ul> <li>I keep my hands and feet to myself – hands off</li> </ul>				
		☐ I respect personal space				
S						
A		Imaintain a calm manner				
ш		I am in the right place at the right time				
. ц		Ileave banned items at home     I external lower the room cafely and appropriately.	2. Which expec	Which expectations were not met? (tick the boxes) [Student/CRT/HT]	s) [Student/CRT/HT]	
_			•	•		
		I stay in my seat unless directed by the teacher	2 What can lot	What can I change in my hehaviour to be able to meet the expectations of accentable behaviour	meet the expectations of accep	table behaviour
				ange in my benaviour to be able to	meet me expectations of accep	Mable Dellaylou
		I leave furniture in its place     I stay in working areas				
	$\dagger$	-  -				
2		I take my nat on muoors				
ш		-				
S						
Д		Inse appropriate language fone and voice level				
ш		□ I respect others around me				
۱ د		<ul> <li>I keep my device off and out of sight</li> </ul>				
- 1		□ I respect others' property	4. What actions	What actions will be taken to change the behaviour? [Student/CR1/H1]	ur? [student/CRI/HI]	
		listen to others and respond appropr				
-		<ul> <li>I allow students to learn and teachers to teach</li> </ul>				
1	$\dagger$	_				
_		☐ I do my work and allow others to learn				
ш	_	_				
•		☐ I follow teacher instructions				
K 1		I am in the right place at the right time				
~		_				
Z		<ul> <li>I engage and focus in learning activities</li> </ul>				
ш		_				
~		<ul> <li>I ask relevant questions and contribute to class discussions</li> </ul>				
	_	<ul> <li>I use technology as the teacher instructs</li> </ul>				
	_	☐ I use study periods for study				

☐ Entered on Sentral (Wellbeing) ☐ Head Teacher notified

## LEVEL 1 MONITORING CARD (Junior) Day: \_\_

Y = Yes N = No M = Mostly

Classroom Teacher Tick Action Taken

	Student Name:	Name:	Levels	Levels Mentor:
	Class:		Date:	
KHS Be	aviour E	KHS Behaviour Expectations		
SAFE		RESPECTFUL		LEARNER
<ul> <li>I keep my hands and feet</li> </ul>	nds and feet	<ul> <li>I take my hat off indoors</li> </ul>	indoors	<ul> <li>I do my work and allow</li> </ul>
to myself – hands off	ands off	<ul> <li>I put rubbish in the bin</li> </ul>	he bin	others to learn
<ul> <li>I wear correct uniform and</li> </ul>	t uniform and	<ul> <li>I am in the right place at</li> </ul>	olace at	<ul> <li>I take responsibility for my</li> </ul>
spoes		the right time		learning
<ul> <li>I respect personal space</li> </ul>	sonal space	<ul> <li>I wear my uniform proudly</li> </ul>	n proudly	<ul> <li>I follow teacher instructions</li> </ul>
<ul> <li>I follow instructions</li> </ul>	uctions	<ul> <li>I use appropriate</li> </ul>		<ul> <li>I am in the right place at the</li> </ul>
<ul> <li>I maintain a calm manner</li> </ul>	calm manner	language, tone and voice	nd voice	right time
<ul> <li>I am in the right place at</li> </ul>	ght place at	level		<ul> <li>I am organised and bring al</li> </ul>
the right time	d)	<ul> <li>I respect others around</li> </ul>	around	required equipment
<ul> <li>I leave banned items at</li> </ul>	ed items at	me		<ul> <li>I engage and focus in</li> </ul>
home		<ul> <li>I keep my device off and</li> </ul>	off and	leaming activities
<ul> <li>I enter and leave the room</li> </ul>	save the room	out of sight		<ul> <li>I complete all required work</li> </ul>
safely and appropriately	opropriately	<ul> <li>I respect others' property</li> </ul>	property	<ul> <li>I ask relevant questions and</li> </ul>
<ul> <li>I stay in my seat unless</li> </ul>	seat unless	<ul> <li>Histen to others and</li> </ul>	and	contribute to class
directed by the teacher	he teacher	respond appropriately	iately	discussions
<ul> <li>I use equipment safely</li> </ul>	ent safely	<ul> <li>I allow students to learn</li> </ul>	to learn	<ul> <li>I use technology as the</li> </ul>
and appropriately	ately	and teachers to teach	each	teacher instructs
<ul> <li>Heave furniture in its</li> </ul>	ure in its	<ul> <li>I leave my food in my bag</li> </ul>	n my bag	<ul> <li>I use study periods for</li> </ul>
place				study
latav in working areas	kinn areas			

### If I fail to meet my objectives: understand that:

- My parents will be contacted for
  - an interview I will be placed on Red Level 2 I may be suspended
    - If I receive 3 N's in a day I may repeat the day
- If I restart level 1 twice I will be referred to DP. restart the level.

