



Concord High School PB4L HANDBOOK

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CONTENTS

	Page
Statement of Purpose	3
What is Positive Behaviour for Learning (PB4L)?	4
Positive Behaviour for Learning at Concord High School	5
Concord High School Matrix of Expectations	6-7
PB4L In Class Behaviour Flow Chart	8-9
PB4L Out of Class Behaviour Flow Chart	10-11
Level One Contract	12
Level Two Contract	13
Lateness Flow Chart	14
Out of Uniform Flow Chart	15-16
Truancy Flow Chart	17
Teaching Concord High Schools Expectations	18
Concord High School Reward System	19

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 office, and staff rooms	Canteen	Toilets	Sport and active games	Assemblies and special events	Excursions/camps/School representative	
Respectful	<ul style="list-style-type: none"> Respect yourself, others and the community at all times Use appropriate language in all settings 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 the signed agreement Take care of your device 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 gardens 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 Knock on the door and enter only when instructed 	<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 toilets 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 place your bag 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 area 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 exits clear 	<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"> 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 	<ul style="list-style-type: none"> Follow venue and transport rules 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 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 Allow others to learn 	

Concord High School Matrix of Expectations

**CONCORD HIGH SCHOOL
PB4L EXPECTATIONS
OFFICE**

RESPECTFUL

- Use good manners
- Be a positive representative for the school
- Wait quietly
- Knock on the staffroom door and enter only when instructed

RESPONSIBLE

- Be in the right place at the right time
- Queue in a single line
- Keep entrances and exits clear

ACHIEVING

- Use the office at appropriate times
- Follow sick bay procedures
- Be organised with notes and money

**CONCORD HIGH SCHOOL
PB4L EXPECTATIONS
TRANSITION**

RESPECTFUL

- 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

RESPONSIBLE

- 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

ACHIEVING

- 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**

RESPECTFUL

- 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

RESPONSIBLE

- Go to the allocated area for your year group
- Enter, sit in the hall with your year group
- Turn off all electronic devices

ACHIEVING

- Appropriately celebrate the achievements of others

**CONCORD HIGH SCHOOL
PB4L EXPECTATIONS
CLASSROOM**

RESPECTFUL

- 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

RESPONSIBLE

- 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

ACHIEVING

- 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**

RESPECTFUL

- Care for our trees and gardens and animals
- Be prepared to share active spaces
- Respect school property and the belongings of others

RESPONSIBLE

- Keep your area clean by putting your rubbish in the bin
- Stay in bounds
- Maintain hygienic area
- Remain in bounds

ACHIEVING

- 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**

RESPECTFUL

- 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

RESPONSIBLE

- 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

ACHIEVING

- 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
CANTEEN**

RESPECTFUL

- 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

RESPONSIBLE

- Line up in designated area
- Move on after purchasing items
- Place all rubbish in bins
- Keep canteen neat and tidy

ACHIEVING

- Set a good example
- Be prepared to buy
- Remember personal hygiene

**CONCORD HIGH SCHOOL
PB4L EXPECTATIONS
PLAYGROUND**

RESPECTFUL

- Care for our trees and gardens and animals
- Be prepared to share active spaces
- Respect school property and the belongings of others

RESPONSIBLE

- Keep your area clean by putting your rubbish in the bin
- Stay in bounds
- Maintain hygienic area
- Remain in bounds

ACHIEVING

- Proceed to class when the bell rings so that you are on time
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ACHIEVING

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**CONCORD HIGH SCHOOL
PB4L EXPECTATIONS
ASSEMBLIES**

RESPECTFUL

- 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

RESPONSIBLE

- Go to the allocated area for your year group
- Enter, sit in the hall with your year group
- Turn off all electronic devices

