



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Western Cape College – Weipa Campus

## Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

### Communication of Responsible Behaviour Plan for Students

Western Cape College - Weipa Campus has their Responsible Behaviour Plan available on the school website. The staff at the school have a copy of the plan in their behaviour folder as reference for behaviour management in their classes and when working with students.

Classroom Core and Form Class teachers will talk about the Responsible Behaviour Plan at the start of the year and as the development of classroom rules and expectations are being made.

New enrolments also receive a copy of the Responsible Behaviour Plan so that they are aware of the information regarding behaviour in our school. Parents can request to have a copy of the Responsible Behaviour Plan from the Administration offices on both the Western and Eastern sides.

At the beginning of the school year there is an information session for parents and guardians of currently enrolled students. This session provides information and further discussions of the Plan in the school.

### Guidelines for Responsible Behaviour Plan for Students

#### 1. Purpose

Western Cape College's Responsible Behaviour Plan was developed through a collaborative process involving students, community and staff. The school motto, '*Work, Courage, Choice*' is recognised and promoted.

The plan focuses on developing a supportive school environment and responsible, positive behaviour in all students. It has been developed to deliver the best possible outcomes for students and outlines a consistent standard of behaviour recognising the rights of all students to learn, the rights of teachers to teach and the rights of all to be safe.

This policy aims to support the following Principles of Western Cape College:

- Pursue academic excellence for all students
- Value and support the cultural diversity of its students
- Provide pathways so every student is challenged to maximise their potential.

The core Values of Western Cape College include:

- Trust
- Fairness
- Respect
- Courage
- Honesty

The commitment to these Principles and Values will ensure that every child has the right to be safe: physically, psychologically and emotionally.

These values will be achieved by:

- Encouraging socially responsible behaviour.
- Providing a supportive, orderly and safe school environment that ensures non-violent and non-discriminatory language and practices are modelled and reinforced by everyone.
- Developing and maintaining a success-orientated environment through program design, curriculum delivery, assessment and extra curricular activities.
- Promoting a model of behaviour involving courtesy, enthusiasm, involvement, knowledge and a sense of self responsibility.
- Developing a partnership between staff, students and their families in order to establish expectations and consequences related to student behaviour and learning.





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## 2. Consultation and data review

The consultation process occurred in the school with school staff throughout Terms 3 and 4 and in Term 4 with the P and C. Further consultation with community and parents will occur in Term 1 2010. A wider communication process will continue throughout 2010.

The identified information data that staff viewed was the processes for attendance, suspensions, unexplained absences, behaviour incidents recorded on OneSchool and Classroom Profiling data.

## 3. Learning and behaviour statement

At Western Cape College we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on the Code of School Behaviour and the shared beliefs of the school community. We believe social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. These three crucial components are the basis of a supportive school/classroom environment and are to be addressed at each level of intervention.

### Choice Theory

Western Cape College's Responsible Behaviour Plan is underpinned by Glasser's Choice Theory '*Moving beyond compliance to an understanding of community.*'

Our focus is to develop within each student an understanding of community and how to act responsibly towards self and others. Meeting students' needs is the foundation of our approach to quality behaviour and is based on Choice Theory, an internal theory of human behaviour. We believe that all behaviour is purposeful in order to meet basic needs of:

- Love and Belonging
- Personal Power
- Fun
- Freedom
- Survival

We explicitly teach students social and collaborative skills and how to get their basic needs met in responsible ways. Children are taught that mistakes are a natural part of learning. Students are provided with opportunities to make choices within boundaries and those boundaries widen as the children develop their repertoire of responsible behaviours. We do this individually, within classrooms, and at whole school level using Reality Therapy - a communication process based on developing responsibility, evaluating behaviours and planning. Choice Theory and Reality Therapy underpin our preferred management and leadership style that focuses on strategies to develop quality outcomes for schools.

Western Cape College's Responsible Behaviour Plan for students is based on a positive approach to behaviour and proactive programs including such programs as Protective Behaviours, You Can Do It and Mind Matters.

### Protective Behaviours

The Protective Behaviours program is a personal safety and assertiveness training course that empowers students to prevent, interrupt and stop situations, using non violent means. The two main themes being, 'We all have the right to feel safe all the time' and 'There is always someone you can talk to about it'.

