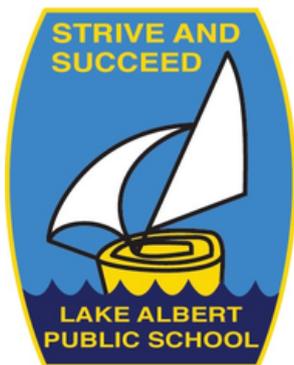


# **POLICY AND PROCEDURE**

**Date: 2024**

# **School Behaviour Support and Management Plan**



**LAKE ALBERT PUBLIC SCHOOL**





# LAKE ALBERT PUBLIC SCHOOL

Main Street, Lake Albert, NSW 2650 | (02) 6922 6400 | [lakealbert-p.school@det.nsw.edu.au](mailto:lakealbert-p.school@det.nsw.edu.au)

## BEHAVIOUR SUPPORT AND MANAGEMENT PROCEDURES

### Overview

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

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

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

Lake Albert Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

### Partnership with parents and carers

Lake Albert Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.



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Lake Albert Public School will communicate these expectations to parents/carers through the school newsletter, school Facebook page and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

Lake Albert Public School has the following school-wide expectations and rules, and students are explicitly taught the expected behaviours of each value:

**To be respectful, responsible and resilient learners.**



## Behaviour Code for Students

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

See Appendix 1 to view The Behaviour Code for Students. Students are expected to follow the behaviour code.

The Behaviour Code for Students can also be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.



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## Whole school approach across the care continuum

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

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

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator



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Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: Personalised Learning Pathways, Individual Education Plans, behaviour support plans, behaviour response plans and risk management plans.	Individual students, parent/carer, LAST, AP
Early Intervention	Early intervention	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. Eg. ROAR program	Individual students K – 6 Learning Support Coordinator

## PLANNED RESPONSES TO POSITIVE APPROPRIATE BEHAVIOUR, INAPPROPRIATE BEHAVIOUR AND BEHAVIOURS OF CONCERN, INCLUDING BULLYING AND CYBER-BULLYING

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Students who have been bullied will be offered appropriate support, for example, through the school counselling service.

Lake Albert Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, including:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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

- at school
- on the way to and from school
- on school-endorsed activities that are off-site



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- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

## Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.
- Behaviour incidents are recorded on School Bytes wellbeing system.

## Responses to serious behaviours of concern

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

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

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.



## Wellbeing Hub and restorative practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Wellbeing Hub</b> - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Recess break	Assistant Principal	Documented in School Bytes wellbeing system
<b>Alternate play plan</b> - As documented in Orange behaviour level system  - Withdrawal from free choice play and re-allocation to office or classroom for supervised play following ongoing breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	As stated on Orange level behaviour card (5-10 days)	Assistant Principal / classroom teacher	Documented in School Bytes wellbeing system
<b>Parent communication record</b> - Option to create a parent communication book if deemed necessary by the classroom teacher. Please see Appendix 3.	If behaviours and/or parent communication necessitates (time to be negotiated)	Assistant Principal / classroom teacher	Documented in School Bytes wellbeing system

## PROCEDURE REVIEW DATES

**Last review date:** Day 1, Term 3, 2024

**Next review date:** Day 1, Term 1, 2025



## LAKE ALBERT PUBLIC SCHOOL BEHAVIOUR LEVELS

### GREEN

- All students start at Green level and reset to Green level at the beginning of each term. Green is the positive baseline for all students.

### PINK

- Students move to Pink level after a major incident has occurred or repeated minor misdemeanours with teacher warnings. The student attends the Wellbeing Hub with an executive member and a notification letter is sent home to parents/carers.

### ORANGE

- Students move to Orange level after a number of pink slips (number determined by the executive staff or severity of behaviour - generally 3 slips), have been written in a 5 week period/term. The student is placed on a 5 or 10 day behaviour monitoring card (executive discretion). Playground restrictions are imposed and student is excluded from non-curriculum activities and excursions during this time.

