
CONCORD HIGH SCHOOL POLICY STATEMENT



(Reviewed April 2022)

Student Welfare and Discipline Policy

The Merit and Discipline Systems of Concord High School are the two arms of a continuum designed to develop strong values, and promote positive behaviour and relationships among students, while providing for the care and safety of students and staff, who have the right to be treated fairly and with respect, in an environment free from disruption, intimidation, harassment and discrimination. At the centre of the continuum is a Code of Behaviour developed in consultation with the whole school body.

Statement of purpose

Student Welfare at Concord High School includes all things the school community does to meet the personal, social and learning needs of students. The components of our welfare program are suited to all students regardless of cultural background, ability, religion, age, gender, sexuality or socio-economic status. This Welfare and Discipline Policy has been developed with extensive consultation with staff, students and community members.

Concord High School utilises school-wide systems of support that include pro-active strategies for defining, teaching and supporting appropriate student behaviours to create a positive school environment. A continuum of positive behaviour support for all students within the school is implemented in areas including classroom and non-classroom settings. Positive behaviour support is an application of a behaviourally-based behaviour systems approach to enhance the capacity of the school community to improve the environments in which teaching and learning occurs. Attention is focused on creating and sustaining systems of support that improve lifestyle results for all members of our school community by making problem behaviours less effective, efficient and relevant, and desired behaviours more functional. The purpose of this school-wide behavior system at Concord High School is to establish a climate in which appropriate behaviour is the norm.

Although the details of this policy are explicit in relation to the daily implementation of student welfare and discipline procedures, it is understood that ongoing training and development will occur for staff in developing a repertoire of effective behaviour management strategies to complement this. Concurrently Student Welfare **initiatives** and other programs across the school will assist students in enhancing their understanding of behaviour and that all behaviour choices lead to either positive or negative outcomes.

Underpinning this policy are the Department of Education and Training's guidelines, including *Student Welfare, Good Discipline and Effective Learning 1996* and *Procedures for the Suspension and Expulsion of School Students 2011*.

Personalising Education

Teachers, students and parents all have a role to play in the discipline and welfare of a school community.

Parents: share the responsibility with school staff for shaping young people's understandings and attitudes about 'acceptable' behaviours. They are responsible for ensuring their children attend school and looking after the physical, social and emotional needs of their children so that they are ready and able to learn to the best of their ability when at school.

Teachers: we expect that teachers will take a pro-active approach to managing school behaviour by providing a supportive school environment where all students are valued and challenged by an appropriate learning environment and classroom curriculum that is exciting, meaningful and engaging. They will contribute to the provision of a caring, well managed and safe environment for all students, fellow staff and parents.

Students: have the responsibility of following staff directives and conducting themselves in a manner that reflects the school code of behaviour. They are required to be active learners who exercise self-regulation appropriate to their age and level of understanding.

Good Discipline and effective learning acknowledges that, when the partnership of parents, teachers and students is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

Behaviour Code for Students NSW public schools is attached

This code is reflected in the following school rules for student behaviour in the classroom, the playground, on excursions and any other time the student can be recognised as a student of Concord High School.

Bullying of Students: Prevention and Response Policy is located on the school website.

The general principles are:

The Concord High School (CHS) Anti-Bullying Plan provides clear definitions for understanding bullying behaviour, and the processes for preventing and responding to bullying. The purpose of this plan is to outline the provision of a safe and respectful learning environment for CHS students, where bullying is not accepted, and clearly explain the schools response if bullying does occur. We recognise that bullying may occur based on sexuality, religion, race, or other factors, and we will respond accordingly. The CHS school community believes that a safe and respectful school community, where all students have the opportunity to learn to their potential, is founded on positive relationships, where bullying is not accepted. This Anti-Bullying Plan is founded on the principle that all members of our school community have a responsibility to:

- be aware of what constitutes bullying behaviour
 - prevent bullying by promoting positive relationships and antibullying messages
 - report bullying when it occurs
 - respond to bullying according to this plan
- Concord High School will provide a positive culture where bullying is not accepted.

In alignment with our Positive Behaviours for Learning framework, all members of the school community will have the right to respect from others, the right to learn or teach, and the right to feel safe and secure in the school environment. At CHS we take a whole-school approach to anti-bullying, and are focused on developing a supportive school culture that includes effective behaviour management plans and programs, and a positive learning environment that encourages diversity and empowers students to be active in their pursuit of justice for themselves and others.

School attendance policy

Concord High School has a detailed attendance policy. The general principles are:

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnerships with parents are

Personalising Education

responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

Suspension and expulsion of school students procedures are attached.

School uniform policy

Concord High School has a detailed uniform policy. The general principles are:

The department supports the wearing of school uniform, which promotes a sense of belonging for students and creates a positive identity for the school community. School uniforms also contribute to the personal safety of students by allowing easier recognition of students inside the school and in the community. Schools expect students to wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

A school's response to a student not wearing uniform should be appropriate, fair and consistent, and a student cannot be suspended or expelled for not wearing school uniform. Schools should positively encourage students to wear a school uniform. Principals may consider making exemptions for not wearing a uniform, if considered appropriate after discussions with parents or carers.

