

NSW Department of Education Glendale East Public School Behaviour Support and Management Plan

Overview

Glendale East Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning and develop improved social skills.

Our goal is to empower every student to actively contribute to the school community and beyond. We are committed to promoting excellence, creating opportunities, and ensuring success for all students, every day. We prioritise a safe, respectful, and supportive environment where learners thrive as part of a caring school community.

Our daily practices are grounded in principles of positive behaviour support, trauma-informed approaches, inclusivity, and social-emotional learning. We uphold high expectations for student behaviour through intentional role modelling, explicit instruction, and well-considered responses.

Glendale East Public Schools School Excellence Plan (SEP) outlines initiatives where trusting, respectful relationships are developed, enhanced and maintained through the implementation of a cohesive and responsive wellbeing approach, including;

- Design and develop the School Behaviour Support and Management Plan and streamline school support practices;
- Collection, monitoring and evaluation of student wellbeing data to inform and support decision making;
- Clear communication processes are innovative and provide parents/carers an opportunity to offer suggestions;
- Continual implementation of innovative events and opportunities to improve student progress;
- Providing innovative leadership opportunities for student voice and agency to improve the attendance and wellbeing practices across the school.

To achieve our mission, key programs prioritised and valued by the school community are:

Positive Behaviour for Learning (PBL)

The Resilience Project

Berry Street Education Model.

At Glendale East Public School, we prioritise social and emotional learning to support mental health, foster positive relationships, and prevent bullying. We are committed to providing a safe, inclusive, and respectful learning environment that values diversity and promotes positive student wellbeing.

Our staff implement evidence-based strategies to create a positive school climate where bullying is actively addressed and managed. Respectful relationships and a culture that rejects bullying—both online and offline—are at the core of our values. All members of the school community work together to build a welcoming, supportive environment, with staff responding promptly and appropriately to any instances of bullying.

Partnership with parents and carers

Glendale East Public School collaborates with parents and carers to set expectations for student behaviour management and anti-bullying strategies by:

- Hosting a wellbeing forum to foster understanding of school systems and practices, while allowing feedback to improve current approaches.
- Gathering parent/carer and student input through formal and informal channels, such as surveys (e.g., Tell Them From Me), P&C consultations, and the local AECG.
- Reviewing concerns raised through complaints procedures to refine school systems and practices.

We will communicate these expectations through the school newsletter, School Bytes, and our website. Our school is committed to building strong partnerships with families and communities to support student learning, behaviour, safety, and wellbeing.

School-wide expectations and rules

Glendale East Public School has the following school-wide expectations and rules, linked to a School Behaviour Management Consistency Guide (See appendix 1),

To be safe, respectful, learners.

Safe	Respectful	Learners
Right place right time	Speak Appropriately	Do your best
Hands and feet	Follow Instruction	

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at [Behaviour Code For Students](#)

This document translated into multiple languages is available here [Translated Behaviour Code for Students](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active and appropriate supervision of students
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Resilience Project	The Resilience Project (TRP) program is an evidence-based comprehensive mental health and wellbeing approach based on a learning about Gratitude, Empathy, Mindfulness and Emotional Literacy.	All
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	All
Prevention	Berry Street Education Model	A whole-school approach to create safer classrooms where every student is ready to learn. The model is arranged around the 5 domains; Body, Relationship, Stamina, Engagement and Character.	Staff, students K - 6
Prevention	Extra-curricular interest activities	Students are provided with a variety of opportunities to increase engagement in interest-based activities. These may vary year to year based on student interest levels, and may include choir, dance, environmental group, public speaking, debating, STEM and mindfulness etc.	
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	School Learning and Support Officers (SLSOs)	School learning support officers work under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs. They can provide assistance with school routines, classroom activities, and the care and management of students with disability and additional learning and support needs.	Individual students K - 6
Targeted intervention	Seasons for Growth	The Seasons for Growth Program strengthens the social and emotional wellbeing of children (aged 6-18 years) who have experienced significant change or loss in their lives.	K-6 identified students, trained staff

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	ARCO Anti-Racism Contact Officer	The ARCO plays an important role in assisting and working collaboratively with the principal to implement three major aspects of the AntiRacism Policy: <ul style="list-style-type: none"> • Promote anti-racism education • Support complaint-handling • Monitor incidents of racism 	K-6 students, staff and families, trained staff
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Responses to behaviours that do not align with school expectations or the student behaviour code are guided by a combination of professional judgement and the school’s behaviour management consistency guide. Decisions on whether a behaviour is teacher-managed or executive-managed are based on the potential risk to the safety or wellbeing of the student or others.