ACHIEVING

- Appropriately celebrate the achievements of others

**CONCORD HIGH SCHOOL
PB4L EXPECTATIONS
CLASSROOM**

RESPECTFUL

- 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

RESPONSIBLE

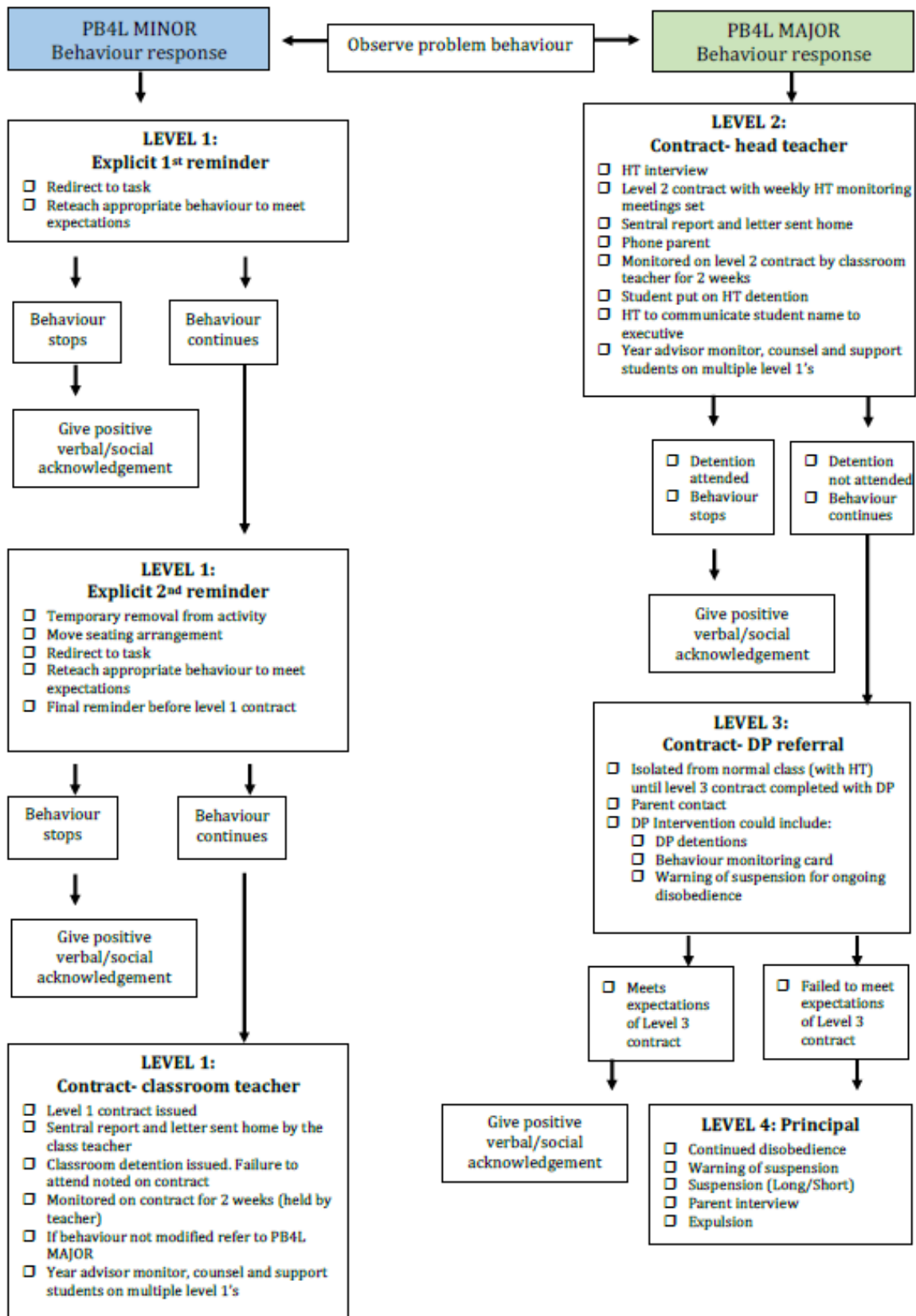
- Take responsibility for your own learning
- Use electronic devices only under staff member direction
- Line up, enter and leave rooms quietly
- Bring all necessary equipment
- Follow teacher instructions
- Recycle