The program aims to:

- Educate children and adults in the prevention of abuse and violence
- Embed Protective Behaviours into the curricula

Through Protective Behaviours we have ways to teach empowering and protective skills without scaring those we teach. By linking the concepts of safety and adventure we provide ourselves and those we care about with the best possible protection. A protection based on respect for our own internal cues of danger, confidence in our own ability to handle problems and awareness of the sources of help and support which are available to us. In the initial training stage students discuss feeling safe as a basic human right and link the concepts of safety with adventure and risk taking. Our bodies give us physical sensations whenever we feel unsafe. Students learn to recognise and pay attention to their own body signals that all is not well. Each child also identifies those people





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who they feel comfortable to talk with in a variety of situations and are asked to form a personal network of trusted and helpful adults.

### ***You Can Do It***

The You Can Do It Education program *Achieve* was introduced to Western Cape College with the main aim to improve student learning outcomes and to develop social-emotional and motivational skills. The program aims to focus on the development of the five foundations to success, also known as Keys to Success, namely Persistence, Organisation, Confidence, Resilience and Getting Along. *Program Achieve* is an embedded part of the curriculum in all year levels from Prep to Year 7. You Can Do It awards are chosen each week on assembly to reinforce the Keys to Success.

### **Classroom Profiling**

Western Cape College is a Classroom Profiling school which delivers the 'Essential Skills for Classroom Management' to all staff through a supportive, reflective process. These Essential Skills



Better Behaviour, Better Learning Professional Development online suite of modules is a professional development that staff can participate in. The modules reinforce expectations, principles and standards in the Code of School Behaviour, which emphasises the close relationship between learning, achievement and behaviour. At Weipa we provide a safe, supportive and disciplined learning environment which promotes high