If I have consecutive N days I will

I may be precluded from attending school excursions and

I will report to Levels at 8:30am My parents will be contacted I will be on this card for 10 I am on Orange Level 1

every day.

successful days

This card will remain with the student and be presented to their teacher at the beginning of every lesson.

If I lose my levels card I will need to

discretion of the Senior Executive). extracurricular activities (at the

	Date:
Student Signature:	Levels Mentor Signature
ž	<u>a</u>

PERIOD	EXPE	EXPECTATIONS	IONS	COMMENT	ИЗНО/	NOITNE	JARTI
	S	R	1		/3T	DETE	SEI
1	>	7	<b>\</b>	Achieved:			
Subject:	Z	z	z				
	Σ	Σ	Σ	Improvement:			
2	>	7	7	Achieved:			
Subject:	Z	Z	Z				
	Σ	Σ	Σ	Improvement:			
3	>	>	>	Achieved:			
Subject:	Z	Z	Z				
	Σ	Σ	Σ	Improvement:			
4	>	>	>	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			
5	>	7	7	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			
9	>	Υ	7	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			

# Student Reflection Sheet (to be completed at the beginning of the day)

Name:	1	Date:		Year: DP/ Levels Mentor:
		Expectations for acceptable behaviour:	<del>-</del>	What happened yesterday in class that did not meet the expectations of acceptable behaviour?
		☐ I keep my hands and feet to myself – hands off		
ď		☐ Irespect personal space ☐ Ifollow instructions		
> 4		☐ Imaintain a calm manner		
( 1		<ul> <li>I am in the right place at the right time</li> </ul>		
_		<ul> <li>Ileave banned items at home</li> </ul>	·	WALLE ASSESSMENT OF THE WAS MILE AS A COUNTY OF THE PROPERTY O
ш		<ul> <li>I enter and leave the room safely and appropriately</li> </ul>	,	which expectations were not met; (tick the boxes) [Suppendict/Levels mentor]
		_	'	
		<ul> <li>I use equipment safely and appropriately</li> </ul>	က်	What can I change in my behaviour to be able to meet the expectations of acceptable behaviour?
		<ul> <li>Ileave furniture in its place</li> </ul>		
		<ul> <li>I stay in working areas</li> </ul>		
В		<ul> <li>I take my hat off indoors</li> </ul>		
: ш	_	<ul> <li>I put rubbish in the bin</li> </ul>		
1 00	_	<ul> <li>I am in the right place at the right time</li> </ul>		
2 0		<ul> <li>I wear my uniform proudly</li> </ul>		
		<ul> <li>I use appropriate language, tone and voice level</li> </ul>		
		□ I respect others around me		
- د		<ul> <li>I keep my device off and out of sight</li> </ul>		
		□ I respect others' property		
		<ul> <li>Ilisten to others and respond appropriately</li> </ul>		
٠.		_		
_		<ul> <li>I leave my food in my bag</li> </ul>		
-		<ul> <li>I do my work and allow others to learn</li> </ul>		
_	_	<ul> <li>I take responsibility for my learning</li> </ul>		
٠ ــــــــــــــــــــــــــــــــــــ	_	☐ I follow teacher instructions		
Κ		<ul> <li>I am in the right place at the right time</li> </ul>		
~		<ul> <li>I am organised and bring all required equipment</li> </ul>		
Z	_	<ul> <li>lengage and focus in learning activities</li> </ul>		
ш	_	<ul> <li>I complete all required work</li> </ul>		
~		<ul> <li>I ask relevant questions and contribute to class discussions</li> </ul>		
		l use technology as the teacher instructs		
-		I I I A A AN I AN I AND THE WAY AND THE PARTY OF THE PART		