Anti racism policy

Concord High School has a detailed anti racism policy. The general principles are:

The department rejects all forms of racism.

No student, employee, parent, caregiver or community member should experience racism within the school environment.

All members of the school community including students, parents, carers and volunteers: must demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment.

Work Health and Safety Policy

Concord High School has a detailed Work Health and Safety policy. The general principles are:

The NSW Department of Education believes that the provision of a safe working and learning environment for everyone at its workplaces is an integral and essential part of the responsibilities as a provider of public education and other community services. The department is committed to:

- providing everyone in its workplaces with a safe and healthy working and learning environment
- promoting dignity and respect in all workplaces and taking action to prevent and respond to bullying in its workplaces

CLASSROOM RULES

Positive Behaviour for Learning (PB4L) 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 PB4L.

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 PB4L organise their systems to establish the social culture, learning and teaching environment and to provide individual behaviour supports to achieve positive academic and social

Personalising Education

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 PB4L 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

Teaching Concord High School Expectations

Teaching school-wide expectations, rules and routines will help students to learn what is expected of them. Effective teaching can be done in a way that best fits the unique nature of your class. Some examples are below.

Effective classroom practices

- Set classroom expectations and rules around the core values
- Have procedures and routines
- Encouraging appropriate behaviour
- Discouraging inappropriate behaviour
- Active supervision
- Multiple opportunities to respond
- Activity sequence and choice
- Task difficulty

Responding to problem behaviour

To effectively correct a social learning error staff should respond in a way that is:

- Calm - using professional and composed voice tone and volume
- Consistent - respond each time a social learning error takes place
- Brief - short and concise response and disengage quickly
- Immediate - respond within a short time after the social learning error takes place
- Respectful - polite response free of sarcasm, given in private
- Specific - identify the observable behaviour from our school-wide matrix that was violated.

Response strategies to minor problem behaviours should include

- Prompt - with a visual or verbal cue signal the occurrence of the behaviour
- Redirect - restate the matrix behaviour that is expected
- Re-teach - tell, show, practice and acknowledge the expected behaviour
- Provide choice - give the student options of behaviours to do next
- Conference with the student - have a private conversation with the student to problem solve together to plan how the student can meet the expectations.

Personalising Education

Effective Learning at Concord High School

Teacher Professional Learning programs and their relationship to discipline and welfare of students at Concord High School.

Staff professional learning is based on the philosophy which recognises that:

- All students are potential learners and have the right to learn
- All students have the right to work in a learning environment which promotes and supports the learning of all students.

Effective learning occurs when teachers are enthusiastic, employ a wide range of teaching strategies, monitor student learning, foster independent learning, develop ethical relationships, maintain a current knowledge of their curriculum areas, reflect on their classroom practice, stress the relevance to students of the subject, and are prepared to negotiate curriculum with students.

Work expectations on students at the school

Students are expected to complete homework and assignments as set by Faculties. In situations where students are causing concern, Parents/Guardians will be informed in writing.

Twice a year: all students in Years 7-12 receive a report of achievement. Year Advisers may also send letters to parents to acknowledge the success of high achieving students and those who have worked consistently.

Concord High School has set up a number of Welfare strategies within the School. There are 3 major Welfare groups within the School. The welfare team, learning and wellbeing team and learning support team.

Concord High School has undertaken to implement a number of major initiatives to enhance the learning opportunities for all students.

The School Behaviour Management Plan

Includes:

1. Strategies to promote good discipline and effective learning within the school
2. Practices designed to recognise and reinforce student achievement
3. Strategies for dealing with unacceptable behaviour

Attached at the end of this document are the Positive Behaviour for Learning resources used throughout the school.

Strategies to promote good discipline and effective learning within the school

The **Student Management Policy** at Concord High School has been developed jointly by Staff, Student and Community Representatives. The policy aims to:

- Assist students in developing an understanding of 'responsible' and 'appropriate' behaviours and logical consequences attached for inappropriate behaviours
- Promote Self Discipline
- Reinforce appropriate behaviour
- Correct inappropriate behaviours through a Whole School 'Levels' discipline system.

The School Discipline Policy is communicated to students through the School Diary and to Parents through the **Student Handbook**. Information reinforcing the school discipline code also appears in the Keeping in Touch newsletter.

Personalising Education

Integral to this is the idea that student management involves positive reinforcement as well as logical consequences for inappropriate behaviour. This involves a process of conflict resolution which:

- includes clear statements of consequences for misbehaviour
- is based on a non-confrontation approach
- is founded on the principle of restitution

The maintenance of a positive school climate is based on the school motto '**Concordia**' which means harmony. Professional inservicing of Teachers in regards to behaviour management of students assists staff in developing anti-confrontation teaching techniques. The responsibility for developing and maintaining high standards of classroom management is primarily delegated to Head Teachers. Through the **Peer Support Program** that operates at the school, students are educated on issues to do with communication, conflict resolution and negotiation skills. Supervision of students is given a high priority, especially in the school playground. Where tension between students can lead to aggressive behaviour.

