

# Eastwood Heights Public School

## School Behaviour Support and Management Plan 2025

### Overview

Eastwood Heights Public School is 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. Key programs prioritised and valued by the school community are:

- **Newsletter acknowledging student achievement**
- **Weekly assemblies (Including special assemblies: Bullying No Way, NAIDOC, Harmony Day, Education Week)**
- **EHPS Welcome Parent BBQ**
- **Stage 3 Camp**
- **Leadership Programs (Student Parliament)**
- **You Can Do It**
- **Second Step**
- **Peer Support**
- **Backflip Against Bullying**
- **Buddies**
- **End of Year Excursions/incursions – Rewarding Positive Behaviour**

### Student behaviour includes 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, where there is a clear and close connection between the school and students' conduct.

### Promoting and reinforcing positive student behaviour and school-wide expectations

Eastwood Heights Public School has the following school-wide rules and expectations:

- Demonstrate the core school values of being a safe, respectful learner
- 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 school.

Eastwood Heights Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

**Preventative strategies are proactive and encourage students to be on-task, motivated to learn, and prosocial.** Effective preventative strategies include:

- positive classroom climates, with high quality student-teacher relationships

- explicit teaching of social and emotional skills
- structured instruction to engage students in learning
- providing and explicitly teaching rules and routines
- offering pre-corrections to remind students of expectations
- using active supervision to help students stay on task.

**Responsive strategies provide corrective responses to inappropriate behaviours and support students to re-engage in learning.** Effective corrective responses:

- identify why the student is disengaged or being disruptive
- ensure the student understands the corrective response- (restorative practice is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful behaviour.)
- are consistent and expected
- are given calmly
- are proportionate to the level of behaviour displayed.

## Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/behaviourcodestudents.pdf>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

**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.

## Whole School Approach

Care Continuum	Strategy Program	or	Details	Audience
Prevention	Teaching Expectations		Clearly define and teach behavioural expectations to students. Teachers break down expected behaviours for our school context and explicitly teach them to students. All students are expected to be safe respectful learners.	K-6 classroom and support teachers
Prevention	External organisation seminars and productions		Backflips Against Bullying is a series of K-6 evidence-based anti-bullying shows.	Term 1 K-6 students Classroom teachers SLSOs
Prevention	Peer Support		Years 5 and 6 senior students are trained as Peer Support Leaders and lead small groups of younger students in weekly structured sessions. They explore four key concepts: resilience, sense of self, connectedness, and sense of possibility. Peer Support equips students with the skills and tools to build strong relationships and positively navigate life. Students learn the social and emotional literacy skills to better	Years 5-6 Whole school

Care Continuum	Strategy Program or	Details	Audience
		manage life's ups and downs.	
Prevention	Police Liaison Talks	Our local Police Liaison Officers come into the school and talk to Stages 2 and 3 students, addressing cyber bullying and safety.	Stage 2 Stage 3
Prevention	Student and teacher games	Promoting a connection and engagement between staff and students	Students K-6 School staff
Early intervention	Explicit Social/Emotional Learning (SEL) Curriculum	Second Step Early Learning improves young students' executive-function skills—like attention, memory, and self-control—which are not only predictive of kindergarten readiness but are essential for success in and outside the classroom.	Term 1 Kindergarten students Families Classroom teachers +SLSOs
Early intervention	Explicit Social/Emotional Learning (SEL) Curriculum	YCDI! Program Achieve (Yr1-Yr6) is a socio-emotional learning program that teaches children positive attitudes, socio-emotional skills and character strengths which influence both wellbeing and achievement outcomes.	Whole school
Targeted intervention	Zones of Regulation - emotional check-ins	Classroom teachers, wellbeing leader and school staff regularly check in with students about their emotional wellbeing. We provide opportunities for students to express their feelings and concerns during morning and school routines, creating a supportive and empathetic school environment	Whole school
Targeted intervention	Learning and Support  Counsellor, Student Support Officer	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.  Specialised staff work with students to cater for and respond to their emotional needs	Individual students Families Classroom Teachers SLSOs
Targeted Intervention	Students of Concern	Students of concern (either behavioural or otherwise) are monitored through the Learning and Support Team and Personal Behaviour Plans and Individual Plans are reviewed every 10 weeks.	
Individual intervention	• Personalised Learning Pathways	Personalised Learning Pathways for Aboriginal students are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply	Aboriginal school coordinator Aboriginal Education Advisor (AECG)