### RED

- A student will move to Red level if they receives additional pink slips for inappropriate behaviour, continued disobedience, or behaviours of serious nature. A suspension warning letter can be imposed. The DoE Suspension and Expulsion Procedures apply and a suspension may then be imposed if ongoing inappropriate behaviour continues. Behaviour response plan (BRP) and risk assessments are to be in place. A suspension can be imposed immediately at the discretion of the Principal if the behaviour is deemed of serious nature.



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## LAKE ALBERT PUBLIC SCHOOL STUDENT BEHAVIOUR FLOWCHART

Undesirable/persisent negatative behaviours and/or negative behaviour incident.

Follow regular classroom behaviour strategies for dealing with negative behaviours.  
Incidents recorded on School Bytes. (This could include time out to AP).

Ensure Stage AP is aware of issue.  
Early intervention may be provided as support to avoid escalation.

**Contact:** Assistant Principal Wellbeing

**Contact:** off class Assistant Principal  
- AP support

**Contact:** Principal  
- Principal Wellbeing Support

Wellbeing hub or alternate follow up / reflection. School Bytes entry updated.  
Parents to be contacted regarding incident.

**Follow Up:** Information regarding incident shared via communication methods  
(School Bytes, phone, dicsussion) to all stakeholders.  
This includes classroom teacher and Stage AP.



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## LAKE ALBERT PUBLIC SCHOOL CONSISTENCY GUIDE

	Minor Behaviours	Major Behaviours
Possible consequence for behaviour	<ul style="list-style-type: none"> <li>Walk and talk with a staff member</li> <li>Relocation or 'time out' to another room/supervisor</li> <li>Contact with family</li> <li>Referral to Assistant Principal</li> <li>Document incident on Sentral</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing Hub</li> <li>Contact with family</li> <li>Referral to Executive</li> <li>Document incident on Sentral and written slip</li> <li>Referral to LAPS behaviour monitoring level system</li> </ul>
Examples of behaviour	<ul style="list-style-type: none"> <li>• Avoidance to comply with instructions within a reasonable timeframe</li> <li>• Inappropriate behaviour</li> <li>• Rude gestures</li> <li>• Moving unsafely</li> <li>• Not playing fairly or by the rules</li> <li>• Not giving personal space</li> <li>• Out of bounds</li> <li>• Slow to move when asked</li> <li>• Slow to join assembly lines</li> <li>• Loitering after the bell</li> <li>• Littering</li> <li>• Disruptive behaviour</li> <li>• Out of seat in the classroom</li> <li>• Learning avoidance</li> <li>• Name calling/disrespectful comments</li> <li>• Rough play (not keeping hands/feet to themselves)</li> <li>• Refusal to follow instructions</li> <li>• Refusal to participate in PE and sport lessons</li> <li>• Grabbing clothing</li> <li>• Indirect swearing (offensive language)</li> <li>• Reckless misuse of equipment</li> <li>• Harassment – verbal or physical</li> <li>• Alienating others</li> <li>• Disrespectful muttering under the breath</li> <li>• Stirring others to get a negative reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Any repeated inappropriate or minor behaviours</li> <li>• Directed swearing</li> <li>• Graffiti on school property</li> <li>• Continued refusal to follow instructions</li> <li>• Repeated disrespectful comments or name calling</li> <li>• Inappropriate use of toilets</li> <li>• Using objects for physical aggression</li> <li>• Arguing/back-chatting any staff member</li> <li>• Intentional lying to staff</li> <li>• Purposely activating a student meltdown (including those with a disability or trigger)</li> <li>• Possession or use of a weapon</li> <li>• Threatening harm to staff/students or community</li> <li>• Intentionally causing physical harm</li> <li>• Theft</li> <li>• Inciting violence</li> <li>• Deliberate intimidation</li> <li>• Destruction of property</li> <li>• Deliberately locking doors</li> <li>• Truancy</li> <li>• Absconding from classroom, school or designated areas</li> <li>• Failure to follow instructions during lockdowns and emergencies (drills included)</li> <li>• Making false accusations of significant misconduct against others</li> <li>• Playing banned games (ie playground, classroom, computers etc)</li> <li>• Refusal to follow instructions to keep themselves safe</li> <li>• Inappropriate exposure of body parts</li> <li>• Generalised sexual behaviour / gestures toward staff/students</li> <li>• Physical aggression including but not limited to: tripping, barging, pushing, headlock, head butting, hair pulling, scratching, biting, spitting, pinching, striking, throwing objects</li> <li>• Bullying – repeated (more than once as per DoE policy) incidents at any level.</li> </ul>