## LEVEL 1 MONITORING CARD (Senior) Day:\_\_

Classroom Teacher Tick Action Taken

Y = Yes N = No M = Mostly

		Student Name:	Name:	Levels	Levels Mentor:
	)	Class:		Date:	
	KHS Beh	aviour E	KHS Behaviour Expectations		
	SAFE		RESPECTFUL		LEARNER
_	<ul> <li>I keep my hands and feet</li> </ul>	nds and feet	<ul> <li>I take my hat off indoors</li> </ul>	ndoors	<ul> <li>I do my work and allow</li> </ul>
	to myself – hands off	ands off	<ul> <li>I put rubbish in the bin</li> </ul>	ne bin	others to learn
•	<ul> <li>I wear correct uniform and</li> </ul>	t uniform and	<ul> <li>I am in the right place at</li> </ul>	lace at	<ul> <li>I take responsibility for my</li> </ul>
	spoes		the right time		learning
_	<ul> <li>I respect personal space</li> </ul>	sonal space	<ul> <li>I wear my uniform proudly</li> </ul>	n proudly	<ul> <li>I follow teacher instructions</li> </ul>
_	<ul> <li>I follow instructions</li> </ul>	nctions	<ul> <li>I use appropriate</li> </ul>		<ul> <li>I am in the right place at the</li> </ul>
_	<ul> <li>I maintain a calm manner</li> </ul>	alm manner:	language, tone and voice	nd voice	right time
_	<ul> <li>I am in the right place at</li> </ul>	ght place at	level		<ul> <li>I am organised and bring all</li> </ul>
	the right time	41	<ul> <li>I respect others around</li> </ul>	round	required equipment
-	<ul> <li>I leave banned items at</li> </ul>	ed items at	me		<ul> <li>I engage and focus in</li> </ul>
	home		<ul> <li>I keep my device off and</li> </ul>	off and	learning activities

and teachers to teach	<ul> <li>I leave my food in my bag</li> </ul>			
and appropriately	· Heave furniture in its	place	<ul> <li>I stay in working areas</li> </ul>	

ireas	that:	ge Level 1	will be on this card for 10	
<ul> <li>I stay in working areas</li> </ul>	I understand that:	<ul> <li>I am on Orange Level 1</li> </ul>	<ul> <li>I will be on th</li> </ul>	

My parents will be contacted for

I will be placed on Red Level 2

an interview

If I fail to meet my objectives:

- I will report to Levels at 8:30am My parents will be contacted successful days
  - every day.
- I may be precluded from attending school excursions and

If I have consecutive N days I will

restart the level.

If I receive 3 N's in a day I repeat

the day

I may be suspended

If I lose my levels card I will need to discretion of the Senior Executive). extracurricular activities (at the re-start

This card will remain with the student and be presented to their teacher at If I restart level 1 twice I will be referred to DP.

the beginning of every lesson.		Date:
	Student Signature:	Levels Mentor Signature:

	FXDE	EXPECTATIONS	SNO		Я	NC	٦
	LYI	5 [	2	COMMENT	CHE	OITN	АЯТ
PERIOD	S	æ	1		A3T	DETE	SEN
0	Υ	7	>	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			
1	Υ	>	>	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			
2	Υ	٨	>	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			
က	γ	Υ	7	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			
4	γ	γ	٨	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			
2	γ	γ	٨	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			
9	γ	γ	Υ	Achieved:			
Subject:	z	z	z				
	Σ	Σ	Σ	Improvement:			

I ask relevant questions and contribute to class

I respect others' property
 I listen to others and

out of sight

 I enter and leave the room safely and appropriately I stay in my seat unless directed by the teacher I use equipment safely