Care Continuum	Strategy Program	or	Details	Audience
			personal approaches to learning and engagement.	Aboriginal Edu. Consultative Group Aboriginal students Families Classroom teachers Staff SLSO

### Detention, reflection and restorative practices

Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm.

Action	When and how long?	Who coordinates?	How are these recorded?
<b>EHPS Monitoring Wall</b> embedding inclusion and equity in all aspects of student behaviour support and management, including within relationships and wider programs, to meet the diverse needs of all students;	Students will be assisted in reflecting more deeply on their behaviour with reference to the YCDI Keys to Success and YCDI Habits of Mind.	Classroom teachers	School Bytes Wellbeing notifications
<b>Reflection</b> Balancing proactive prevention-focused, relationship-based and restorative practices with appropriate behaviour management practices	40 min Lunchtime	Stage Assistant Principals Wellbeing Leader	K-2 and 3-6 student Reflection Sheets – uploaded to School Bytes
<b>Team around the school</b> A collaborative approach with support personnel who are part of the department's Student Support and Specialist Programs Directorate coordinating multidisciplinary support for students with additional wellbeing needs.	Consultation when required	DoE members Wellbeing Leader Principal	Meeting minutes
<b>Suspension</b>			
Suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.	The duration can be: <ul style="list-style-type: none"> <li>• up to 5 consecutive school days for students in Kindergarten to Year 2</li> <li>• up to 10 consecutive school days for students in Year 3 to Year 12</li> </ul>	Principal Director Educational Leadership Team Around the School  Student Parent/Carers	<ul style="list-style-type: none"> <li>• Principal will attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension.</li> <li>• Wherever possible, a face-to-face meeting will be held to resolve the suspension and return the student to</li> </ul>

Action	When and how long?	Who coordinates?	How are these recorded?
			<p>school</p> <p><b>A successful return to school will involve:</b></p> <ul style="list-style-type: none"> <li>documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies</li> <li>where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.</li> </ul> <p><b>A successful return to school may involve:</b></p> <ul style="list-style-type: none"> <li>referral to and assessments by the school's learning and support team</li> <li>referral to and ongoing support from the school counselling service staff.</li> </ul>

Students may also attend an alternate program, as outlined below:

- **Suspension centres provide structured programs to help students successfully return to school as soon as possible. Principals will need to decide if students placed on suspension would benefit from such a program.**
- **Tutorial centres provide an age-appropriate short-term intervention for students who have difficulty managing their behaviour in a mainstream setting. Tutorial centres/programs must be attached to a base school, which is generally a high school.**
- **Behaviour schools are educational settings established to provide intensive behavioural and educational support for students who have exhausted all other behaviour support provisions available to the school, and/or for whom a risk assessment indicates a behaviour school placement is appropriate. Behaviour schools will involve a shared enrolment with the home**

Action	When and how long?	Who coordinates?	How are these recorded?
<b>school with a view to gradually return the student back to the home school full time.</b>			

### Partnership with parents/carers

Eastwood Heights Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies that strive for

- your child to be able to say what they can do well and what they need to do to improve; to be able to have constructive conversations with you about their behaviour and the behaviour of others.
- you to have better access to information, tools and resources through a Parents and Carers hub on the Department's website and strengthened communication with the school.
- you to participate in a safe and respectful school community
- you to be increasingly clear about how you can help your child improve based on a strengthened partnership with your child's school as part of the public education system.