Strategies for dealing with unacceptable behaviour

The **Student Management System** sets out the responsibilities of students and teachers and states levels of intervention which depend on the seriousness of the behaviour. Outlined below is a general description of how this Levels System operates at the School.

The Discipline system used at Concord high school is based on consequences and aims to develop each student's sense of responsibility for his/her own actions. It is most effective when parents and staff work cooperatively to help the student get back on track.

Level 1: Classroom teacher and student contract

The classroom teacher will use a number of strategies, including a warning, seating the students elsewhere and detentions.

In cases of misbehaviour, teachers may use such classroom strategies as:

- Classroom teacher counsels student
- Referral to welfare team, learning support team or counsellor
- Negotiation meetings with teacher and student to resolve issues of conflict
- Isolating students within the classroom from their peers
- Request that the student meet with the teacher at recess, lunch or after school in order to discuss and resolve issues of conflict
- Setting small school service tasks within the faculty appropriate to the misbehaviour ie cleaning desks if the students have themselves marked a school desk.

If the student continues to misbehave the teacher may issue a **Level 1 infringement (classroom teacher and student contract)**. This is a contract between the student and the teacher. The document lists the classroom rules and the student is required to sign it before it goes home for the parent/guardian to sign and comment. The student is on this classroom behaviour contract for 2 weeks. Each lesson for this class the teacher will comment in writing on the contract of the behaviour and progress of the student. If no further misbehaviour occurs in that period of time, the student is back to the same level as the rest of the class.

Level 2: Head teacher and student contract

However, if a student continues to act inappropriately in class during the 2 week contract, the Head teacher will issue and monitor a level 2 contract (Head Teacher and student contract) and notify the

parent/guardian. This is much more serious. The student must improve their behaviour and be monitored by the Head Teacher for a period of 2 weeks. During this time the classroom teacher will comment in writing on the level 2 contract and the student must meet weekly or as negotiated with the Head Teacher monitoring the contract. The Head teacher will offer counselling and support. The student is required to be responsible for their own behaviour and make appropriate changes. If the students behaviour does not improve during this time despite intervention from appropriate welfare support networks at the school then they will be moved to Level 3.

Level 3- Deputy Principal and student contract

If a student continues to misbehave at Level 2 then the Deputy Principal of that year group will be informed and the student will move to Level 3 (Deputy Principal and student contract). The Deputy Principal will interview the student and inform the parent. The student will be placed on a daily behaviour contract for all classes for a period of 2 weeks and will meet with the Deputy Principal each morning to discuss progress. The Welfare team will be advised and support will be sought to re-engage the student. Appropriate referrals will be followed through for the student to the welfare or learning support teams as appropriate. If the students behaviour does not improve during this time despite intervention from appropriate welfare support networks at the school then they will be moved to Level 4.

Consequences include:

- Removal from class, followed by Parent contact, either by phone or letter
- Parent interview with Deputy Principal
- Extended School service
- Placement on a Daily Behaviour sheet to be monitored by the Deputy
- Extended counselling program involving the Year Adviser and the School Counsellor
- After School detention
- Suspension from school

Level 4- Principal and student

If despite all interventions the students behaviour does not improve and the student does not take responsibility for their own actions then the principal will consider a course of action which could include a parent interview and/or suspension from school. After the suspension a post-suspension meeting will be held with the student and parent to discuss the behaviours of the student that led to the suspension and recommendations for improvement and re-engagement into school.

Grounds for immediate suspension include: possession of suspected illegal drugs, violent behaviour or threats of violence or intimidation towards students or teachers, possession of a prohibited weapon, extreme verbal harassment and abuse, vandalism, theft, or persistent breaking of school rules or negotiated contracts in which the student disrupts and prevents the teaching and learning of other students. The Principal will also suspend the student who engages in criminal behaviour related to the school. If criminal behaviour is suspected the Principal must also contact the Police. A Police investigation of a particular matter does not remove a Principal's obligations to deal with the behaviour as an internal disciplinary matter.

Consequences will include:

- Parent interview with the Principal
- Involvement of school welfare staff (Year Adviser, School counsellor)
- Involvement of external welfare agencies such as DCJ, Rivendell

Personalising Education

- Involvement of Police
- Suspension or expulsion determined by the Principal.

GENERAL PRINCIPLES AND GUIDELINES FOR SUSPENSION AND EXPULSION OF STUDENTS

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. In order to achieve this, all schools must maintain high standards of student behaviour.

There will be cases of unacceptable behaviour where, in the best interests of the school community and/or student involved, for the student to be removed from the school for a period of time or completely. Suspension and Expulsion are the options available to the Principal in these situations.