 I allow students to learn respond appropriately and teachers to teach

discussions

I use technology as the

teacher instructs

I use study periods for study

I complete all required work

# Student Reflection Sheet (to be completed at the beginning of the day)

Name:		Date:		Year: DP/ Levels Mentor:
	Ш	Expectations for acceptable behaviour:	<del>-</del> -	What happened yesterday in class that did not meet the expectations of acceptable behaviour?
		I keep my hands and feet to myself – hands off		
		I wear correct uniform and shoes		
		I respect personal space		
S		I follow instructions		
٩		I maintain a calm manner		
( L		I am in the right place at the right time		
_		Heave banned items at home	•	5 7 M 1
ш		I enter and leave the room safely and appropriately	7	Which expectations were not met? (tick the boxes) [studenVDP/Levels Mentor]
		I stay in my seat unless directed by the teacher		
		I use equipment safely and appropriately	က်	What can I change in my behaviour to be able to meet the expectations of acceptable behaviour?
		lleave furniture in its place		
		I stay in working areas		
2		I take my hat off indoors		
۵ ۵		I put rubbish in the bin		
10		I am in the right place at the right time		
0		I wear my uniform proudly		
		I use appropriate language, tone and voice level		
		I respect others around me		
-		I keep my device off and out of sight	_	What actions will be taken to chance the behaviour? (Ctudent/DD) and Marton
		I respect others' property	ŕ	What actions will be taken to change the behaviour: [Suppending Freedels mentor]
		listen to others and respond appropriately		
-		I allow students to learn and teachers to teach		
_		l leave my food in my bag		
_		I do my work and allow others to learn		
		I take responsibility for my learning		
_		I follow teacher instructions		
Κ Ι		I am in the right place at the right time		
~		I am organised and bring all required equipment		
Z		I engage and focus in learning activities		
ш		I complete all required work		
~		I ask relevant questions and contribute to class discussions		
		I use technology as the teacher instructs		
	_	l use study periods for study		

## LEVEL 2 MONITORING CARD (Junior) Day: \_\_

Classroom Teacher Tick Action Taken

Y = Yes N = No M = Mostly

	Student Name:	Name:	Levels	Levels Mentor/DP:
	Class:		Date:	
KHS Bel	aviour E	KHS Behaviour Expectations		
SAFE		RESPECTFUL		LEARNER
<ul> <li>I keep my hands and feet</li> </ul>	nds and feet	<ul> <li>I take my hat off indoors</li> </ul>	ndoors	<ul> <li>I do my work and allow</li> </ul>
to myself – hands off	ands off	<ul> <li>I put rubbish in the bin</li> </ul>	e bin	others to learn
<ul> <li>I wear correct uniform and</li> </ul>	t uniform and	<ul> <li>I am in the right place at</li> </ul>	lace at	<ul> <li>I take responsibility for my</li> </ul>
shoes		the right time		learning
<ul> <li>I respect personal space</li> </ul>	sonal space	<ul> <li>I wear my uniform proudly</li> </ul>	n proudly	<ul> <li>I follow teacher instructions</li> </ul>
<ul> <li>I follow instructions</li> </ul>	uctions	<ul> <li>I use appropriate</li> </ul>		<ul> <li>I am in the right place at the</li> </ul>
<ul> <li>I maintain a calm manner</li> </ul>	alm manner:	language, tone and voice	nd voice	right time
<ul> <li>I am in the right place at</li> </ul>	ght place at	level		<ul> <li>I am organised and bring all</li> </ul>
the right time		<ul> <li>I respect others around</li> </ul>	round	required equipment
<ul> <li>I leave banned items at</li> </ul>	ed items at	me		<ul> <li>I engage and focus in</li> </ul>
home		<ul> <li>I keep my device off and</li> </ul>	off and	learning activities
<ul> <li>I enter and leave the room</li> </ul>	ave the room	out of sight		<ul> <li>I complete all required work</li> </ul>

Lask relevant questions and

I respect others' property

safely and appropriately l stay in my seat unless I use equipment safely

directed by the teacher

contribute to class

discussions

I use technology as the

teacher instructs

 Heave my food in my bag I allow students to learn and teachers to teach respond appropriately Histen to others and

I leave furniture in its

and appropriately

### If I fail to meet my objectives: I use study periods for study I understand that: I stay in working areas

My parents will be contacted I may be suspended If I receive 3 N's in a day I for an interview repeat the day. I will report to DP at 8:30am, recess and

I will be on this card for 5 successful

I am on Red Level 2

My parents will be contacted

This card will remain with the student and be presented to

> activities (at the discretion of the Senior school excursions and extracurricular I may be precluded from attending Executive). detention.

required to do an immediate 30 minute

every day. If unsatisfactory I may be

I will report to the DP at the end of

lunch every day.