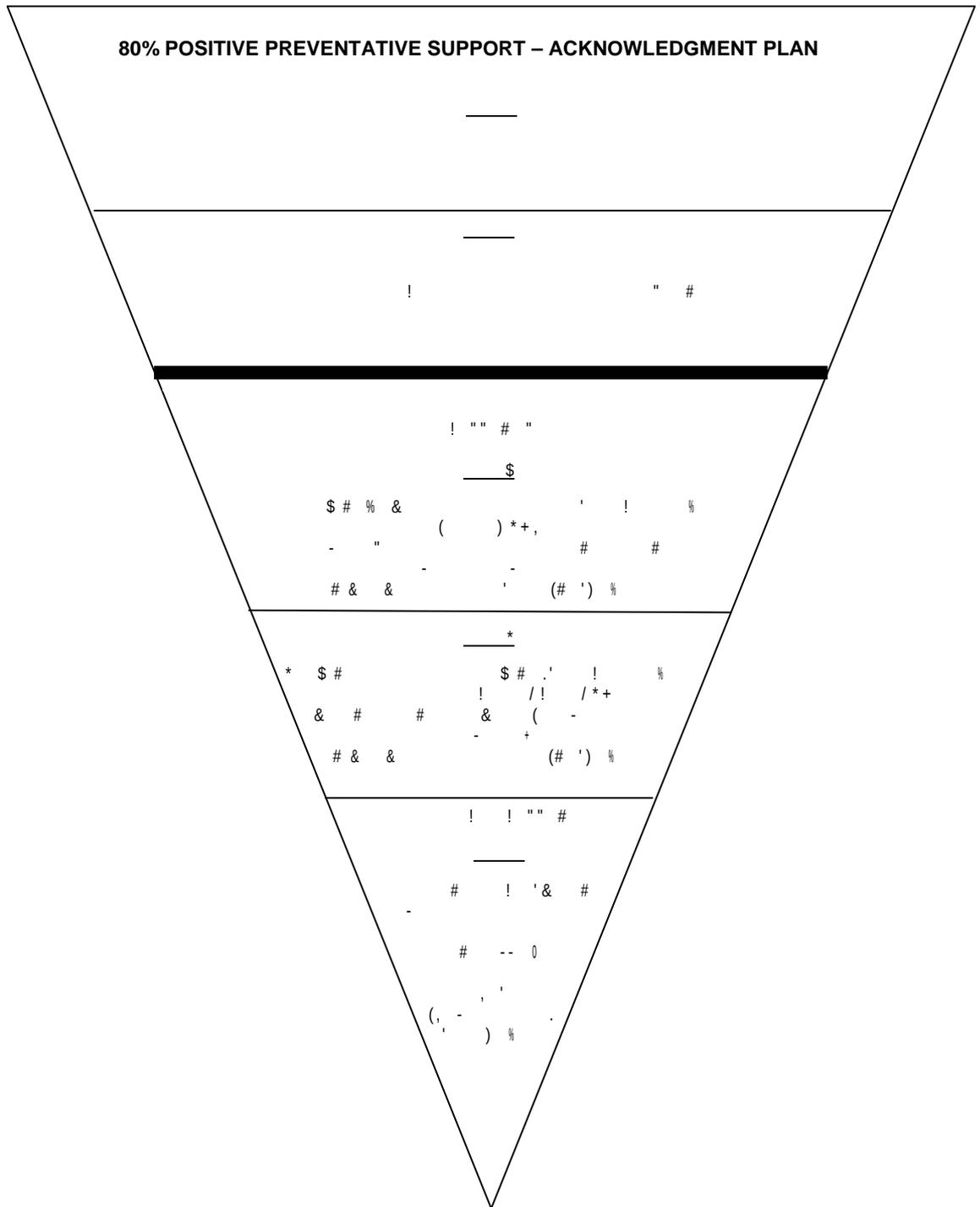


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Social literacy is highlighted in all areas of the curriculum. Some of the pro-active strategies used at Western Cape College for emotional and social development are:

- Rock and Water
- Choice Theory
- Class Meetings
- Student Leadership
- Guidance Officer Programs including: Anger Management
- Uncles Program
- Counselling
- Social skills training
- Peer mediation





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The following table gives examples of behaviour and possible strategies to use at each level of support.

Level (in line with the support levels)	Behaviour	Possible Strategies
Level 1 (Class Teachers)	At this level, all students are on task and no disciplinary action is required.	<p><b><i>ACKNOWLEDGEMENT PLAN:</i></b> Positive reinforcement of appropriate behaviours and positive achievements could include: (Use of Essential Skills for Classroom Management)</p> <ul style="list-style-type: none"> <li>• Verbal reinforcement</li> <li>•</li> </ul>





- **Targeted**

The development of a team approach to learning is promoted through sharing of effective teaching strategies (Top Tips & Team Planning), distribution of school and class awards, use of praise and recognition and the reinforcement of good choices in learning and behaviour. Class meetings and Form Class meetings are used to share feelings and concerns, and to encourage support from peers and teachers.

All staff is involved in the support of students who may need more targeted behaviour support through shared information and individual responsibilities. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for students and th8387(c)-6.95(t).





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Intensive behaviour support is required for a small number of students in response to serious or chronic misbehaviour. All students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach. These students who have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. A ‘case manager’ is identified, but a team approach is adopted with staff working collaboratively to assess the student’s needs. This may include:

- Collation of data giving an overview of behaviours and consequences
- A ‘Case Management’ meeting to make a plan of actions and responsibilities
- Referral to Guidance Officer for assessment
- Referral to Advisory Visiting Teachers & outside agencies
- Development of an Individual Behaviour Plan
- Alternate/modified Timetable
- Teacher Aide support
- Counselling
- Responsible Behaviour Centre – is situated at the school and is used by teachers to refer students who are displaying behaviours in Level 3 – Level 5. Teachers will refer OneSchool reports to HOD - Student Services, RBC officer and HOSS
- Flexible Learning Centre – The FLC is situated off the campus and is a program available to students who continue to display inappropriate school behaviours. The process is facilitated by the HOD Student Services and parents are involved in all decision-making.

### 5. Emergency responses or critical incidents

The school has a critical incident policy that is utilised by the Administration and Guidance Officers in the school (*Appendix 4*).

A critical incident is any event or circumstance that impacts significantly in the normal functioning of the school. Such incidents may be categorised according to the degree of severity. There are three levels of critical incident that are noted in the school:

1. Intervention by community service agencies eg. cyclone, school fire
2. An event that affects severely a significant number of school staff and/or students eg. accident on a school excursion, car accident
3. An event that causes strong emotional reactions in a small group of people within the school but does not affect with normal school functioning eg. bullying, self-harm.