As stated in the introduction of this policy, collaboration between school staff, students and parents is an important feature of discipline in all government schools. At Concord High School Suspension is only one strategy within our school's welfare policy and discipline code. It is most effective when it highlights the parents' or caregivers' responsibility for taking an active role, in partnership with the school, to change the behaviour of their child. As indicated in this policy our school will work with parents or caregivers with a view to assisting a suspended student to rejoin the school community as soon as possible.

Suspension: is seen by the school as an opportunity to allow students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school staff such as the Deputy Principal, School Counsellor, HT Welfare and appropriate Year Adviser to plan appropriate support for the student to assist with successful re-entry.

The principal may impose either a **short suspension** of up to and including four school days or a **long suspension** of up to and including 20 school days.

Expulsion: The Principal has the authority to suspend or expel a student from the school or to recommend expulsion from the government school system. He/she will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness. In implementing procedures, the Principal must ensure that no student is discriminated against on any of the following grounds:

- Race, including colour, nationality, descent, and ethnic, ethno-religious or national origin
- Sex
- Marital status
- Disability, including HIV/AIDS
- Homosexuality
- Transgender or
- Age

When considering whether to expel a student from the school the Principal must place the student on a long suspension pending the outcome of the decision-making process. The Principal will notify the student and the parents or caregivers in writing, that expulsion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregiver to respond. As well, the Principal will organise an interpreter as required and provide the parents or caregiver with a copy of all documentation on which the recommendation to expel has been based, consider any response from the student or parents before proceeding.

Behaviour code for students

Information for parents/carers and 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.

In NSW public schools students are expected to:

- Respect 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.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

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

Telephone interpreter service

If you would like to discuss this document with the Principal and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

Behaviour Code for Students: Actions

Promoting the 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 to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Engagement

- Attend school every day (unless legally excused).
- 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.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides 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.

Statement of Purpose

Concord High School strives to promote a culture of excellence, integrity and caring and supports students through active programs of student wellbeing. The school enjoys a strong reputation in the local community for its high academic achievement, strong sporting programs and particularly the richness of its extra-curricular offerings. 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 and supportive environment.

At Concord High School behaviour is managed using the Positive Behaviour for Learning model (PB4L). PB4L provides staff and students at Concord High School with a positive, proactive system for defining, teaching and supporting appropriate student behaviours. PB4L 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 values which are applied across all areas of the school.

The core values are:

- **Respectful**
- **Responsible**
- **Achieving**

In understanding what these expectations are, how they apply to all areas of the school, and the clear consequences of not following these 'rules', students are empowered to regulate their own behaviour. In order to promote positive behaviour, students are rewarded regularly through the school merit system and assemblies.

PB4L at Concord 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.

PB4L increases student engagement and learning by promoting 'on-task' behaviours and decreasing distractions in the learning environment. The result at Concord High is an enhancement of our already positive school environment. Student academic and social outcomes are improved through increased teaching time and consistent expectations of behaviour.

What is Positive Behaviour for Learning (PB4L)?

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 Behavior for learning at Concord High School

Concord High School has successfully implemented Positive Behaviour for Learning (PB4L). This is a whole school process to improve learning outcomes for all students and maximise positive student behaviours.

PB4L 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 system is working.

PB4L allows all students have a clear picture 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 our school.

Concord High Schools PB4L core values are:

Respectful, Responsible, and Achieving.

It is expected that students of Concord High School display these values.

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.

PB4L allows the school community to guide students of Concord High School to becoming successful learners of our community.