Eastwood Heights Public School will communicate these expectations to parents/carers by providing information via the school newsletter, school website and P&C reports, ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

### School Anti-bullying Plan

The school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

Our school Anti-bullying Plan is updated annually and can be accessed on our school website at <https://eastwoodht-p.schools.nsw.gov.au/supporting-our-students/student-wellbeing/anti-bullying-.html>

### Reviewing dates

**Last review date: Term 4, 2024**

**Next review date: Term 1 2026**

## 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.

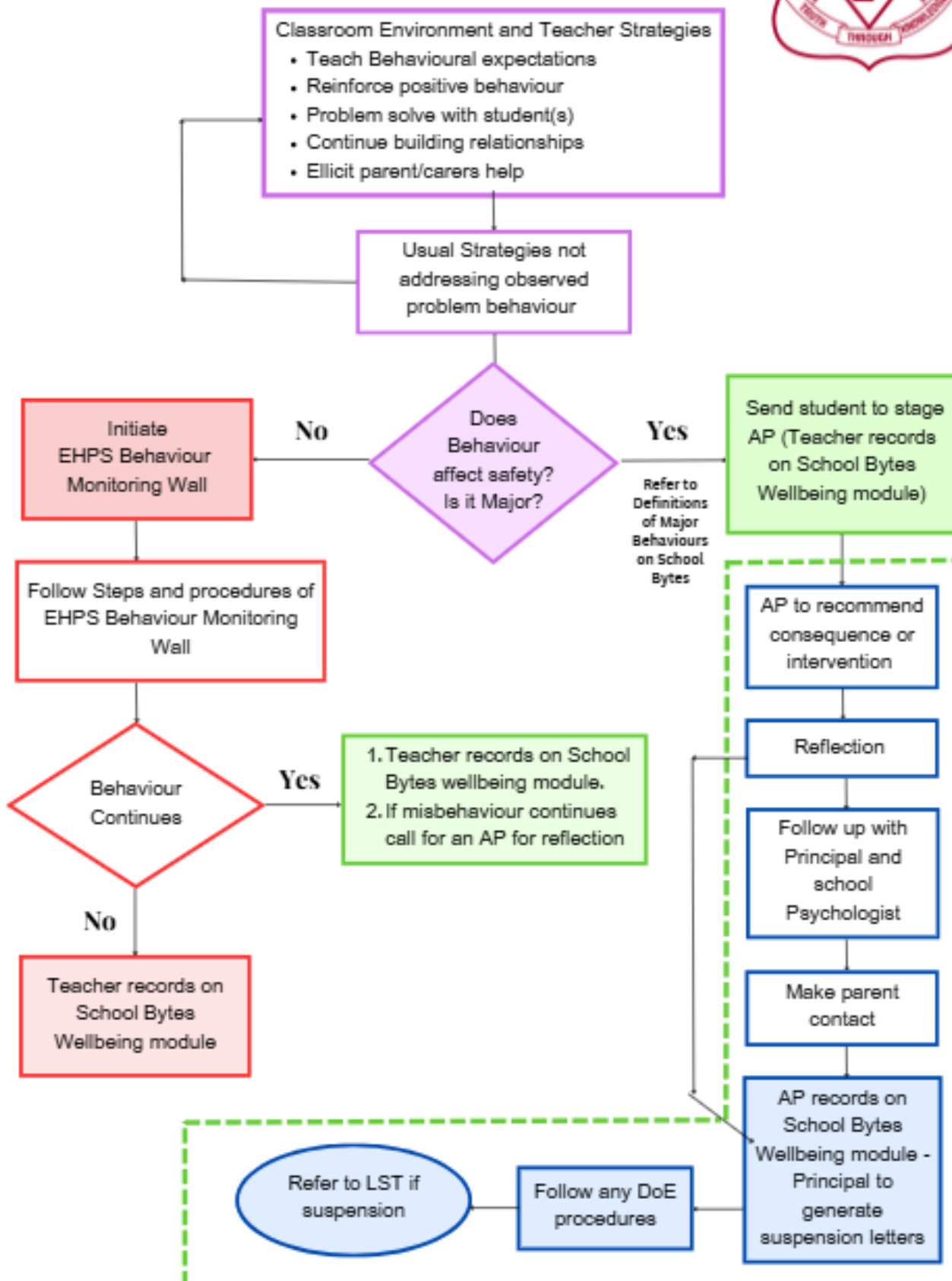
#### Safety

- 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.