When these incidents do occur there are processes/steps and contact numbers of who to contact in relation to the incident.

There are behaviour problems that do occur in the school that may require intervention eg. students fighting, incidents with a staff member which may require staff to act appropriately.

Selected staff members have completed a training course Non-Violent Crisis Intervention (NVCi) which allows them to focus on the safe management of disruptive and physical behaviour.

Each incident is recorded on One School and reported to Regional Office. The debriefing process occurs once an incident is over.

Relevant parent/guardians are notified of the incident and made aware of the associated implications.

### 6. Consequences for unacceptable behaviour

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally, the school Administration team, Year Co-ordinators, RBC officer and HOD – Student Services will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour.

When applying consequences, they should be:





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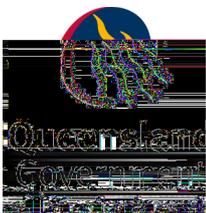
- Supportive
- Fair
- Logical
- Consistent.

### **Supportive**

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school's Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an Individual Behaviour Support plan.

### **Fair**

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed– this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student. When making a decision about a consequence, a student's age, cultural background, emotional well being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student's past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination. All consequences must be in accordance with the Education Act 1999.



- **Bullying**

Types of Bullying Behaviour unacceptable at Western Cape College:

Type of Behaviour	Direct	Indirect
Physical Harassment	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Throwing objects</li> <li>• Shoulder charging</li> <li>• Spitting</li> <li>• Touching/ pushing</li> <li>• Forcing others to act against their will</li> </ul>	<ul style="list-style-type: none"> <li>• Getting another person to assault someone.</li> </ul>
Non-physical Verbal Harassment	<ul style="list-style-type: none"> <li>• Teasing / Name-calling</li> <li>• Put downs</li> <li>• Comments of a sexual abuse</li> <li>• Negative comments about another's appearance, culture, religion or social background</li> <li>• Belittling others' abilities and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Persuading another person to insult someone</li> <li>• Spreading malicious rumours.</li> </ul>
Non-verbal Harassment	<ul style="list-style-type: none"> <li>• Threatening and obscene gestures</li> <li>• Interfering with personal property by stealing or damaging it</li> <li>• Writing offensive notes or graffiti about others</li> </ul>	<ul style="list-style-type: none"> <li>• Removing and hiding belongings.</li> <li>• Deliberate exclusion from a group or activity.</li> </ul>

**Remember:** This type of behaviour becomes harassment, when you have said that it is unwelcome or unwanted and it does not stop immediately.

**Reducing bullying at Western Cape College**

Western Cape College has implemented a five-pronged approach to reducing bullying and its impact on the college.

As a school community we will not allow cases of bullying to go unreported.

1. This requires staff to:
  - Be role models in word and action at all times
  - Be observant of signs of distress or suspected incidents of bullying
  - Be involved in professional development relating to bullying reduction strategies (i.e. Conflict Resolution, Assertiveness, Team Building and Goal-Setting).
2. This requires students to:
  - Refuse to be involved in any bullying situation. If bullying happens when a student is present they are to report the incident immediately to school staff.
  - Report any bullying and harassment that they are experiencing by telling parent/s and teacher/s.
3. Western Cape College recommends to parents to:
  - Watch for signs of distress in their son or daughter eg. an unwillingness to attend school, suddenly withdrawn, uncooperative behaviour, damaged clothes or bruising on the body.
  - Advise their child to inform the school about any bullying incidents. If possible encourage your child to report the incident by themselves and deal with the problem themselves.
  - Inform the school if bullying is suspected.
  - Keep a written record of bullying incidents.
  - Do not encourage your child to retaliate in any way (Self defence is not an excuse).





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- Be willing to attend interviews at the college if your child is involved in a bullying incident.
- Be willing to inform the college of any cases of suspected bullying even if your child is not directly affected.