Concord High School PB4L Matrix

Concord High School Matrix of Expectations

Expectations	All settings	Classroom and library	Transition (corridors, walkways, to and from school)	Digital citizenship	Playground	Front office, Side staff rooms	Canteen	Toilets	Sport and active games	Assemblies and special events	Excursions/camps/School representati on
Respectful	<ul style="list-style-type: none"> Respect yourself, others and the community Use appropriate language at all times Respect property and the environment Wear the correct school uniform with pride Maintain a clean learning environment Has off indoors 	<ul style="list-style-type: none"> Treat all people and property with respect Show patience and tolerance towards others Allow and support other students to learn Place all rubbish in bins Raise your hand to speak Keep learning environment clean Caps off in class 	<ul style="list-style-type: none"> Respect the personal space of others Be polite when travelling on buses, respect the driver Act sensibly whilst waiting for buses Respect the school environment Respect the learning of others Walk left 	<ul style="list-style-type: none"> Use ICT according to agreement signed Take care of your devices and any school technology Be respectful when online Use technology cooperatively in the classroom 	<ul style="list-style-type: none"> Care for our trees and animals Be prepared to share active spaces Respect school property and the belongings of others 	<ul style="list-style-type: none"> Use good manners Be a positive representative for the school Wait quietly to the canteen staff Buy for yourself only Wait for your turn quietly and calmly Use outdoor furniture appropriately Use appropriate language at all times Place rubbish in the bins 	<ul style="list-style-type: none"> Join the end of the queue when lining up Wait behind the line Be polite and use manners when talking to the canteen staff Buy for yourself only Wait for your turn quietly and calmly Use outdoor furniture appropriately Use appropriate language at all times Place rubbish in the bins 	<ul style="list-style-type: none"> Respect the privacy of others Keep toilets clean by using them appropriately Value water Avoid loitering in or around toilets Place rubbish in the bins Keep the toilet free of graffiti 	<ul style="list-style-type: none"> Respect games in play Display sportsmanship Use appropriate communication at all times Encourage and support others to participate Respect officials and all players 	<ul style="list-style-type: none"> Stand and remain still during the national anthem Be a polite and responsive audience member Keep hats off inside and place your bag at your feet Listen to all information 	<ul style="list-style-type: none"> Show courtesy to community members Care for public property Act sensibly and speak politely Wear school uniform or other appropriate clothing and accessories with pride Represent our school with pride
Responsible	<ul style="list-style-type: none"> Act responsibly Be in the right place at the right time Move sensibly and safely Only bring equipment appropriate for school Use electronic devices at appropriate times Keep all personal items secure Be a responsible and healthy community member Co-operate with staff members Follow all subject policies and procedures Maintain a bully free school Eat at appropriate times 	<ul style="list-style-type: none"> Take responsibility for your own learning Use electronic devices only under staff member direction Line up, enter and leave rooms quietly Bring all necessary equipment Follow teacher instructions Recycle 	<ul style="list-style-type: none"> Line up, enter and leave rooms quietly Move sensibly and safely Be in the right place at the right time Line up and wait patiently for buses 	<ul style="list-style-type: none"> Bring device to every class Make sure device is charged and in working order Keep password and personal information private Be smart, safe and responsible when online Report any inappropriate material that may appear on devices to a teacher 	<ul style="list-style-type: none"> Keep your area clean by putting your rubbish in the bin Stay in bounds Maintain hygienic areas Remain in bounds 	<ul style="list-style-type: none"> Be in the right place at the right time Queue in a single line Keep entrances and seats clear 	<ul style="list-style-type: none"> Line up in designated area Move on after purchasing items Place all rubbish in bins Keep canteen neat and tidy 	<ul style="list-style-type: none"> Be a responsible and healthy community member Use facilities appropriately Adopt effective hygiene practices Keep toilets clean Report any damage to a staff member Use the toilets before school and during recess and lunch breaks Use the toilet at appropriate times 	<ul style="list-style-type: none"> Follow the procedures for the borrowing of equipment Play appropriate games in appropriate areas Participate actively Follow sport and venue rules Be sun safe and hydrate regularly Stay with your sport group Wear the correct sports uniform and footwear Line up in designated areas for sports buses Return to allocated classroom upon return from sport until dismissal at afternoon bell 	<ul style="list-style-type: none"> Go to the allocated area for your year group Enter, sit in the hall with your year group Turn off all electronic devices Stay with your group Act appropriately at all times in all situations 	<ul style="list-style-type: none"> Follow venue and transport rules Follow specific directions of staff members, instructors and bus drivers Stay with your group Act appropriately at all times in all situations
Achieving	<ul style="list-style-type: none"> Participate productively in learning Follow staff member instructions Deliver quality work 	<ul style="list-style-type: none"> Follow classroom expectations/rules Strive for excellence Participate productively in learning Achieve your personal best Set achievable goals and aim to succeed 	<ul style="list-style-type: none"> Arrive on time to class stops Be polite while waiting at bus stops Keep corridors and walkways clear Walk to your left in corridors 	<ul style="list-style-type: none"> Use technology for learning outcomes not games 	<ul style="list-style-type: none"> Proceed to class when the bell rings so that you are on time Eat in appropriate areas Follow the rules of safe play Use wet weather areas when necessary 	<ul style="list-style-type: none"> Use the office at appropriate times Follow sick bay procedures Be organised with notes and money 	<ul style="list-style-type: none"> Set a good example Be prepared to buy Remember personal hygiene 	<ul style="list-style-type: none"> Use appropriate bins Wash hands Go to the toilet at allocated times 	<ul style="list-style-type: none"> Learn to co-operate with staff members and peers Follow the rules of the games you play Actively participate Try your best 	<ul style="list-style-type: none"> Appropriately celebrate the achievements of others 	<ul style="list-style-type: none"> Participate productively in learning Bring all relevant materials and/or equipment to learn