# EHPS Discipline Flowchart





# EHPS Monitoring Wall- Classroom

## Action

*This includes, but is not limited to:*

## Consequence

<p><b>Be Safe</b> <b>Be Respectful</b> <b>Be a Learner</b></p>	<p><b>Positive</b></p>	<ul style="list-style-type: none"> <li>● Stella Stars if consistent over a period of time</li> <li>● Praise</li> <li>● Stickers</li> <li>● Awards</li> <li>● Rewards</li> </ul>
<ul style="list-style-type: none"> <li>● Talking at inappropriate times</li> <li>● Passing notes</li> <li>● Calling out</li> <li>● Making distracting noises/actions</li> <li>● Tapping/stamping</li> <li>● Refusal to attempt a task</li> <li>● Aimlessly wandering around the room</li> <li>● Pushing/shoving</li> <li>● Lying</li> <li>● Cheating</li> <li>● Back-chatting</li> <li>● Spitting</li> </ul>	<p><b>Minor</b></p>	<ul style="list-style-type: none"> <li>● Reminder of school rules</li> <li>● Redirection, e.g. move them to another seat.</li> <li>● Verbal Warning</li> <li>● Time-out with the teacher</li> <li>● Repeated this level of offence, parents to be contacted by the classroom teacher</li> </ul>
<ul style="list-style-type: none"> <li>● Throwing furniture etc</li> <li>● Non-compliance to staff</li> <li>● Swearing at staff</li> <li>● Defacing property</li> <li>● Vandalism of school property</li> <li>● Bullying</li> <li>● Cyberbullying via emails/texting/SMS</li> <li>● Sexual harassment</li> <li>● Racism</li> <li>● Stealing</li> <li>● Swearing</li> <li>● Fighting</li> <li>● Physical aggression</li> <li>● Using objects as weapons</li> </ul>	<p><b>Major</b></p>	<ul style="list-style-type: none"> <li>● Sent to Supervisor</li> <li>● Reflection</li> <li>● Reflection sheet <b>includes parent notification.</b></li> <li>● Recorded in School Bytes</li> <li>● Miss out on PSSA if on a PSSA team</li> </ul>

# EHPS BEHAVIOUR MANAGEMENT

## **Rationale**

Eastwood Heights Public School is committed to providing all students, staff and parents with a learning environment that is welcoming, cooperative, supportive and safe. The school's Behaviour Management Policy is developed in consultation with the school community and endorsed by the P&C. It complies with the requirements of the department's *Student Behaviour in Public Schools Policy*.

We consistently strive to create a learning environment within our school that embeds the school's core values of, Safe, Respectful, Learners to support students to develop resilience, make positive choices and accept responsibility for their actions. We adopt the belief that through poor choices students can learn important lessons, and further develop responsibility and independence. We are committed to using '**Restorative Practices**' where following a behaviour incident students engage in a conversation (with their teacher or an Assistant Principal) designed to encourage reflection and to minimise damage to relationships. **The focus is on the behaviour exhibited, not the student.**

Our school wide implementation of the *You Can Do It program* and *PD Health PE curriculum* serves to support this aim. Our use of Restorative Practice aims to preserve relationships once a disciplinary action has taken place.