beginning of every lesson.

their teacher at the

Date: DP/Levels Mentor Signature: Student Signature:

						Ì	ŀ	
		EXPE	EXPECTATIONS	IONS	TNEWWOO	СНЕВ	NOITN	JAЯT
	PERIOD	s	R	1		A∃T	DETE	SEN.
	1	7	γ	7	Achieved:			
	Subject:	Z	Z	z				
		Σ	Σ	Σ	Improvement:			
	2	>	Υ	>	Achieved:			
	Subject:	Z	z	z				
		Σ	Σ	Σ	Improvement:			
	က	<b>\</b>	Υ	>	Achieved:			
	Subject:	Z	Z	Z				
		Σ	Σ	Σ	Improvement:			
:4	4	γ	Y	γ	Achieved:			
	Subject:	Z	Z	z				
		Σ	Σ	Σ	Improvement:			
	2	γ	γ	γ	Achieved:			
9	Subject:	Z	Z	z				
ш		Σ	Μ	Σ	Improvement:			
	9	γ	γ	γ	Achieved:			
	Subject:	Z	Z	z				
		Σ	Σ	Σ	Improvement:			

# Student Reflection Sheet (to be completed at the beginning of the day)

Name:	je:	Date:	ا	Year: DP/ Levels Mentor:	
L			•	What kannanan tantantan in also that also made the avantations of anomala halouismes	Carolina of second old old of second
		Expectations for acceptable benaviour:	<u>:</u>	what happened yesterday in class that the meet the exped	stations of acceptable behaviour:
		☐ I respect personal space			
	s	□ I follow instructions			
_	A	☐ Imaintain a calm manner			
	ш	<ul> <li>I am in the right place at the right time</li> </ul>			
_		☐ Heave banned items at home	·	Which expectations was not met? (tick the boxes) [Student(DD)] and allowing	D/I ovole Menter]
_		<ul> <li>I enter and leave the room safely and appropriately</li> </ul>	4	Tillell expectations were not met: (not the poves) Journaling	I Levels melliol
		<ul> <li>I stay in my seat unless directed by the teacher</li> </ul>			
		<ul> <li>I use equipment safely and appropriately</li> </ul>	က်	What can I change in my behaviour to be able to meet the expectations of acceptable behaviour	ectations of acceptable behaviour
		☐ I leave furniture in its place			
		☐ I stay in working areas			
	0	☐ I take my hat off indoors			
	٠.	□ I put rubbish in the bin			
_	1 0	<ul> <li>I am in the right place at the right time</li> </ul>			
_	, .	<ul> <li>I wear my uniform proudly</li> </ul>			
		<ul> <li>I use appropriate language, tone and voice level</li> </ul>			
_		□ I respect others around me			
_	<b>&gt;</b> -	<ul> <li>I keep my device off and out of sight</li> </ul>			
_	- 1	☐ I respect others' property			
		<ul> <li>Histen to others and respond appropriately</li> </ul>			
	<u>.</u>	<ul> <li>I allow students to learn and teachers to teach</li> </ul>			
		☐ Heave my food in my bag			
		□ I do my work and allow others to learn			
_		<ul> <li>I take responsibility for my learning</li> </ul>			
	<u>.</u>	□ I follow teacher instructions			
_	V	<ul> <li>I am in the right place at the right time</li> </ul>			
_	~	<ul> <li>I am organised and bring all required equipment</li> </ul>			
_	z	<ul> <li>I engage and focus in learning activities</li> </ul>			
_	ш	□ I complete all required work			
_	~	<ul> <li>I ask relevant questions and contribute to class discussions</li> </ul>			
		<ul> <li>I use technology as the teacher instructs</li> </ul>			
_		Transmission of the property of			