### 7. Network of student support





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### 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- HLS-PR-012: Curriculum Activity Risk Management

### 11. Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- You Can Do It: Program Achieve (<http://www.youcandoiteducation.com>)
- School Wide Positive Behaviour Support (<http://education.qld.gov.au/student-services/behaviour/swpbs/index.html>)
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>)
- WCC Electronic Devices Policy
- WCC Uniform Policy
- WCC Assignment Policy
- WCC Sun Safety Policy
- WCC School Representative Activities Policy
- Jewellery expectations as noted in Student diary
- WCC Student Rights and Responsibilities
- Critical Incident Plan

### Endorsement

Principal

P&C President or  
Chair, School Council

Regional Executive Director or  
Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013

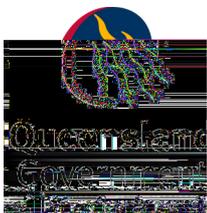


## Appendix 1

### Student Rights and Responsibilities

The following rights and responsibilities apply to all students of Western Cape College.

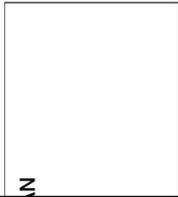
Rights	Responsibilities It is my responsibility to
<b>To undertake my duties as it is my responsibility to member of the school community</b>	<b>It is my responsibility to :</b> <ul style="list-style-type: none"> <li>- Complete work to the best of my ability</li> <li>- Be co-operative – follow staff directions</li> <li>- Not to interfere with the learning of others</li> <li>- Be prepared for my lessons</li> <li>- Attend, on time, all my timetabled classes</li> <li>- Arrive in time for roll marking each morning</li> </ul>
<b>To be safe</b>	<b>It is my responsibility to :</b> <ul style="list-style-type: none"> <li>- Stay on the school grounds throughout the day</li> <li>- Act in a manner which does not threaten others</li> <li>- Observe safety rules</li> <li>- Report any bullying</li> <li>- Wear school uniform as written in school policy</li> </ul>
<b>To know property is safe</b>	<b>It is my responsibility to :</b> <ul style="list-style-type: none"> <li>- Look after my own property</li> <li>- Respect the property of others</li> <li>- Report theft or damage of property</li> <li>- Access mobile phones and other electronic devices according to the school policy</li> </ul>
<b>To be respected and be able to express my opinion</b>	<b>It is my responsibility to :</b> <ul style="list-style-type: none"> <li>- Treat others with respect and courtesy</li> <li>- Avoid swearing at or abusing any member of staff</li> <li>- Listen</li> <li>- Tolerate others' viewpoints</li> <li>- Not put others down</li> </ul>
<b>To know what is accepted behaviour and know consequences of unacceptable behaviour</b>	<b>It is my responsibility to :</b> <ul style="list-style-type: none"> <li>- Follow the school code of behaviour</li> <li>- Take responsibility for my actions</li> <li>- Accept consequences of my behaviour</li> </ul>
<b>To have a pleasant, clean, healthy and safe environment</b>	<b>It is my responsibility to :</b> <ul style="list-style-type: none"> <li>- Care for the school environment</li> <li>- Avoid unhealthy and dangerous practices</li> <li>- Assist in keeping the school environment clean and tidy</li> </ul>
<b>To be in a school well regarded by the community</b>	<b>It is my responsibility to :</b> <ul style="list-style-type: none"> <li>- Behave in a way which reflects well on the school</li> <li>- Use language that encourages mutual respect</li> </ul>