## **Key Principles**

The following principles guide Eastwood Heights Public in our management of all student behaviour:

Staff will implement:

- **Consistency:** Follow the procedures so that issues of fairness and equity are minimised.
- **Process:** Have an understanding of action-consequence.
- **Restorative Practice:** Engage the student in a conversation designed to encourage reflection and minimise damage to relationships. Each classroom has a copy of the Restorative Questions.
- **Communication:** Work collaboratively with parents and maintain regular, open lines of communication. Parents are informed as per the policy regarding both positive and negative student behaviour.
- **Inclusivity:** When dealing with students the following issues will be considered related to inclusive practices:
  - An awareness of the cultural background of students and in particular, social formalities that may be contrary to the expected norms in the school.
  - Accommodating for different starting levels of social skills that students bring to school.
  - Recognising the previous home experiences that a student may bring to situations where an expected code of behaviour is required.
  - The use of **Personal Behaviour Plans** to accommodate for individual needs of identified students.

## **EHPS Monitoring Wall**

### ***Are you making the right choice?***

Our School-wide EHPS Monitoring Wall has been revised so that it tracks the ups and downs of behaviour in the classroom. This change will ensure a balanced support to behavioural, wellbeing, and academic outcomes for students. The Monitoring Wall has been implemented from Term 3 2024 in all classrooms K-6 and will ensure teachers and students have more time to focus on relationships and classroom instruction.

The **EHPS Monitoring Wall** will assist in:

- Maintaining order in the classroom: It will reward adherence to behavioural standards, making it easier to maintain order in the classroom without the constant need for verbal reminders. This allows teachers and students to remain

focused on the activities or tasks at hand.

- Students will have a transparent indicator: A visual display of progress in relation to one's peers, which can allow students to support one another as they progress academically and socially.
- Students will be held accountable: They take accountability for their actions and take pride in the completion of tasks while enjoying incentives related to the actions they've taken.

The EHPS Monitoring Wall will provide a consistent school improvement approach that now includes a positive and supportive learning environment for all students. It focuses on teaching and reinforcing positive behaviours while providing targeted assistance to students who may need extra support, leading to a more successful and inclusive learning community. All students will receive support to maximise behavioural, wellbeing and academic growth.

The EHPS Monitoring Wall will assist teachers in establishing positive climates for learning where they can focus on teaching and learning, by increasing engagement and instructional time. It will foster and create positive, predictable, equitable and safe learning environments where everyone thrives.

*Note: The EHPS Monitoring Wall is not aligned to the You Can Do It, Stella Star Keys to success and teachers are able to align and choose their desired reward systems. E.g. Dojo points, raffle tickets etc.*

## Teacher Reference

### Ready to Learn

**Ready to Learn**- all students begin each day on this level. It is communicated daily in morning routines to students that they should be ready to learn in a safe, respectful manner.

Spectacular

Great

Good

### Positive - Safe, Respectful, Learners –

- **Spectacular**-Students demonstrate exemplary academic work and engage exceptionally in activities and discussions, contributing ideas and opinions during group interactions. They are collaborative, demonstrate self-efficacy and are a role model to their peers. They verbally express gratitude and appreciation for the efforts and contributions of others, fostering a positive atmosphere.
- **Great** - Students are focused, produce quality work, engage fully in activities and discussions, contributing ideas and opinions during group interactions. They approach challenges with a positive mindset, persistently seeking solutions, and learning from setbacks.
- **Good**- Students actively listen to others without interruption, demonstrating understanding and validation through appropriate response, encouraging and assisting peers, fostering a sense of unity and collaboration within groups or teams, striving to meet their potential and working hard to achieve their personal goals. Flexibly adjusting to new situations and changes, displaying resilience and a positive attitude during challenging times.

Stop and Think

Warning

Teacher Time Out

Reflection

### Negative

- **Stop and Think** - students are moved down to this level if the teacher gives them a verbal warning for negative behaviour. During this time, the negative behaviour should be stated and expectations reiterated. "student name"

calling out is distracting, please raise your hand when you would like to speak.”