Concord High School Matrix of Expectations

Area	Respectful	Responsible	Achieving
CONCORD HIGH SCHOOL PB4L EXPECTATIONS OFFICE	<ul style="list-style-type: none"> Use good manners Be a positive representative for the school Wait quietly Knock on the staffroom door and enter only when instructed 	<ul style="list-style-type: none"> Be in the right place at the right time Queue in a single line Keep entrances and exits clear 	<ul style="list-style-type: none"> Use the office at appropriate times Follow sick bay procedures Be organised with notes and money
CONCORD HIGH SCHOOL PB4L EXPECTATIONS TRANSITION	<ul style="list-style-type: none"> Respect the personal space of others Be polite when travelling on buses, respect the driver Act sensibly whilst waiting for buses Respect the school environment Respect the learning of others Walk to the left 	<ul style="list-style-type: none"> Line up, enter and leave rooms quietly Move sensibly and safely Be in the right place at the right time Line up and wait patiently for buses 	<ul style="list-style-type: none"> Arrive on time to class Be polite while waiting at bus stops Keep corridors and walkways clear Walk to your left in corridors
CONCORD HIGH SCHOOL PB4L EXPECTATIONS ASSEMBLIES	<ul style="list-style-type: none"> Stand and remain still during the national anthem Be a polite and responsive audience member Keep hats off inside and place your bag at your feet Listen to all information 	<ul style="list-style-type: none"> Go to the allocated area for your year group Enter, sit in the hall with your year group Turn off all electronic devices 	<ul style="list-style-type: none"> Appropriately celebrate the achievements of others
CONCORD HIGH SCHOOL PB4L EXPECTATIONS CLASSROOM	<ul style="list-style-type: none"> Treat all people and property with respect Allow and support other students to learn Place all rubbish in bins Raise your hand to speak Keep learning environment clean Caps off inside Take responsibility for your own learning Use electronic devices only under staff member direction Line up, enter and leave rooms quietly Bring all necessary equipment Follow teacher instructions Recycle 	<ul style="list-style-type: none"> Follow classroom expectations/ rules Strive for excellence Participate productively in learning Achieve your personal best Set achievable goals and aim to succeed 	<ul style="list-style-type: none"> Follow classroom expectations/ rules Strive for excellence Participate productively in learning Achieve your personal best Set achievable goals and aim to succeed
CONCORD HIGH SCHOOL PB4L EXPECTATIONS PLAYGROUND	<ul style="list-style-type: none"> Care for our trees and gardens and animals Be prepared to share active spaces Respect school property and the belongings of others 	<ul style="list-style-type: none"> Keep your area clean by putting your rubbish in the bin Stay in bounds Maintain hygienic area Remain in bounds 	<ul style="list-style-type: none"> Proceed to class when the bell rings so that you are on time Eat in appropriate areas Follow the rules of safe play Use wet weather areas when necessary
CONCORD HIGH SCHOOL PB4L EXPECTATIONS LIBRARY	<ul style="list-style-type: none"> Treat all people and property with respect Allow and support other students to learn Place all rubbish in bins Raise your hand to speak Keep learning environment clean Caps off in class Take responsibility for your own learning Use electronic devices only under staff member direction Line up, enter and leave rooms quietly Bring all necessary equipment Follow teacher instructions Recycle 	<ul style="list-style-type: none"> Follow classroom expectations/ rules Strive for excellence Participate productively in learning Achieve your personal best Set achievable goals and aim to succeed 	<ul style="list-style-type: none"> Follow classroom expectations/ rules Strive for excellence Participate productively in learning Achieve your personal best Set achievable goals and aim to succeed
CONCORD HIGH SCHOOL PB4L EXPECTATIONS CANTEN	<ul style="list-style-type: none"> Join the end of the queue when lining up Wait behind the line Be polite and use manners Buy for yourself only Wait for your turn quietly and calmly Use outdoor furniture appropriately Place rubbish in the bins 	<ul style="list-style-type: none"> Line up in designated area Move on after purchasing items Place all rubbish in bins Keep canteen neat and tidy 	<ul style="list-style-type: none"> Set a good example Be prepared to buy Remember personal hygiene

IN CLASS Minor and Major behavioural issues

MINOR- IN CLASS

- General disruption throughout the lesson of other students learning- eg calling out, off task etc
- Use of mobile phone or other devices (eg. speakers) unless specifically directed to use for learning purposes by teacher. **Please note:** after 3 confiscations, parents will be required to collect student device
- Inappropriate use of BYOD (Class teacher to determine if HT intervention is required)
- Physical contact amongst students- no injury 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 or chewing gum during class time
- Refusal to remove hat in class
- Taking students bags and hiding them
- Possession of energy drinks
- Possession of permanent markers

HEAD TEACHER MAJOR

- Failure to meet requirements of Level 1 card
- Refusal to hand over mobile phone upon teacher request
- Inappropriate language towards staff
- Verbal harassment (possible referral to DP, depending 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)
- Truancy (HT to inform HT Admin after issuing consequences)
- Repeatedly late to class
- Misadventure/plagiarism (HT to initiate procedures in assessment policy)
- Repeatedly not bringing required equipment to class

DEPUTY PRINCIPAL MAJOR

- Failure to follow Executive teacher instructions
- Extortion of money
- Repeatedly out of uniform
- Smoking in school uniform
- Consistent verbal harassment
- Inappropriate use of device- accessing social media, pornographic material, cyberbullying etc
- Physical violence which results in injury or seriously interferes with safety or wellbeing of other students and staff
- Possession of an illegal substance
- Possession of a weapon
- Theft
- Bullying and harassment
- Cyberbullying
- Misadventure/plagiarism (Follow procedures in assessment policy)