A **behaviour of concern** refers to challenging, complex, or unsafe behaviour requiring persistent and intensive interventions. It does not include low-level inappropriate or developmentally appropriate behaviours (see Appendix 2).

- **Teacher-managed behaviours:** Low-level inappropriate behaviours are addressed by teachers in the classroom or playground.
- **Executive-managed behaviours:** Behaviours posing a risk to wellbeing or safety are handled by school executive staff.

Incident and corrective responses are recorded on our School Bytes wellbeing system. These include:

Classroom	Non-classroom setting
rule reminder	rule reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
stay in at break to discuss/ complete work	walk with teacher
restorative conversation	reflection room and restorative practices
reflection room and restorative practices	communication with parent/carer.
communication with parent/carer.	Community service
Community service	

At Glendale East Public School, staff model, explicitly teach, recognise, and reinforce positive behaviours and expectations. Evidence-based programs such as Positive Behaviour for Learning (PBL) and The Resilience Project are integral to daily teaching, helping students develop self-regulation, reduce impulsivity, enhance focus, and strengthen peer relationships.

We recognise that students are motivated in diverse ways. Younger students may respond more to adult attention, while older students are often driven by peer recognition, activities, privileges, or independence. Effective reinforcement evolves with skill development—frequent, immediate feedback supports new learning, while intermittent, long-term reinforcement helps maintain mastered behaviours.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing School Bytes system. These may include:

- review and document incident, inclusive of witness statements
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Reward Systems

The key to a functional PBL system is the direct teaching of behavioural expectations and the frequent rewarding of these behaviours in an immediate fashion. Glendale East Public uses systems to reward positive behaviours including,

- Free and Frequent
- Merit Award System
- Long and Strong

Classroom management and plate colours

The teaching staff employ a color-coded system to identify and address both positive and negative student behaviours. This approach aligns with our Student Behaviour Consistency Guide, ensuring a fair and consistent framework across the school. The guide was collaboratively developed with input from community members through our Wellbeing Forum.

Reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes wellbeing system
Alternate play – withdrawal from free choice play for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group reflection	Next break	Assistant Principal	Documented in School Bytes wellbeing system

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Bullying Preventative Approaches

The following preventative strategies are used at Glendale East Public School to reduce bullying behaviours:

- whole-school approach – explicit teaching
- school-wide anti-bullying policy
- consistent classroom management system (PBL) and behaviour consistency guide
- recognising the role of positive relationships between teachers and students in bullying prevention
- school-based anti-bullying programs and high levels of playground supervision
- promoting a culture of reporting bullying
- school Chaplain support
- partnering with parents and carers
- social and emotional learning (Resilience Project)
- promoting upstander behaviour
- teacher support and professional development
- effective implementation and evaluation.

Bullying Responsive Strategies

Glendale East Public School are aware of the potentially harmful effects of bullying, including online bullying (cyberbullying) on young people and take reports of bullying seriously. When instances of bullying occur, our school community is encouraged to report the instance immediately and employ appropriate responsive strategies.

These may include:

- direct sanctions: verbal reprimands, meetings with parents, temporary removals from class, withdrawal of privileges, reflection room time
- serious cases, suspension.
- restorative practices
- mediation
- support group programs – SHINE, Rage

The School Wellbeing Policy clearly outlines the school's processes when responsive strategies need to be implemented

Record Keeping

All behaviours that do not adhere to the school's PBL values, including incidences of bullying, are recorded using School Bytes wellbeing system.