- **Warning** - if a student needs to be spoken to again about negative behaviour their name is dropped another level.
- **Teacher Time Out** - if negative behaviour continues, students are sent to work quietly by themselves within the classroom for approximately 10 minutes. After this, the student joins in with the rest of the class and continues on with the lesson.
- **Reflection with Assistant Principals** – continued negative behaviour, the student will see their stage Assistant Principal who will complete a reflection with them. Students reflect on school values and review/ discuss YCDI strategies with the Assistant Principal who will then log the reflection process onto School Bytes to finalise the reflection process. NOTE: [Behaviour code for students – easy read version \(PDF 2 MB\)](#). This booklet is written in a way that is easy to understand and will be shared at each reflection with students.
- Assistant Principal will complete **Antecedent, Behaviour, Consequences (ABC)** recording sheet to monitor student behaviour.

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- Students will complete a reflection sheet during the reflection session.

**Note:** Parents are only informed of reflections when there are major incidents. These may include:

- Physical violence and aggression
- Aggressive and threatening behaviour
- Persistent disobedience
- Direct, inappropriate language
- Non-compliant behaviour
- Inappropriate language directed at a staff member or parent
- Persistently leaving the classroom without permission
- Disrupting the learning of others
- Deliberately damaging school property
- Other higher-level yellow behaviours

### **Individual Behaviour Management Plan**

Where the level of misbehaviour breaches the School's Code of Conduct, individual behaviour management plans are developed. Behaviour support planning assists the school with providing additional support and guidance to identified students. It helps ensure that students and staff feel safe, valued and connected to our school community.

Plans will be negotiated between school staff, students and parents/carers and will consider the student's:

- age
- developmental needs
- behavioural context.

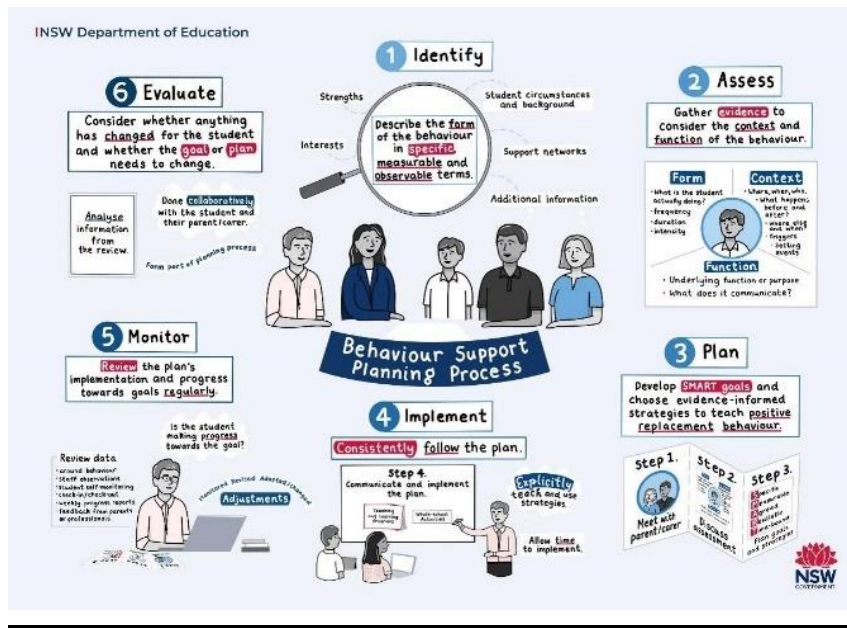
The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The Learning and Support Team will refer the student to other support available and review, assess, change and modify the plan as needed.

# Reflections

## Behaviour support planning process

The behaviour support planning process features six key components. Complete the eLearning to understand the process and how to apply to individual behaviour support plans.




## Resources to support behaviour planning

### Individual behaviour support plan

Developed collaboratively with the behaviour specialist team, this plan is designed to support individual student behaviour planning. Access the [Understanding Behaviour Support Planning eLearning](#) to find out more about the six components of behaviour support planning, and how to complete an [individual behaviour support plan](#).