OUT OF CLASS Minor and Major behavioural issues

MINOR- OUT OF CLASS


- Failure to follow teacher's instructions consistently in the playground
- Refusing to pick up rubbish when asked to by teacher
- Not following canteen rules
- Use of mobile phone or other devices (eg. BYOD, speakers) in the playground.
Please note: after 3 confiscations, parents will be required to collect student device
- Tackling other students while playing ball games
- In out of bounds areas
- Using sports equipment indoors unless specifically directed to use by teacher

MAJOR- OUT OF CLASS

- Failure to follow Executive teacher instructions
- Extortion of money
- Smoking in school uniform
- Sexual harassment
- Inappropriate use of device- accessing social media, pornographic material etc
- Inappropriate behaviour on public transport to and from school
- Physical violence which results in injury
- Possession of an illegal substance
- Possession of a weapon
- Theft
- Bullying and harassment
- Cyberbullying

	<h1 style="margin: 0;">CONCORD HIGH SCHOOL</h1>
<h2 style="margin: 0;">LEVEL 1: Classroom Teacher monitoring Student contract</h2>	
Student: _____	Year: 7 8 9 10 11 12
Teacher: _____	Class: _____
Issue date: ____/____/____	Completion date: ____/____/____
<p>Student responsibilities:</p> <ul style="list-style-type: none"> • To meet school expectations for a period of <u>up to</u> 1 timetable cycle <p>Consequences for not meeting conditions of level 1 contract:</p> <ul style="list-style-type: none"> • If a student does not meet the requirements of the level 1 contract they will be referred to the Head Teacher for a possible level 2 contract. 	

SCHOOL EXPECTATIONS NOT FOLLOWED	
RESPECTFUL <input type="checkbox"/>	Teacher's comment on student's behaviour: _____ _____ _____ _____ _____
RESPONSIBLE <input type="checkbox"/>	_____ _____ _____ _____ _____
ACHIEVEMENT <input type="checkbox"/>	_____ _____ _____ _____ _____
Student reflection on behavior(s) that need to change: _____ _____ _____ _____ _____ _____ _____	
Student signature: _____	

	<h1 style="margin: 0;">CONCORD HIGH SCHOOL</h1>
<h2 style="margin: 0;">LEVEL 2: Head Teacher monitoring Student contract</h2>	
Student: _____	Year: 7 8 9 10 11 12
Teacher: _____	Class: _____
Issue date: ____/____/____	Completion date: ____/____/____
<p>Student responsibilities:</p> <ul style="list-style-type: none"> • To meet school expectations for a period of <u>up to 1 timetable cycle</u> • The student is to meet with the Head Teacher twice at nominated times to discuss and reflect on progress <p>Consequences for not meeting conditions of level 2 contract:</p> <ul style="list-style-type: none"> • If a student does not meet the requirements of the level 2 contract they will be referred to the Deputy Principal for a possible level 3 contract. 	

SCHOOL EXPECTATIONS NOT MET	
<p style="text-align: center;">RESPECTFUL</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Head Teacher's comments on student's behaviour:</p> <p>Meeting date 1: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">RESPONSIBLE</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Meeting date 2: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">ACHIEVEMENT</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Student reflection on behavior(s) that need to change:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Student signature: _____</p>	

HOW TO BE RESPONSIBLE WITH TECHNOLOGY AT SCHOOL



PUT YOUR PHONE AND EARPHONES
IN YOUR BAG

RESPECTFUL. RESPONSIBLE. ACHIEVING.



CONSEQUENCES FOR USING PHONES AND EARPHONES IN CLASS

1 IF YOUR PHONE OR EARPHONES ARE SEEN/HEARD, YOUR TEACHER WILL GIVE YOU A VERBAL REMINDER.

2 IF YOUR PHONE OR EARPHONES ARE SEEN/HEARD AGAIN, YOUR TEACHER OR HEAD TEACHER WILL **CONFISCATE YOUR PHONE/EARPHONES AND TAKE IT TO THE FRONT OFFICE.***

3 YOU WILL BE PLACED ON A **LEVEL 1 CONTRACT.**

*You can call out your phone/earphones from the front office after 2 slips. If no phone/earphones confiscated it is up to parent/carer to call back for in the front office.

RESPECTFUL. RESPONSIBLE. ACHIEVING.



Teaching Concord High School Expectations

Teaching school-wide expectations, rules and routines will help students to learn what is expected of them. Effective teaching can be done in a way that best fits the unique nature of your class. Some examples are below.

Effective classroom practices

- Set classroom expectations and rules around the core values
- Have procedures and routines
- Encouraging appropriate behaviour
- Discouraging inappropriate behaviour
- Active supervision
- Multiple opportunities to respond
- Activity sequence and choice
- Task difficulty

Responding to problem behaviour

To effectively correct a social learning error staff should respond in a way that is:

- Calm - using professional and composed voice tone and volume
- Consistent - respond each time a social learning error takes place
- Brief - short and concise response and disengage quickly
- Immediate - respond within a short time after the social learning error takes place
- Respectful - polite response free of sarcasm, given in private
- Specific - identify the observable behaviour **from our school-wide matrix** that was violated.