ACHIEVING

- Follow classroom expectations/ rules
- Strive for excellence
- Participate productively in learning
- Achieve your personal best
- Set achievable goals and aim to succeed

PB4L In Class Behaviour Flow Chart

IN CLASS Student Behaviour Management Process



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

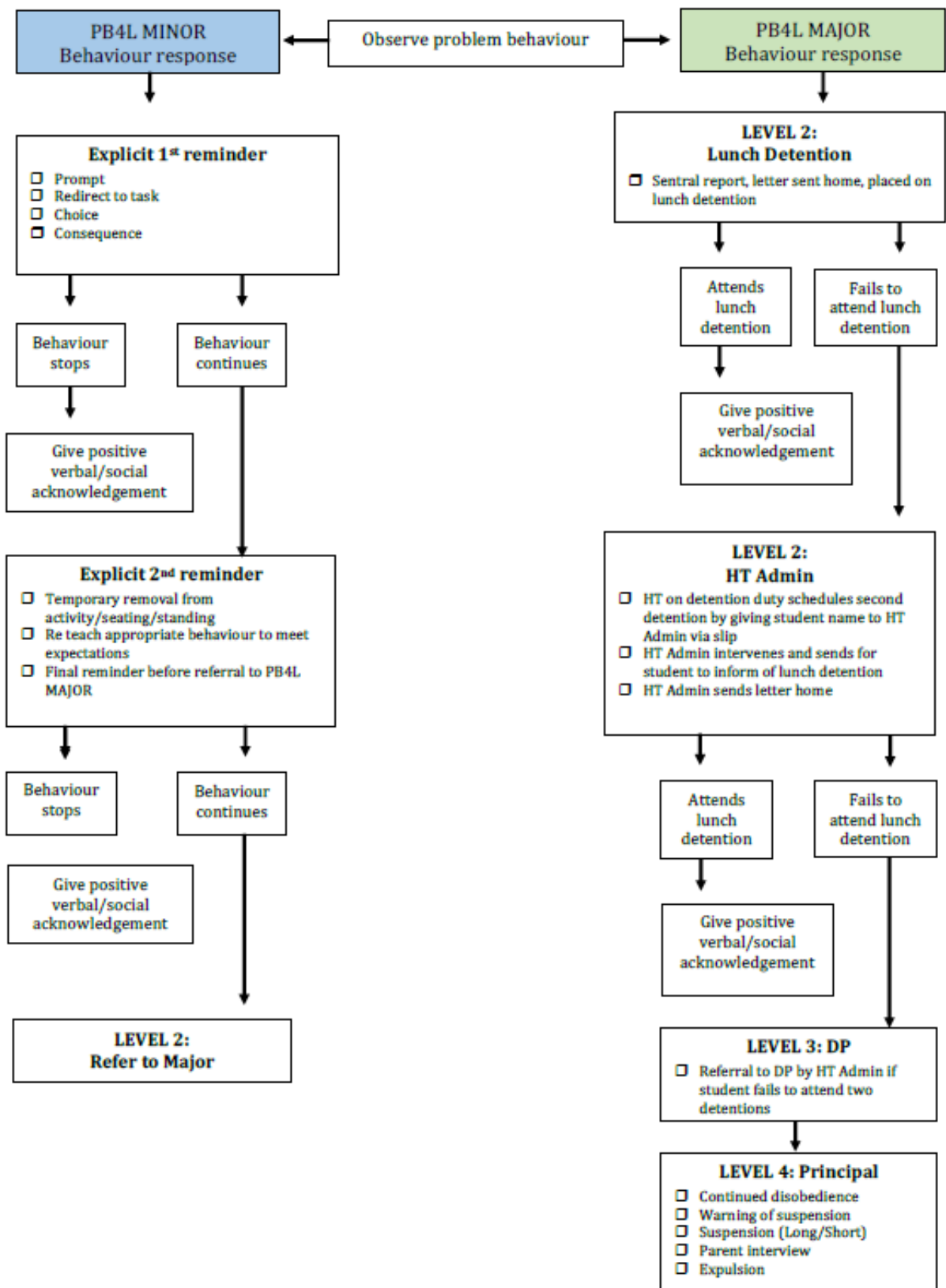
HEAD TEACHER MAJOR

- 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 Student Behaviour Management Process




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 1</u> 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. 	