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## LAKE ALBERT PUBLIC SCHOOL BUMP IT UP WALL

The Bump it Up Wall is a whole school K-6 in class behaviour management system. Starting at the central level of “Ready for Learning”, students move up and down the wall according to their behaviour for both positive and negative choices. The system is linked heavily to the school values and teachers are expected to utilise this system in their classroom.

### LEGENDARY

- You've been consistently respectful, resilient and responsible.

### GREAT

- You've been demonstrating continued respect, resilience and responsibility.

### GOOD

- You've been respectful, resilient and responsible.

### READY FOR LEARNING

- We all start here with a respectful, resilient and responsible attitude.

### WARNING 1

- You need to be more respectful, resilient and responsible.

### WARNING 2

- You need to think about how you can be respectful, resilient and responsible. (Removal from activity, time out in class)

### RELOCATE

- You need to relocate and reflect about how you can be respectful, resilient and responsible.

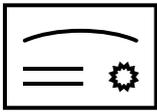
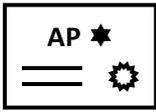
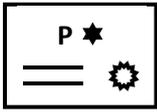
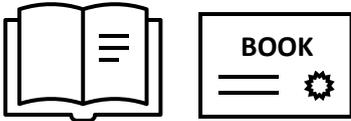
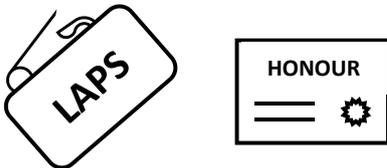


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## POSITIVE BEHAVIOUR RECOGNITION

Class teachers are encouraged to hand out up to 5 class merit awards each week. As class merit awards accumulate, students work their way through the achievement levels. Merit awards and student levels are recorded and tallied using School Bytes.

	<b>CLASS MERIT AWARDS</b> Class awards to be handed out each week at Stage based meetings, not at K-2 or 3-6 assemblies.
<b>3 CLASS MERIT AWARDS EQUAL</b> 	<b>ASSISTANT PRINCIPAL AWARD</b> Handed out at K-2 / 3-6 assembly
<b>6 CLASS MERIT AWARDS EQUAL</b> 	<b>PRINCIPAL AWARD</b> Handed out at K-2 / 3-6 assembly
<b>9 CLASS MERIT AWARDS EQUAL</b> 	<b>BOOK AWARD</b> Handed out at K-2 / 3-6 assembly
<b>12 CLASS MERIT AWARDS EQUAL</b> 	<b>MEDALLION AWARD</b> Handed out at K-2 / 3-6 assembly
<b>15 CLASS MERIT AWARDS EQUAL</b> 	<b>HONOUR PIN</b> Recognition certificate handed out at K-2 / 3-6 assembly. Honour pin handed out at end of year Presentation Day.



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## ROLES AND RESPONSIBILITIES IN THE BEHAVIOUR MANAGEMENT AND SUPPORT PROCEDURES

### ROLE OF THE PRINCIPAL IS TO:

- provide leadership and direction;
- oversee working of the Learning Support Team and make decisions based on its recommendations;
- provide staff with support and the opportunities for professional development;
- encourage a caring atmosphere;
- liaise with staff, Department of Education, parents and community regarding policy and program;
- provide casual staff with opportunities for training and development on welfare and discipline;
- co-ordinate case/family conferences;
- interact with outside agencies and relay new information to the school;
- liaise with parent/teacher/child.

### ROLE OF THE EXECUTIVE TEAM IS TO:

- provide support for the Principal in student wellbeing matters;
- liaise with staff, students and parents;
- encourage a safe, healthy, clean school environment;
- guide programs related to student behaviour and attendance;
- provide regular staff training and development on student wellbeing and procedures;
- follow-up student behaviour referrals from staff;
- contact parents and families regarding behaviour incidents;
- follow up incidents referred top the Wellbeing Hub;
- collate information to provide an overall picture of the student.