Response strategies to minor problem behaviours should include:

- Prompt - with a visual or verbal cue signal the occurrence of the behaviour
- Redirect - restate the matrix behaviour that is expected
- Re-teach - tell, show, practice and acknowledge the expected behaviour
- Provide choice - give the student options of behaviours to do next
- Conference with the student - have a private conversation with the student to problem solve together to plan how the student can meet the expectations.

The goal is for staff to quickly and efficiently respond to minor problem behaviours in ways that get students back to learning.

CONCORD HIGH SCHOOL

TEACHING EXPECTATIONS



As teachers, our standard expectations are that we:

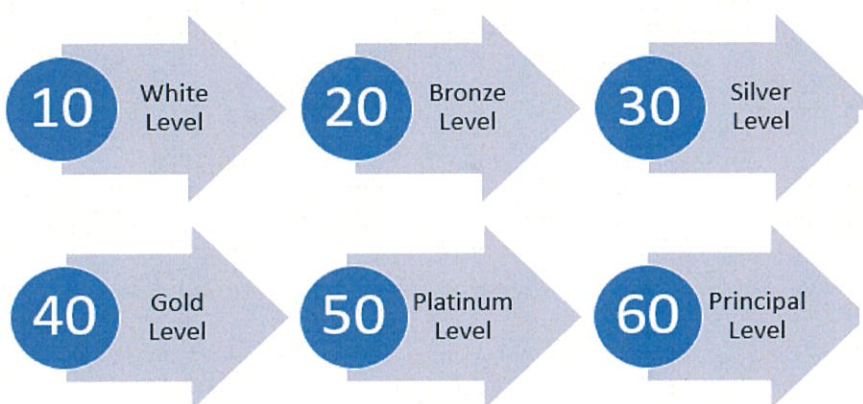
- Have an open door policy in our classrooms.
- Follow the classroom expectations in the management of students.
- Follow the PB4L processes in our classroom.
- Are prepared, on time and focused on the engagement of all students.
- Have a process in place for the formal commencement and conclusion of a lesson that is teacher directed.
- Provide students with a Learning Intention for every lesson.
- Provide students with a Success Criteria for every lesson.
- Provide students with regular, informal feedback on their progress.
- Ensure students are equipped with the materials required for learning in our class including a workbook for each course of study.
- Provide students and parents with formal feedback on their progress at least twice per term by checking classwork, marking workbooks, monitoring checkpoints on assessment tasks, making phone calls home, sunshine letters, letters of concern, formal reports, or some other form of parental communication.
- Provide students and parents formal feedback where students are not progressing satisfactorily in classwork, bookwork checkpoints, assessments etc.

POSITIVE BEHAVIOUR FOR LEARNING (PB4L) MERIT SYSTEM

Junior School PB4L Merit System

A new token has been introduced. We bring to you, the Vic coin or the Victory coin. This token will be issued to junior students only, along with an entry in Sentral (in PxP Quick Incidents), which will be entered as a token and one house point per token. Students who achieve a Principal merit will also choose from a range of prizes, as nominated by our Student Voice body.

White merit	10 Vic coins
Bronze merit	20 Vic coins
Silver merit	30 Vic coins
Gold merit	40 Vic coins
Platinum merit	50 Vic coins
Principal merit	60 Vic coins (Prize selection)



The following points will be added to student house points and profiles:

Community Service	5 Vic coins
Extra Curricular	5 Vic coins

Leadership Points

Class Captain	5 Vic coins
House Captain	5 Vic coins
Technology Leader	5 Vic coins
CAPA Leader	5 Vic coins
Sports Leaders	5 Vic coins
Peer Support Leader	5 Vic coins
Environmental Club Leader	5 Vic coins
NRL Youth Advocate	5 Vic coins
SRC Member	5 Vic coins
Wellbeing Team Member	5 Vic coins
Prefect Body	10 points
School Service	5 Vic coins

Sports Points

Best and fairest	5 Vic coins
Umpire	5 Vic coins
Participation in school teams	5 Vic coins
Coaching	5 Vic coins
Zone	5 Vic coins
Regional	5 Vic coins
State	5 Vic coins

POSITIVE BEHAVIOUR FOR LEARNING (PB4L) MERIT SYSTEM

Senior School PB4L Sunshine Letters

Stage 6 students will now be eligible for **PB4L sunshine letters** to reflect diligence and effort and will require 5-25 sunshine letters to qualify for house points. Each letter will equate to 1 house point.

Students who achieve a Principal merit will also choose from a range of prizes, as nominated by our Student Voice body.

The new tiers will be as follows:

5 PB4L sunshine letters = Bronze level
10 PB4L sunshine letters = Silver level
15 PB4L sunshine letters = Gold level
20 PB4L sunshine letters = Platinum level
25 PB4L sunshine letters = Principal level (Prize selection)