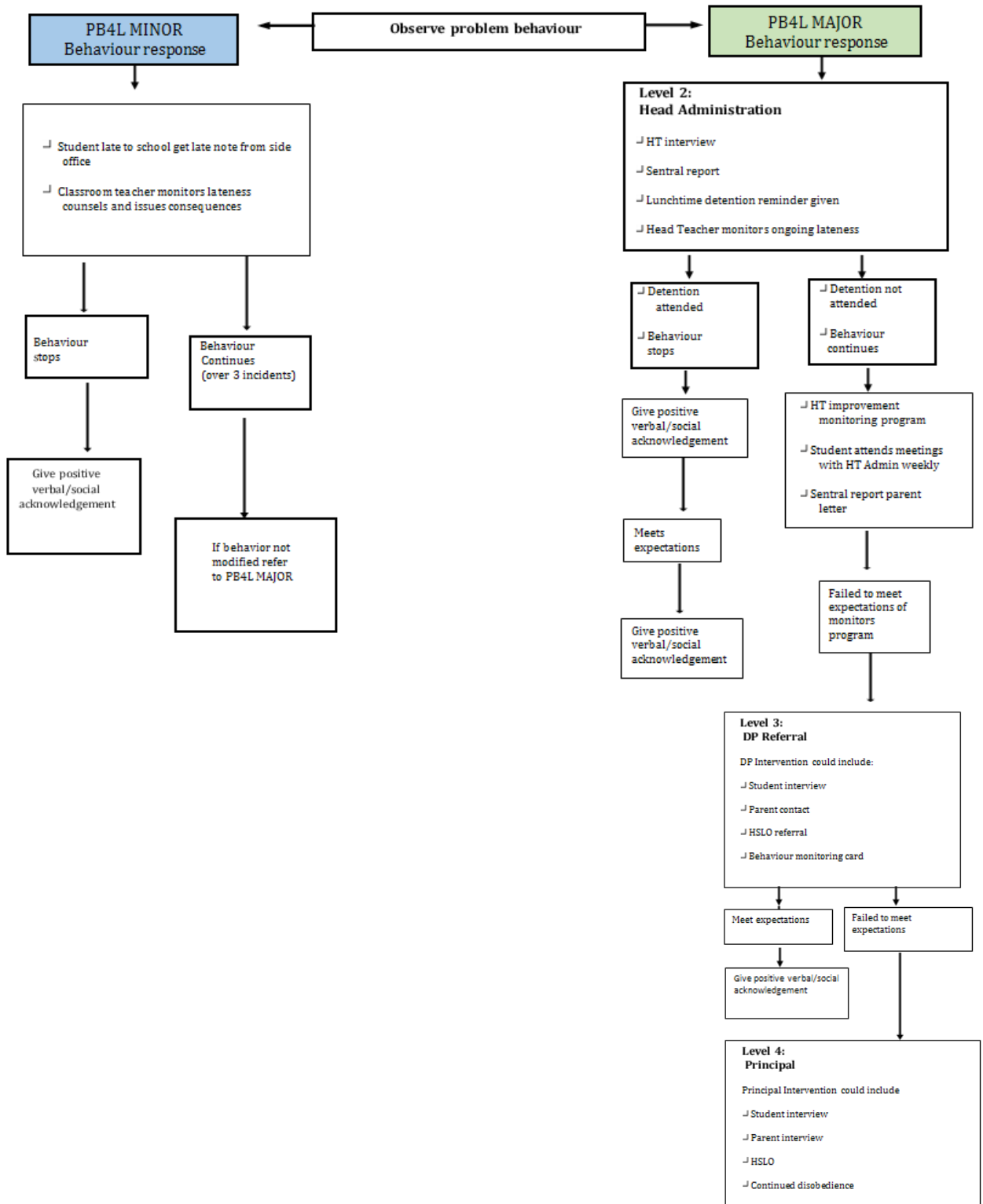
SCHOOL EXPECTATIONS NOT FOLLOWED	
RESPECTFUL <input type="checkbox"/>	Teacher's comment on student's behaviour: _____ _____ _____ _____ _____
RESPONSIBLE <input type="checkbox"/>	_____ _____ _____ _____ _____
ACHIEVEMENT <input type="checkbox"/>	_____ _____ _____ _____ _____
Student reflection on behavior(s) 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 up to 1 timetable cycle 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 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 style="text-align: center;">ACHIEVEMENT</p> <p style="text-align: center;"><input type="checkbox"/></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>	