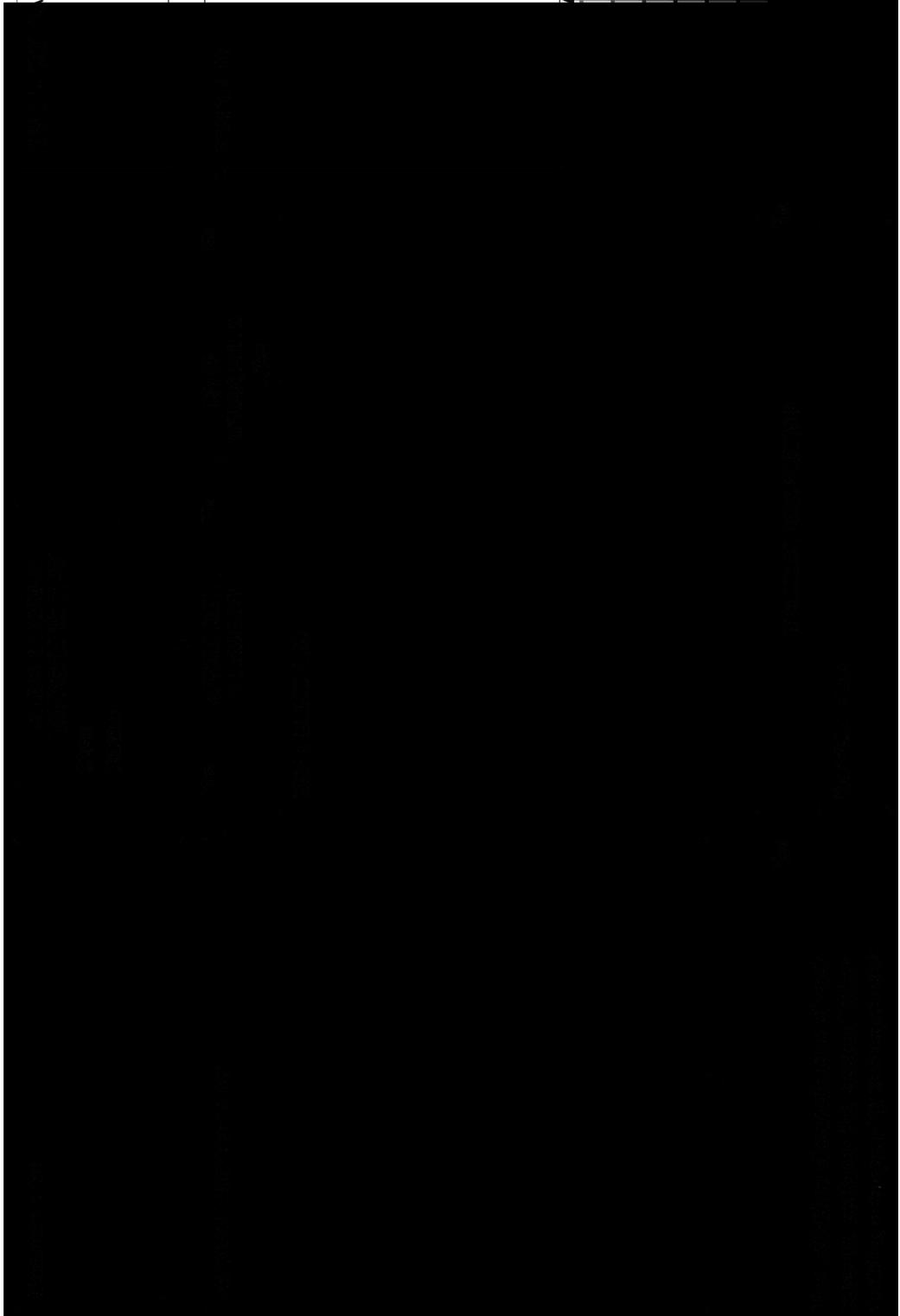


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**Appendix 2**



## Appendix 3

### Descriptors for Monitoring Students

#### ATTITUDE/BEHAVIOUR

##### EXCELLENT

Positive attitude to all class activities and or helpful & co-operative behaviour with peers and teachers.

##### GOOD

Positive to some class activities and or co-operative with peers and teachers. No requests to behave.

##### FAIR

Attitude to general class activities acceptable. One minor behaviour infringement eg. talking at inappropriate time.

##### MARGINAL

Attitude reveals some negativity to general class activities and or several (3) minor behaviour infringements.

##### UNACCEPTABLE

**Blatant negativity towards general class activities and/or constant (more than 3) requests reprimands for infringements (eg. Calling out, distracting others, leaving seat without permission.)**

**NOTE: Please outline specific marginal and unacceptable behaviours that may need to be targeted for intervention.**

#### INDUSTRY (*Work Ethic*)

##### A. EXCELLENT

**Remained on task for entire lesson**

##### B. GOOD

**Returned to a task activity with one request**

##### C. FAIR

**Completed work set. More than one request to return to work.**

##### D. MARGINAL

**Work incomplete. More than 3 requests to return to work.**

##### E. UNACCEPTABLE

**Work incomplete. Constant and repeated requests to return.**

*NOTE: Please outline specific marginal and unacceptable Work Ethics that may need to be targeted for intervention.*