# LEVEL 2 MONITORING CARD (Senior) Day: \_\_\_\_

Classroom Teacher Tick Action Taken

Y = Yes N = No M = Mostly

r Expectations RESPECIFUL et - I take my hat off indoors - I put rubbish in the bin and - I am in the right place at the right time e - I waar my uniform proudly - I use appropriate for I maguage, tone and voice ter language, tone and voice tevel - I respect others around me - I keep my device off and om out of sight y - I respect others' property y - I respect others' property - I listen to others' and respond appropriately - I listen to cuters and respond appropriately - I listen to tothers' and respond appropriately - I listen to tothers' and respond appropriately - I listen to others' and respond appropriately - I listen to tothers' property - I listen to tothers' property - I listen to the any bag	Student Name:		Levels Mentor/DP:
Expectations RESPECTFU  I take my hat off indoors I put rubbish in the bin the right fine I wear my uniform proudly I use appropriate language, tone and voice level I respect others around me I keep my device off and out of sight I respect others in property I listen to others and respond appropriately I allow students to learn and teachers to teach I leave my food in my bag	Class:	Date	
RESPECTFUL  I take my hat off indoors  I put rubbish in the bin  I nain the right place at the right time  I wear my uniform proudly  I use appropriate language, tone and voice level  I respect others around me  I keep my device off and out of sight  I respect others in property  I respect others and respond appropriately  I listen to others and respond appropriately  I listen to others and respond appropriately  I allow students to learn and teachers to teach  I leave my food in my bag	KHS Behaviour Ex	pectations	
I take my hat off indoors I put rubbish in the bin an in the right place at the right time end with the right time. I wear my uniform proudly I use appropriate language, tone and voice level I respect others around me I keep my device off and out of sight I respect others in property I respect others and respond appropriately I listen to others and respond appropriately I allow students to learn and teachers to teach I leave my food in my bag	SAFE	RESPECTFUL	LEARNER
In the right place at the right place at the right time I wear my uniform proudly I use appropriate language, tone and voice level I respect others around me I keep my device off and out of sight I respect others' property I respect others' property I listen to others and respond appropriately I allow students to learn and teachers to teach I leave my food in my bag	<ul> <li>I keep my hands and feet</li> </ul>	<ul> <li>I take my hat off indoors</li> </ul>	•I do my work and allow
the right time the fight place at the right time.  I wear my uniform proudly  I use appropriate language, tone and voice level  I respect others around me  I keep my device off and out of sight.  I respect others' property  I respect others and respond appropriately  I listen to others and respond appropriately  I allow students to learn and teachers to teach  I leave my food in my bag	10 mysell – nainus on	• I put rubbish in the bin	oniels to learn
I wear my uniform proudly  I use appropriate language, tone and voice level  I respect others around me  I keep my device off and out of sight I respect others in properly  I listen to others and respond appropriately I allow students to learn and teachers to teach I leave my food in my bag	I wear correct uniform and shoes	<ul> <li>I am in the right place at the right time</li> </ul>	I take responsibility for my learning
I use appropriate language, tone and voice level level I respect others around me I keep my device off and out of sight I respect others incoperly e. I listen to others and respond appropriately I allow students to learn and teachers to teach I leave my food in my bag	<ul> <li>I respect personal space</li> </ul>	<ul> <li>I wear my uniform proudly</li> </ul>	<ul> <li>I follow teacher instructions</li> </ul>
language, tone and voice level  I respect others around me  I keep my device off and out of sight  I respect others in property  I listen to others and respond appropriately  I allow students to learn and teachers to teach  I leave my food in my bag	<ul> <li>I follow instructions</li> </ul>	I use appropriate	<ul> <li>I am in the right place at the</li> </ul>
I respect others around at me     I keep my device off and out of sight ely I respect others' property as I listen to others and respond appropriately and teachers to teach and teachers to teach and teachers to teach sises.	<ul> <li>I maintain a calm manner</li> </ul>	language, tone and voice	right time
I respect others around  The me I keep my device off and Out of sight Oom Out of sight I respect others' property SS I listen to others and Tespond appropriately I allow students to learn and teachers to teach I leave my food in my bag	<ul> <li>I am in the right place at</li> </ul>	level	<ul> <li>I am organised and bring all</li> </ul>
Nee my device off and out of sight out of sight out of sight out of sight of sight out of sight out of sight of sight out out of sight out of sight out out of sight out	the right time	<ul> <li>I respect others around</li> </ul>	required equipment
I keep my device off and out of sight ely     I respect others and ser respond appropriately in and teachers to learn and teachers to learn and teachers to teach     I leave my food in my bag	<ul> <li>I leave banned items at</li> </ul>	me	<ul> <li>I engage and focus in</li> </ul>
oom out of sight ely el respect others' property ss el listen to others and er respond appropriately iy el allow students to learn and teachers to teach el leave my food in my bag	home	<ul> <li>I keep my device off and</li> </ul>	learning activities
ely • I respect others' property ss • I listen to others and er respond appropriately ity • I allow students to learn and teachers to teach • I leave my food in my bag	<ul> <li>I enter and leave the room</li> </ul>	out of sight	<ul> <li>I complete all required work</li> </ul>
ss • I listen to others and respond appropriately • I allow students to learn and teachers to teach • I leave my food in my bag	safely and appropriately	<ul> <li>I respect others' property</li> </ul>	<ul> <li>Lask relevant questions and</li> </ul>
er respond appropriately ify • I allow students to learn and teachers to teach • I leave my food in my bag	<ul> <li>I stay in my seat unless</li> </ul>	<ul> <li>Histen to others and</li> </ul>	contribute to class
iy • I allow students to learn and teachers to teach • I leave my food in my bag	directed by the teacher	respond appropriately	discussions
and teachers to teach  • I leave my food in my bag  • Is	<ul> <li>I use equipment safely</li> </ul>	<ul> <li>I allow students to learn</li> </ul>	<ul> <li>I use technology as the</li> </ul>
I leave my food in my bag	and appropriately	and teachers to teach	teacher instructs
	<ul> <li>I leave furniture in its</li> </ul>	<ul> <li>I leave my food in my bag</li> </ul>	<ul> <li>I use study periods for</li> </ul>
• I stav in working areas	place		study
	<ul> <li>I stay in working areas</li> </ul>		