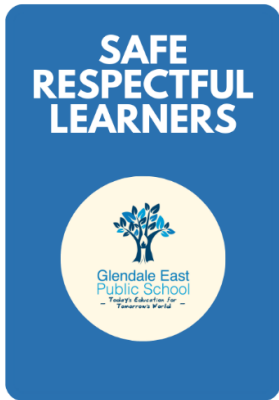
In the event that an incident of bullying progresses to the level of a formal complaint, records of the complaint are also recorded in the School Bytes tracking system.

Review dates

Last review date: 31/1/25

Next review date: 12/12/25

Appendix 1: School Behaviour Management Consistency Guide



Editing Link (Canva)

SAFE
HANDS AND FEET

DESTRUCTION OF PROPERTY

Breakage through misuse.

Intentional and/or repeated breakage through misuse.

Intentional damage and/or destructional use of valuable equipment.

SAFE
HANDS AND FEET

PHYSICAL AGGRESSION

Minor contact - pushing, shoving, tripping etc.

Intentional or repeated physical contact.

Intentional physical aggression with the intent to cause harm. Violence-seeking behaviours.

SAFE
HANDS AND FEET

RUDE GESTURES

Using inappropriate body gestures.

Repeated use of inappropriate body gestures or intimidating behaviour.

Intentional and repetitive intimidating behaviour.

SAFE
HANDS AND FEET

STEALING

Using other's belongings without asking.

Taking items without permission and not returning them when asked.

Intentionally and/or consistently stealing and withholding items.

SAFE
HANDS AND FEET

INAPPROPRIATE TOUCHING

Inappropriate touching of others and/or age-appropriate exposure or body parts.

Intentional inappropriate touching and/or exposure of body parts, without knowledge of it's potential harmfulness.

Intentional, inappropriate touching and/or exposure of body parts with intent.

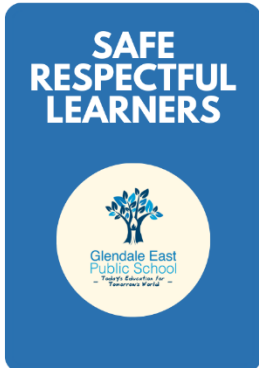
SAFE
HANDS AND FEET

INAPPROPRIATE ITEMS

Bringing of, or being in possession of, banned or potentially harmful items.

Repeated bringing of, use of or being in possession of, banned or potentially harmful items.

Intentional bringing of, use of or being in possession of, weapons or drug related items.



RESPECTFUL
SPEAK APPROPRIATELY

INTIMIDATION/THREATS

Words or threats that do not imply bodily harm.

Verbal threats of a physical nature towards staff or students.

Aggressive threats of harm and/or intimidation body language towards staff or students.

RESPECTFUL
SPEAK APPROPRIATELY

ONLINE BEHAVIOUR

Name calling online
Accessing inappropriate content at school
Sharing content without permission.

Posting inappropriate content, intimidating others based on online behaviours.

Threats of violence
Sharing private images and or content of a violent or sexualised nature.

RESPECTFUL
SPEAK APPROPRIATELY

MISLEADING/LYING

Refusal to tell the truth after expectations of reminders.

Intentionally withholding information that could cause harm to others. Making up stories to get others in trouble.

Withholding information about wrongdoings, eg stolen goods.

RESPECTFUL
SPEAK APPROPRIATELY

SEXUALISED LANGUAGE

Commenting inappropriately about private areas (generalised.)

Sexualised name calling. Describing sexual acts. Sexualised graffiti.

Threats of a sexual nature.

RESPECTFUL
SPEAK APPROPRIATELY

SWEARING

Indirect and or contextually appropriate swearing.

Directed swearing at staff or students.

Swearing or threatening with the intent to cause harm to staff or students.

RESPECTFUL
SPEAK APPROPRIATELY

BACK CHAT

Argumentative (yelling or refusal to accept reasonable instructions.)

Repeated yellow behaviours, causing disruption, and/or aggression.