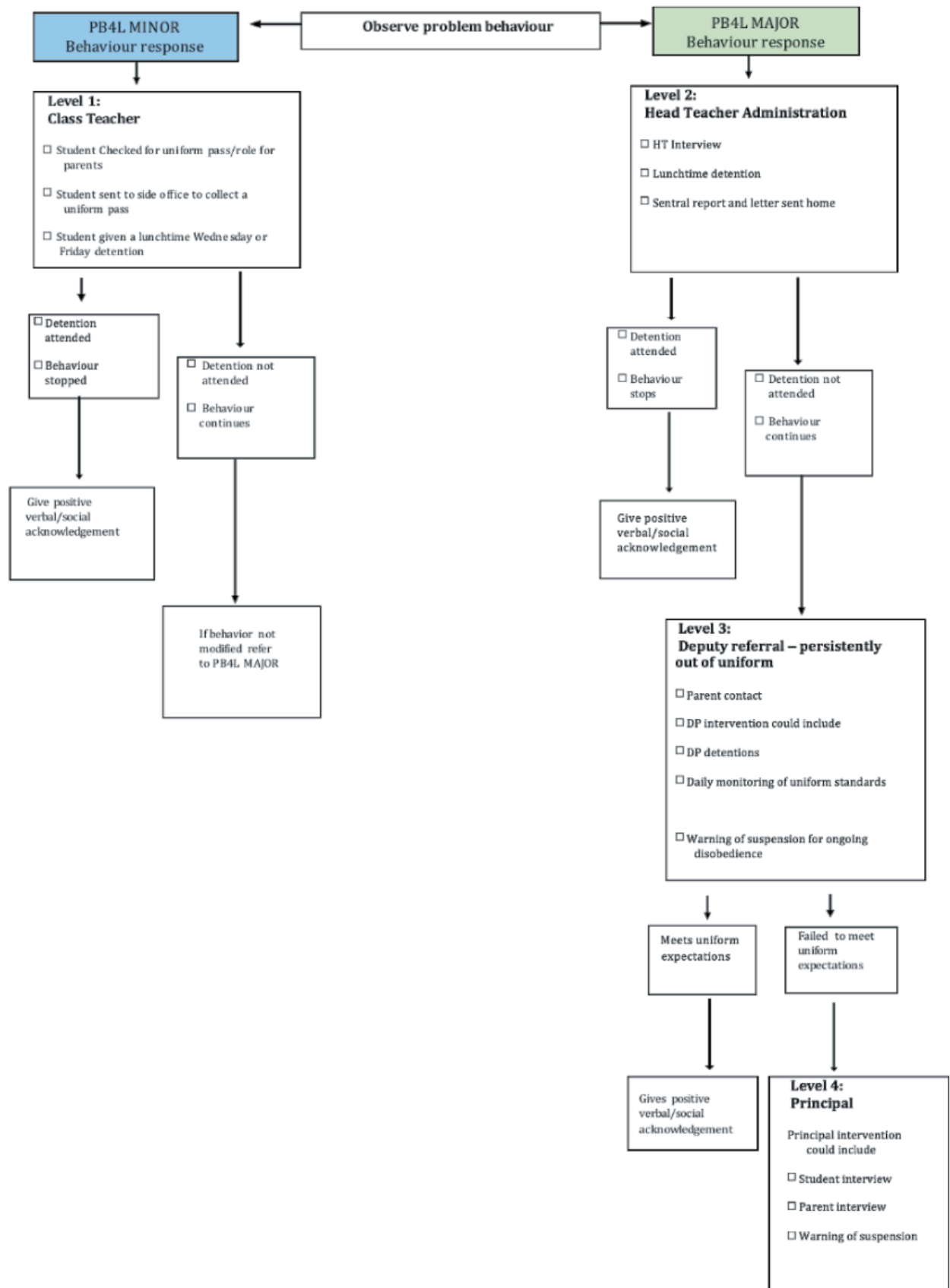
Lateness Flow Chart

LATENESS Behaviour Management Process



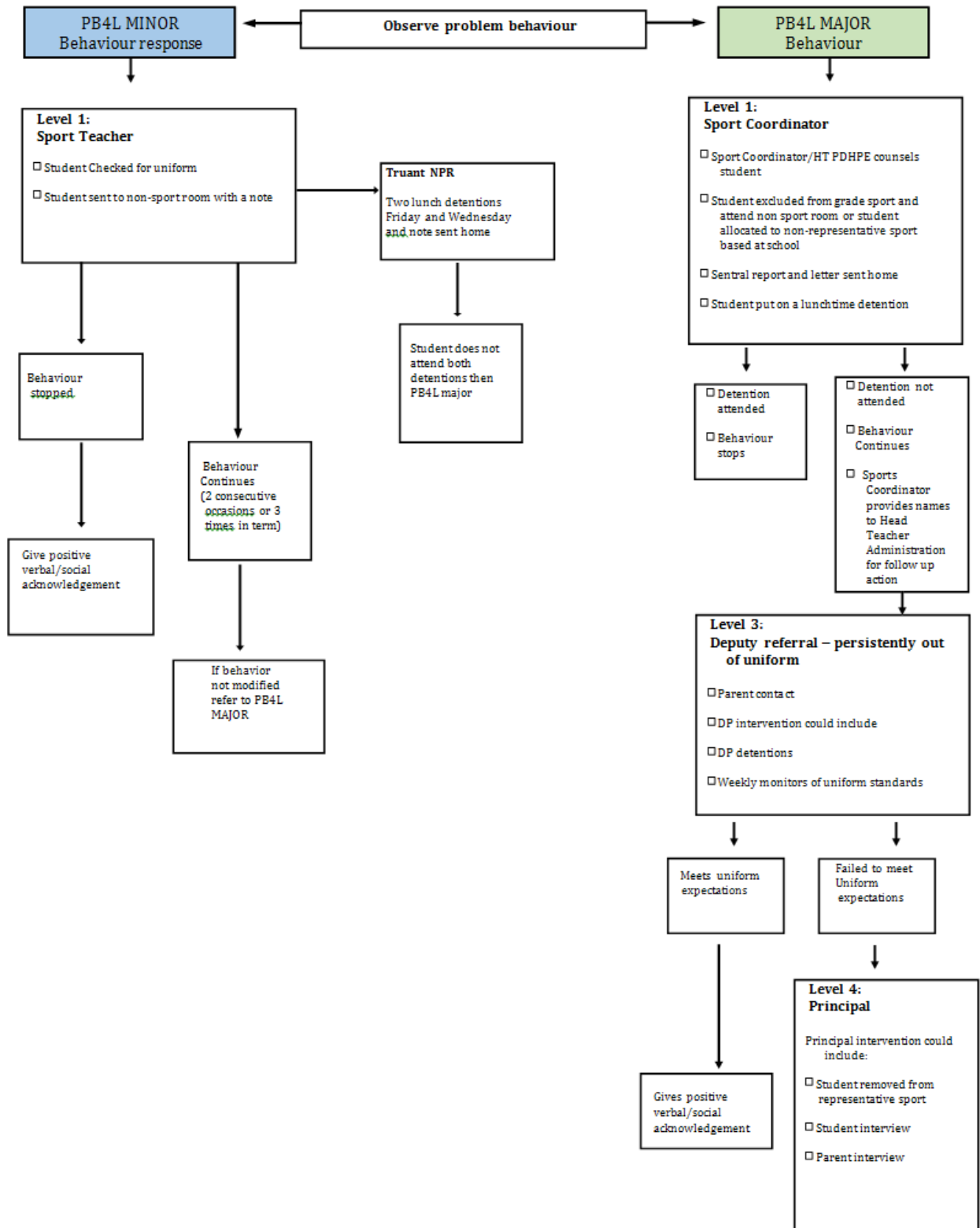
Out of Uniform Flow Chart

OUT OF UNIFORM Student Behaviour Management Process



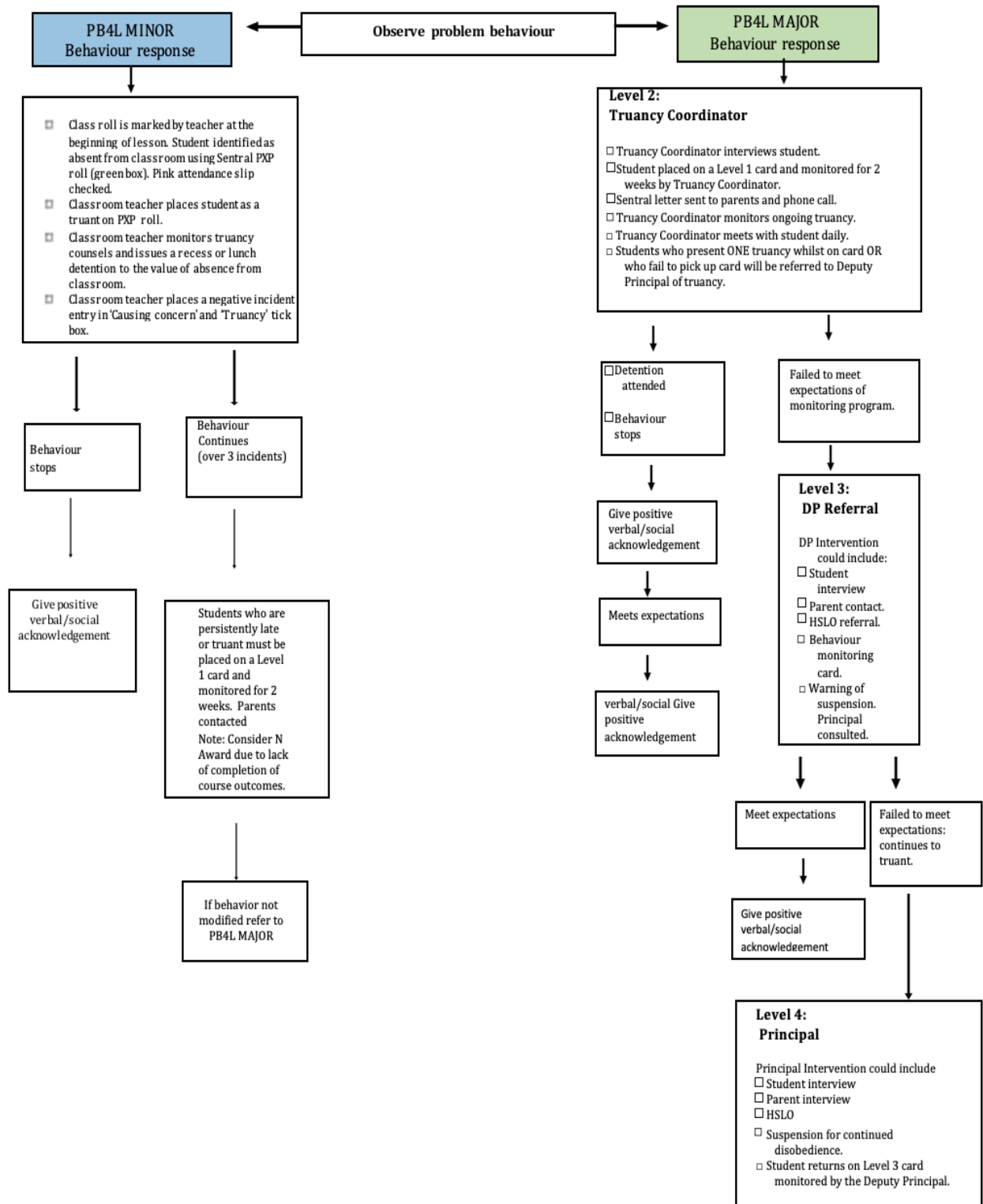
Out of Uniform Flow Chart

OUT OF UNIFORM – SPORT (Grade and Recreation Sport) Student Behaviour Management Process



Truancy Flow Chart

TRUANCY Behaviour Management Process



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 Reward System

Merit System

The aim of the Merit and Reward System is to encourage and recognise achievement and participation in a wide range of school activities.