### ROLE OF THE LEARNING AND SUPPORT TEAM IS TO:

- support the writing of student based plans;
- co-ordinate activities of the program;
- encourage participation;
- communicate with and provide guidance for the whole school community;
- seek solutions to welfare problems;
- design individual case management plans for students in consultation with class teacher;
- initiate and co-ordinate staff development in welfare skills;
- attend Learning and Support Team meetings.

### ROLE OF THE LEARNING AND SUPPORT TEAM CO-ORDINATOR IS TO:

- co-ordinate the work of the Learning and Support Team;
- liaise with school executive;
- promote awareness of welfare issues;
- initiate staff development related to student welfare;
- encourage a caring environment;
- encourage involvement of students and parents;



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- collate and disseminate information on welfare issue;
- support the writing of student based plans.

## ROLE OF THE TEACHER IS TO:

- be responsible for the management of the classroom and of student behaviour using positive discipline techniques;
- model consistent, caring and controlled behaviour;
- provide challenging and interesting learning experiences for all students;
- seek to enhance the esteem of students in all aspects of school life;
- recognise positive, consistent and co-operative behaviour by issuing praise and merit certificates;
- be sensitive to the welfare needs of students;
- provide support as necessary and appropriate, for all students in all aspects of school life;
- be informed on student behaviour management procedures;
- attend training and development courses;
- advise the Learning Support Team on student management strategies;
- collate information to provide support personnel with accurate details of the student and/or incident
- liaise with parent/executive staff/child

## ROLE OF THE COUNSELLOR IS TO:

- provide counselling and assessment for students as necessary;
- provide information about the welfare needs of students;
- provide support for staff and parents in student welfare matters;
- act as a resource person for staff development in student welfare;
- liaise with the Learning and Support Team co-ordinator in assisting the promotion of student welfare issues.

## ROLE OF THE PARENTS/CAREGIVER IS TO:

- ensure children attend school regularly;
- support the school's program;
- encourage the child's interest in all aspects of schooling;
- participate in decision-making about the student behaviour program;
- liaise with school staff for ideas to manage student behaviours;
- take part in the student welfare program, as appropriate.



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## APPENDIX 1 – Behaviour Code for Students

NSW Department of Education



### Behaviour code for students

Information for students and parents or carers

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

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

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

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

**All students have a right to:**

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

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

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

**Behaviour code for students: Student actions**

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

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

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

#### Respect

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

#### Safety

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

#### Engagement

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

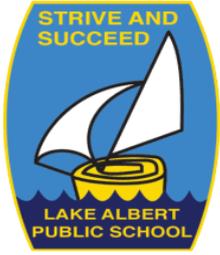


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## APPENDIX 2 – Orange behaviour level monitoring card

Principal Comments



Being  
Respectful,  
Responsible and  
Resilient

***Behaviour Monitoring Card  
ORANGE Level***

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

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

Days: 5 / 10

Card Number: \_\_\_\_\_

Behaviour Focus: Classroom / Playground (Please circle)

Principal Comments



Being  
Respectful,  
Responsible and  
Resilient

***Behaviour Monitoring Card  
ORANGE Level***

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

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

Days: 5 / 10

Card Number: \_\_\_\_\_

Behaviour Focus: Classroom / Playground (Please circle)

Date or Session	Morning or Morning Play	Mid or Lunch Play	Afternoon or Recess Play
1			
2			
3			
4			
5			

Teacher Comment

Date or Session	Morning or Morning Play	Mid or Lunch Play	Afternoon or Recess Play
1			
2			
3			
4			
5			

Teacher Comment



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## APPENDIX 3 – Parent communication recording page (example)



# MY DAY AT SCHOOL – *student name*

**Student name and class**

**Weeks 1-3**

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

Teacher signature: \_\_\_\_\_

Session	Teacher sign/comment		
Before school			
Morning session			
Lunch			
Middle session			
Recess			
Afternoon session			

Parent Signature: \_\_\_\_\_