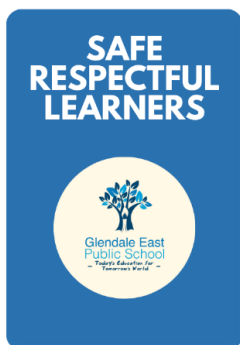
RESPECTFUL
SPEAK APPROPRIATELY

RACISM

Using discriminatory language without intent to hurt or harm. Exclusion of a peer for discriminatory reasons.

Repeated use of discriminatory language and/or encouraging others to participate in discrimination that results in adverse effects or harm

Targeted, intentional racist remarks and/or actions with the intent to cause hurt or harm.



SAFE
RIGHT PLACE, RIGHT TIME

OUT OF BOUNDS

Out of explicitly taught school boundaries.

Repeated absconding outside boundaries and/or hiding from teachers.

Leaving school grounds and/or prolonged hiding from staff.

SAFE
RIGHT PLACE, RIGHT TIME

LINING UP

Not in lines on time, unable to explain tardiness.

Leaving lines without permission. Continued disruption. Absconding from lines, leaving sight of supervising teachers.

SAFE
RIGHT PLACE, RIGHT TIME

MISUSE OF TOILETS

Using cubical or toilet resources inappropriately.

Repeated misuse of toilets and/or resources. Playing in toilets during class time, disturbing learning.



SAFE
RIGHT PLACE, RIGHT TIME

CLIMBING UNSAFE STRUCTURES

Climbing unsafe or high level structures, eg retaining wall, standing on top of equipment.

Repeated climbing, or intentional climbing of unsafe or high level structures, refusal to return to safety.

Intentional, repeated climbing of unsafe or high level structures with no regard for personal safety.

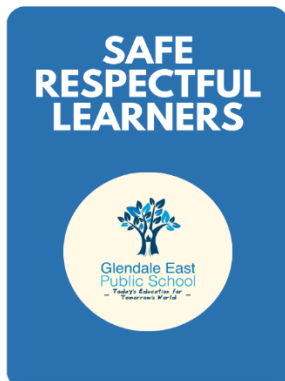
SAFE
RIGHT PLACE, RIGHT TIME

ABSCONDING

Leaving teacher supervision without permission.

Refusal to return to supervised areas and/or encouraging others to abscond.

Absconding and endangering themselves, eg, leaving school grounds, entering unsafe buildings or storerooms.



RESPECTFUL
FOLLOW INSTRUCTIONS

DEFIANCE

Not following instructions after 2 reminders within an appropriate time.

Repeated refusal to follow instructions and/or encouraging others to not following instructions.

Intentionally not following instructions, resulting in potential harm to themselves and/or others.

RESPECTFUL
FOLLOW INSTRUCTIONS

DISRUPTIVE BEHAVIOUR

Disrupting learning, indistinct muttering, calling out, loud noises.

Disruption persists across multiple sessions. Student encourages others to disrupt learning.

Disruption including unsafe behaviours that may lead to the evacuation of a classroom.

RESPECTFUL
FOLLOW INSTRUCTIONS

DESTRUCTION OF PROPERTY

Destruction of property such as rubbers, pencils, rulers. Graffiti on desks, chairs.

Graffiti involving swearing and/or inappropriate pictures. Repeated or deliberate destruction of property.

Intentional destruction of school property of significant value, eg, laptop.



LEARNERS
DO YOUR BEST

WORK AVOIDANCE

Not returning promptly to class after toilet, jobs etc. Not beginning set tasks, despite adjustments or assistance.

Refusing to attempt and/or complete learning after multiple reminders/opportunities to engage.



Positive Behaviour for Learning

Glendale East Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Whole School Values and Expectations

The 5 expectations are established in all learning environments within Glendale East Public School. These Expectations underpin our 3 Values Safe, Respectful and Learners and explicitly demonstrate the expected behaviour of all students in all areas of the school.



GEPS
EXPECTATIONS
for
Safe ~ Respectful ~ Learners

- Do Your Best
- Follow Instructions
- Speak Appropriately
- Safe Hands and Feet
- Right Place, Right Time



Speak Appropriately

SORRY PLEASE

May I? please thank you

THANKS



Right Place, Right Time

Illustrations of children playing in a playground and sitting at a table.