#### Homework/Revision

**Initially teachers may need to record Homework details, however students could complete (or demonstrate where this is recorded in diary) before handing up to teacher to be completed at the end of the lesson.**



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## Western Cape College

### Daily Monitoring Card

Student Name: \_\_\_\_\_ FORM: \_\_\_\_\_

Day: \_\_\_\_\_ Date: \_\_\_\_\_

Period	Subject	Behaviour	Industry	Homework/ Revision	Comments	Teacher's Signature
1A		ABCDE	ABCD	Yes		
1B		ABCDE	ABCD			
2A		ABCDE	ABCD	Yes		
2B		ABCDE	ABCD			
3A		ABCDE	ABCD	Yes		
3B		ABCDE	ABCD			
4A		ABCDE	ABCD	Yes		
4B		ABCDE	ABCD			

It is the student's responsibility to ensure that this monitoring card is completed by teachers and parents and a new one collected each morning.

**Student has cooperated      Was late      (Time of arrival \_\_\_\_\_)**

#### TARGET BEHAVIOURS.

- Physical violence, Threatening or abusive to Staff or Students.
- Failure to follow Teacher instruction, Disruptive.
- Walking around the room, Poor work ethic.
- Swearing, Verbal abuse, Yelling out.

PARENT / CARE GIVERS SIGNATURE .....



## Appendix 4

### DEFINITION OF CRITICAL INCIDENT

*A critical incident is any event or circumstance that impacts significantly on the normal functioning of the school. Such incidents may be categorised according to the degree of severity.*

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#### Level 1 Critical Incident:

An event that necessitates intervention by community emergency service agencies and may cause the school to close.

Examples: cyclone, school fire, hazardous material spill in/near school grounds.

#### Step 1: Head of Campus to contact and brief:

- Director of College: 4069 0411 / 0427 601 160
- Clive Dixon: 4046 5274
- SGO (Annabelle Symes): 4046 5241 / 0418 505 822
- SGO (Tina O'Sullivan): 4046 5263 / 0438179641

Step 2: Mobilise key staff members (e.g., HOC, HOSS, HOD, GO, WHS, Community Emergency Services Representative)

#### Step 3: Follow CI Plan

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#### Level 2 Critical Incident:

An event that affects severely a significant number of school staff and/or students and may require the intervention of departmental support team. Incidents of this nature can occur away from the school.

Examples: suicide, car accident, bus crash, accident on school excursion, death of significant community member.

#### Step 1: Head of Campus to contact and brief:



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- Director of College: 4069 0411 / 0427 601 160
- Clive Dixon: 4046 5274
- SGO (Annabelle Symes): 4046 5241 / 0418 505 822
- SGO (Tina O'Sullivan): 4046 5263 /

0438179641

Step 2: Mobilise key staff members (e.g., HOC, HOSS, HOD, GO)

Step 3: Follow CI Plan

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**Level 3 Critical Incident:**

An event that causes strong emotional reactions in a small group of people within the school but does not interfere with normal school functioning. Incidents of this nature can occur away from the school.

Examples: suicide ideation, self-harm, bullying and victimisation, inappropriate touching of one student to another, suspected child abuse, issues surrounding loss and grief.

Step 1: Head of Campus / DP / HOSS / HOD to contact and brief in the first instance:

- School Guidance Officer/s:

Primary: 40906402

Secondary: 40906482

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- SGO (Annabelle Symes): 4046 5241 / 0418 55 822





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## Appendix 5a

### MY REFLECTION FORM

Name: \_\_\_\_\_ Class: \_\_\_\_\_

1. What did I do?  
\_\_\_\_\_
2. What's the rule?  
\_\_\_\_\_
3. Is it against the rule?  
\_\_\_\_\_
4. Is your behaviour acceptable or not acceptable? \_\_\_\_\_
5. What was I suppose to be doing?  
\_\_\_\_\_
6. Can you figure out a better way? \_\_\_\_\_
7. How? \_\_\_\_\_
8. How are you going to fix it?  
\_\_\_\_\_
9. What should happen if the same or similar behaviour occurs? \_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Teacher's signature \_\_\_\_\_



**Appendix 5b**

# My Reflection Form

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**What did I do that was not acceptable?**

**What am I going to do next time?**





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