## individual behaviour support plan



Individual Behaviour Support Plan

**Student, parent/carer and staff details**  
 All staff members involved in an individual student will be provided with a copy of this plan.

**Student details**

Name	
Age	
Gender	
Class/Year	

**Family contact details**

Name	
Relationship to child	
Contact number and email	

**Plan**

Plan	Classroom	Recreation	Other
When used	Circle to be used in class		
Where used	Circle to be used in class		
When used	Circle to be used in class		

**Goal 1 - Understanding what and how to be successful**  
 What are the student's strengths? (e.g. positive attitudes, strong skills in writing, playing technology, sport etc.)

**What support will the student need to be successful?** (e.g. in the community, safety, readiness, school, sporting, social or other relevant)

**Additional information from the student and parent/carer:** Is there anything the school needs to consider to assist with your child's needs?

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**Additional information from the student and parent/carer:** Is there anything the school needs to consider to assist with your child's needs?

**Appendix - Communication log and review date**

Date	Issue raised	Response	Comments / Update / Status

## RECOGNISING AND REINFORCING STUDENT ACHIEVEMENT

All students in our school are expected to cooperate with staff and other students and to achieve work to a high standard. As such, everyone is recognised. As a YCDI school, teachers at EHPS explicitly teach expected behaviours covering the many different school settings. The **'You Can Do It'** program is implemented K-6 at EHPS and the program's core purpose is the development of young people's social and emotional capabilities, including: Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience. The **'You Can Do It'** program effectively aligns to, **The Wellbeing Framework** for NSW public schools and aims to ensure our students **connect, succeed and thrive** at each stage of their development and learning.

This is reinforced by both our formal and informal recognition system outlined below.

### TIER 1: CLASSROOM REWARDS

As developed and implemented by classroom teachers. These classroom rewards are many and varied and individually designed to complement the teaching style and strategies utilised by the teacher. Example: Dojo points, raffle ticket prize box, banking system and class chart of merit stickers.

### TIER 2: SCHOOL AWARDS

The School Awards are those given for special effort in various areas of achievement. (eg. academic, social, cultural and sporting) They are to be earned by the students and the:

- students realise the hierarchy of awards in the school.
- school community is aware of the status and importance of the school awards.
- award winners are published in the fortnightly school newsletter.

### Merit Awards

- to recognise special positive behaviour/effort/achievement
- two are awarded for each class at K-2 and 3-6 school assemblies
- reasons for the Merit Awards are clearly and concisely written on certificate and awards are aligned to the YCDI **'Five Keys to Success'**.

### Presentation Day Awards

- recognise student academic achievement across curriculum, sporting and citizenship.
- awards include certificates, medals, trophies, gifts and special recognition awards.

### PRINCIPAL'S AWARD:

This system can be used by any teacher at any time for individual student work or behaviour to be recognised by the

principal.

### **YOU CAN DO IT: STELLA STAR AWARDS**

Classroom: Stella Stars are used within the classroom to encourage and recognise the 'Five Keys to Success' development. The individual chart moves on with the student as they progress through their years of learning. The awards are recorded on School Bytes Wellbeing and aligned to the Five Keys to Success' for individual students.

Teachers award Stella Stars on individual Stella Star Class Reward Charts, which are visible in the classroom either on a door or a dedicated wall.

- When 5 stars have been coloured/covered, the teacher presents students with a Stella Key certificate.
- When 15 stars have been coloured/covered, students are presented a bronze award at their K-2 or 3-6 assembly.
- Once 30 stars are awarded students will be given a silver award at their K-2 or 3-6 assembly.
- Once 45 stars are awarded students will be presented with a gold award at their K-2 or 3-6 assembly.
- Once the student has attained all 60 stars they will be presented with a Principal's Award and invited to a principal's morning tea.