Follow Instructions

Illustrations of children following instructions in a classroom.

- _____
- _____
- _____
- _____



Do your Best

your hardwork pays off

Stay Focused!

KEEP GOING, KEEP GROWING



Safe Hands and Feet

Illustrations of children playing safely, including one with a hula hoop and another with a ball.

Individual School Reward System

Positive student behaviour within the school is recognised immediately through the use of individual Dojo Points, an online system for tracking students' positive rewards. All staff members have access to the Dojo Points system, allowing them to award points to students who exemplify our school values and expectations.

Students can accumulate these Dojo Points and use them to select items from our Classroom Rewards Shopping List. When students redeem their points, the total is adjusted accordingly. This shopping list is collaboratively created with input from students and is reviewed each term. By involving students in the creation of this list, we ensure they feel a sense of ownership student voice and value it highly.

Individual school reward Dojo Points are also connected to our whole school reward system. Each time a student accumulates 10 Dojo Points, they receive a Token piece to contribute to our class Token collection. This initiative not only encourages positive behaviour but also fosters teamwork and collaboration among students as they work together to build and expand their collection.



Whole School Reward System

Students work collaboratively towards mid-term and end-of-term reward days by collecting Token pieces each day in their classroom or on the playground. These pieces are added to a collective container, which contributes to our whole school collection. The collection container features designated prize points that students can earn. Every Monday morning during assembly, classes bring their Token containers to add to the whole school collection container, celebrating their teamwork and achievements.

Students can earn Token pieces in the classroom or on the playground by demonstrating exemplary academic performance, appropriate behaviour, and adherence to our school values and expectations. Additionally, students are recognised for exhibiting Gratitude, Empathy, or Mindfulness practices. During morning assembly, teachers also acknowledge students by awarding Token pieces for demonstrating the fortnightly Positive Behaviour for Learning (PBL) focus, which they receive upon returning to their classrooms.

Additionally, individual school reward Dojo Points are integrated into our whole school reward system. For every 10 Dojo Points a student earns, they receive a Token piece to contribute to their class Token collection. This initiative not only promotes positive behaviour but also fosters teamwork and collaboration as students collectively work to build and expand their Token collection



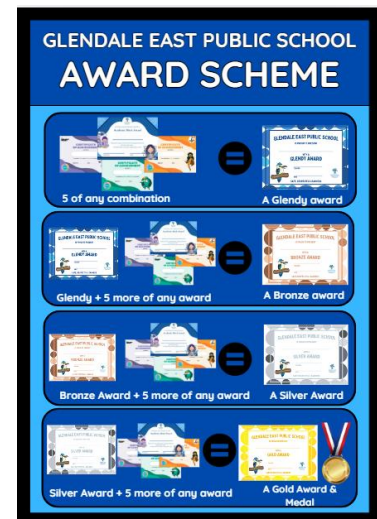
Long and Strong Merit and GEM Awards

Each week, students from every class are awarded 2x Merit and 3x GEM Awards for demonstrating exemplary academic performance and appropriate classroom behaviour, as well as for exhibiting Gratitude, Empathy, or Mindfulness practices. Teachers each week will enter who receives these awards on our School Bytes system and can track individually in their program for reward ease. These GEM and Merit Awards contribute to our overall award scheme, as detailed below. Our Glendy, Bronze, Silver and Gold awards will be handed out at our 5 weekly whole school assembly. Our office staff will track students awards using the data that teachers document on School Bytes to