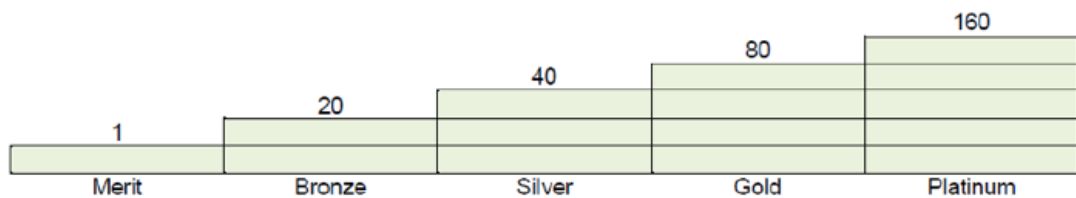
Merits and Awards

The merit system is based on acknowledging and rewarding the contributions students make to their own learning and culture of the school as reflected in the school Positive Behaviour for Learning values.

The system is based on a pyramid of merits which are accumulated to lead to higher levels of recognition.

Once the predetermined number of merit points has been gained, the student receives the next level of award.

Students are also acknowledged in the playground with a token if they display behaviour that meets the school wide expectations.



- 20 Merits → 1 Bronze Merit
- 2 Bronze → 1 Silver Merit
- 2 Silver → 1 Gold Merit Award
- 2 Gold → 1 Platinum Award

Level	Recording	Presentation	Reward
Bronze	Student takes 20 merits to YA Slips collected by YA Recorded on database by YA Stamped and put into weekly draw	Year Adviser	<ul style="list-style-type: none"> o Raffle draw for prizes on Assembly (e.g. Canteen voucher)
Silver	Student shows two Bronze to YA Recorded by YA. Award stamped and returned	At Year Assembly	<ul style="list-style-type: none"> o Reward morning tea for students once a term o Eligible to attend Reward Excursions (up to 2 per year)
Gold	Student shows 2 Silver to YA Recorded by YA	At Friday Assembly	<ul style="list-style-type: none"> o Family and student invited to celebration morning tea (once a term) o Gold bar
Platinum		At Formal Assembly	<ul style="list-style-type: none"> o Family and student invited to celebration morning tea o Merit badge o Eligible to attend Reward Excursion for free

YOU HAVE BEEN CAUGHT BEING RESPONSIBLE,
RESPECTFUL OR ACHIEVING.
WE VALUE THIS AT CONCORD HIGH SCHOOL



Write your name on the back and place it in the box at the front office for your chance to win.