=	I understand that:	If I fail to meet my objectives
•	I am on Red Level 2	<ul> <li>My parents will be contacted</li> </ul>
•	I will be on this card for 5 successful	for an interview
	days	<ul> <li>I may be suspended</li> </ul>
•	My parents will be contacted	<ul> <li>If I receive 3 N's in a day I</li> </ul>
•	I will report to DP at 8:30am, recess and	repeat the day
	lunch every day.	
•	I will report to the DP at the end of	
	every day. If unsatisfactory I may be	This card will remain with th
	required to do an immediate 30 minute	student and he presented to
	detention.	their teacher of the
•	I may be precluded from attending	וופוו ובמכוובו מו וווב
	school excursions and extracurricular	beginning of every lesson.
	activities (at the discretion of the Senior	

Date:

DP/Levels Mentor Signature:

Student Signature:

		EXPE	EXPECTATIONS	IONS	COMMENT	СНЕВ	NOITN	JAATI
	PERIOD	S	W.	1		АЭТ	3T3Q	SEN
	0	7	7	7	Achieved:			
	Subject:	z	z	z				
		Σ	Σ	Σ	Improvement:			
	1	7	٨	7	Achieved:			
	Subject:	z	z	z				
		Σ	Σ	Σ	Improvement:			
	2	<b>\</b>	7	>	Achieved:			
	Subject:	z	z	z				
		Σ	Σ	Σ	Improvement:			
	3	Υ	γ	γ	Achieved:			
	Subject:	z	z	z				
.; .		Σ	Σ	Σ	Improvement:			
	4	7	Υ	Υ	Achieved:			
	Subject:	z	z	z				
		Σ	Σ	Σ	Improvement:			
	2	Υ	γ	γ	Achieved:			
ы	Subject:	z	z	z				
		Σ	Σ	Σ	Improvement:			
	9	Υ	γ	γ	Achieved:			
	Subject:	z	z	z				
		Σ	Σ	Σ	Improvement:			

I understand that:

# Student Reflection Sheet (to be completed at the beginning of the day)

Name:	ا تة	Date:		Year: DP/ Levels Mentor:	
		Expectations for acceptable behaviour:	+	What happened yesterday in class that did not meet the expectations of acceptable behaviour?	le behaviour?
		☐ I keep my hands and feet to myself – hands off			
		☐ I wear correct uniform and shoes			
		☐ I respect personal space			
S		□ I follow instructions			
٩		☐ I maintain a calm manner			
	_	<ul> <li>I am in the right place at the right time</li> </ul>			
_		☐ Heave banned items at home	,		
ш		<ul> <li>I enter and leave the room safely and appropriately</li> </ul>	7	Which expectations were not met? (tick the boxes) [student/DP/Levels Mentor]	
		<ul> <li>I stay in my seat unless directed by the teacher</li> </ul>			
		<ul> <li>I use equipment safely and appropriately</li> </ul>	က်	What can I change in my behaviour to be able to meet the expectations of acceptable behaviour?	ible behaviour?
		☐ Heave furniture in its place			
		☐ I stay in working areas			
ď		□ I take my hat off indoors			
		☐ I put rubbish in the bin			
10		<ul> <li>I am in the right place at the right time</li> </ul>			
2 0		□ I wear my uniform proudly			
		<ul> <li>I use appropriate language, tone and voice level</li> </ul>			
		□ I respect others around me			
۱ د		<ul> <li>I keep my device off and out of sight</li> </ul>	•		
		□ I respect others' property	ŧ.	What actions will be taken to change the benaviour? [Student/DF/Levels Mentor]	
- :		<ul> <li>Ilisten to others and respond appropriately</li> </ul>			
-		<ul> <li>I allow students to learn and teachers to teach</li> </ul>			
-		☐ Heave my food in my bag	_		
_		☐ I do my work and allow others to learn			
- ш		_			
۰ ۱		☐ I follow teacher instructions			
K 1	_	_			
~		_			
Z	_	<ul> <li>I engage and focus in learning activities</li> </ul>			
ш		☐ I complete all required work			
~		<ul> <li>I ask relevant questions and contribute to class discussions</li> </ul>			
		<ul> <li>I use technology as the teacher instructs</li> </ul>			
_	=	☐ Inse study periods for study			

### **MERIT SYSTEM**

### **Class Merit Award**

- Students may receive positive Sentral entries (and optional Class Merit Awards) for being 'safe' and/or 'respectful' and/or a 'learner'.
- Students may also receive Class Merit Awards for class academic or sporting achievements.
- Once a student has 20 x Class Merit Awards documented on Sentral, they are eligible for a Bronze Award.

### **Bronze Award**

- ❖ 20 x Class Merit Awards (across any faculty) = 1 x Bronze Award.
- ❖ Year Advisers will hand out Bronze Awards at the Year Assembly.
- Students may also receive a Bronze Award for special academic achievements, school service, community service or outstanding sporting achievements.
- 3 x Bronze Awards = 1 x Silver Award (present at Year Assembly)

### Silver Award

- ❖ 3 x Bronze Awards = 1 x Silver Award.
- HT Welfare/Wellbeing will hand out Silver Awards during Year Assembly.
- ❖ 3 x Silver Awards = 1 x Principal's Gold Award (presented at Presentation Day)

### **Principal's Gold Award**

- ❖ 3 x Silver Awards = 1 x Principal's Gold Award
- Gold Awards will be handed out during Presentation Day at the end of the school year.
- 5 x Gold Awards = School Medallion

### **School Medallion**

- ❖ 5 x Gold Awards = School Medallion
- Medallions will be presented during Presentation Day at the end of the school year.



### Class Merit Award

Name:	
Signature:	
☐ Safe ☐ Respectful ☐ Sport / Academic	☐ Learner

### KINGSGROVE HIGH SCHOOL



### Bronze Award

Sign	nature:	
□ Safe	☐ Respectful	□ Learner
☐ Sport /	Academic	

### KINGSGROVE HIGH SCHOOL



### Silver Award

Sign	nature:	
□ Safe	☐ Respectful	□ Learner
□ Sport /	Academic	

### KINGSGROVE HIGH SCHOOL



### Gold Award

Sign	ature:		
□ Safe	□ Respectful	□ Learner	
□ Sport /	Academic		

Name:

### **Fast and frequents**

Last & Lrequent Token
Name:
Year/Roll Class:
☐ Safe ☐ Respectful ☐ Learner
Teacher:

### Fast and frequent

- Students can receive these in the playground, sport, assembly, etc.
- The students put their token in the box.
- Tokens are drawn out weekly at assembly and students receive a small prize.
  - > 1st prize \$15 movie voucher
  - > 2<sup>nd</sup> and 3<sup>rd</sup> prize \$5 canteen voucher
- There is a bigger prize at the end of the term.
- The teacher who wrote the merit also receives something as an incentive.