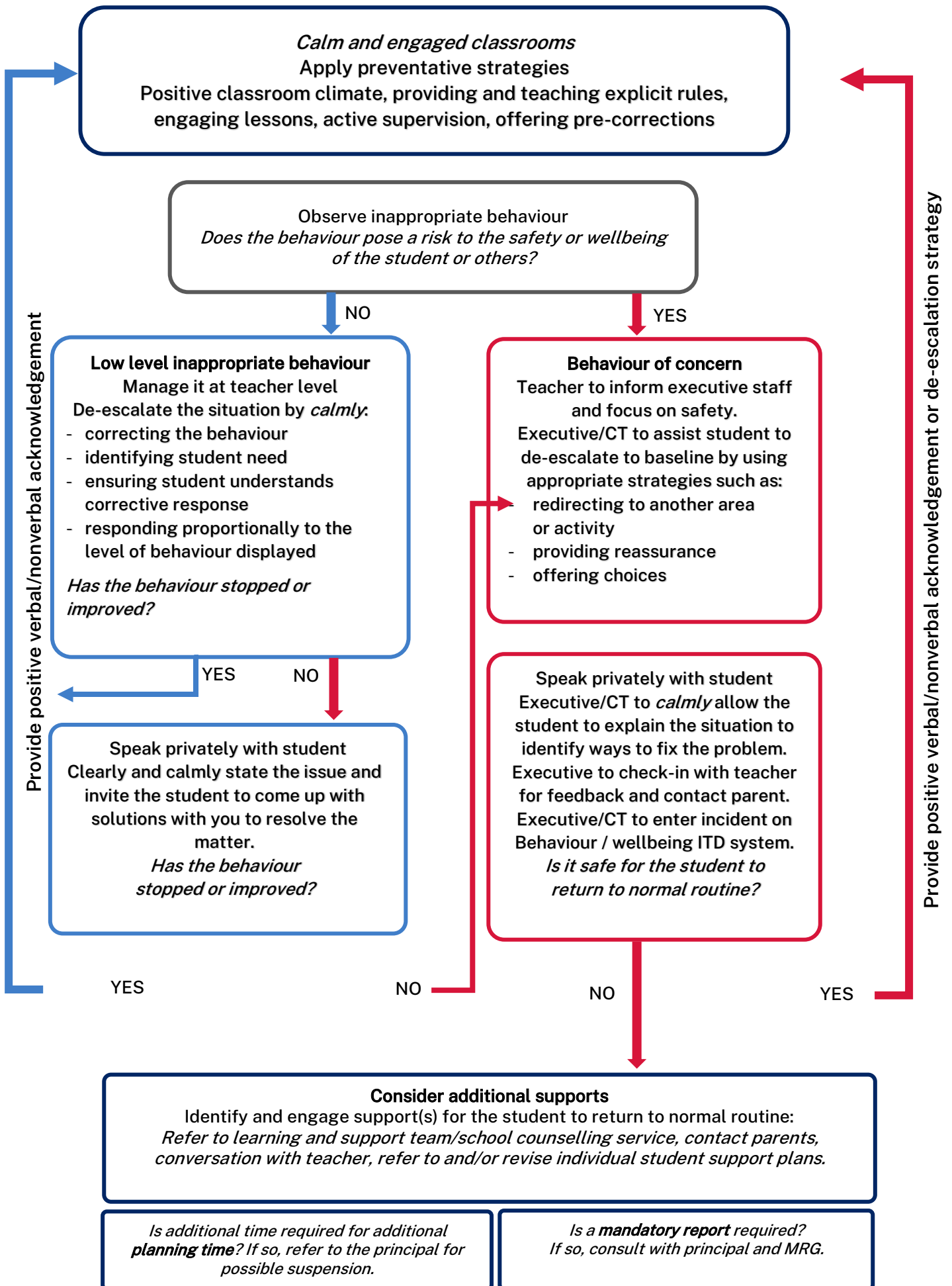
Classroom and Playground Behaviour Consistency

All classes display our Positive Behaviour for Learning Expectations and consistency guide in the classroom to make sure we are using a consistent approach throughout the school for positive and negative behaviours. This behaviour chart has been explicitly taught throughout the school, so all students understand the procedures involved.

Together the PBL team with staff and community have put together a school behaviour consistency guide so that all staff and students know what behaviours are appropriate in specific areas and what the consequences are for inappropriate behaviours. These charts and guides have been and are continuously taught throughout the school so that all students have a good understanding of these expectations and consequences.



Appendix 2: Behaviour management flowchart





NSW Department of Education

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.