

Gardeners Road PS Wellbeing Plan

Be Kind – Be Resilient – Be Responsible – Be Successful

Gardeners Road Public School promotes student achievement and wellbeing through social and emotional learning. We support the development of appropriate and responsible behaviour choices in students. We empower our students to become self-reflective individuals who consider the rights of others. This plan relies on developing positive and respectful relationships incorporating the concepts and practices of Restorative Practice. When implementing this plan, we take into account individual student needs. Where individual student's behaviour cannot be addressed through this plan, support will be sought through the Learning Support Team to develop individual behaviour management plans.

Responsibilities

All members of our school community are responsible for ensuring that high standards of behaviour are maintained.

The Principal is responsible for:

- Providing a safe, secure and harmonious work environment for students and staff
- Ensuring the wellbeing plan is communicated to all school community members
- Consistent implementation of the Wellbeing plan across the school

The Executive are responsible for:

- Ensuring the wellbeing plan is implemented in all classes and that all teachers are informed of procedures
- Communicating with parents / carers within the guidelines of the plan

Teachers are responsible for:

- Supporting the effective implementation of the wellbeing plan by explicitly teaching the GRPS Values, the Student Rights and Responsibilities and the Behaviour Expectations Matrix
- Implementing school wide merit systems to reinforce positive behaviour
- Communicating with parents / carers within the guidelines of the plan

Parents are responsible for:

- Supporting the school in the implementation of the wellbeing plan
- Letting teachers know of any issues that may be affecting their child's behaviour – the more we understand about what may be happening for our students, the more we can support them

Students are responsible for:

- Following the GRPS Values, the Student Rights and Responsibilities and the Behaviour Expectations Matrix
- Demonstrating respect for themselves, fellow students, teachers, other staff and school visitors

Student Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
<p>You have the right to feel safe and secure at school.</p> <p>This means that the school will provide safe class rooms, equipment and rules to ensure your safety and sense of well-being. You will be treated respectfully by other students and staff.</p>	<p>You have a responsibility to make our school a safe and friendly place.</p> <p>This means you:</p> <ul style="list-style-type: none"> • are friendly, respectful and caring towards other students • use equipment carefully • follow school rules and wear the correct uniform.
<p>You have the right to a quality education at our school.</p> <p>This means you are able to learn and perform at the best of your ability. Class programs will help you think well, understand clearly and produce high quality work.</p>	<p>You have a responsibility to work to the best of your ability.</p> <p>This means you need to actively listen, ask questions to clarify meaning, participate willingly and work well.</p>
<p>You have the right to learn without being disturbed.</p> <p>This means that others will leave you alone to get on with your learning. Your property will be respected.</p>	<p>You have a responsibility to allow others to work without disturbing them.</p> <p>This means that you stay focussed on your work and allow others to get on with theirs. You will respect your own property and the property of others.</p>
<p>You have the right to your own opinions, beliefs and values.</p> <p>This means that you may express your point of view appropriately and be able to give reasons. Your religious and cultural beliefs are respected.</p>	<p>You have a responsibility to respect the opinions, beliefs and values of others.</p> <p>This means that you;</p> <ul style="list-style-type: none"> • are tolerant of other's beliefs and values • learn to understand / accept other views.
<p>You have the right to tell your side of the story.</p> <p>This means you will be given the opportunity to tell what happened. The restorative justice questions will mostly be used.</p>	<p>You have a responsibility to tell the truth.</p> <p>As hard as it can be at times, answering the "what happened" question honestly will mean the problem can be sorted quickly. We applaud the courage it takes for you to tell the truth!</p>
<p>You have the right to be yourself.</p> <p>This means you will be treated fairly and respectfully by all because you are you!</p>	<p>You have a responsibility to accept others.</p> <p>This means that you:</p> <ul style="list-style-type: none"> • are friendly and respectful to others • will report bullying if you become aware of it happening.

School Staff Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
To be treated with respect by students, parents and other staff.	<ul style="list-style-type: none"> To treat students and other members of the school community fairly and with respect.
To work in a safe environment.	<ul style="list-style-type: none"> To report any WHS concerns. To report any incidents. Follow collaboratively developed plans (E.g. Health Care Plans, Behaviour Support Plans etc.) for individual students who require additional support.
To carry out my teaching as a professional.	<ul style="list-style-type: none"> Provide differentiated learning tasks to students and cater for the individual needs. Utilise support provided to enhance student outcomes.
To have access to professional development opportunities.	<ul style="list-style-type: none"> To participate in professional development sessions respectfully. Participate in the PDP process. To share information with colleagues.
To have collegial support.	<ul style="list-style-type: none"> To provide guidance and support to others.
To be involved in collaborative decision making and planning.	<ul style="list-style-type: none"> To communicate effectively. Be an active participant in collegial meetings. Contribute to stage and school planning.
To have personal property respected.	<ul style="list-style-type: none"> To seek permission to borrow property from others. To keep personal property labelled and secured.

Behaviours

Minor	Major	Critical
<ul style="list-style-type: none"> • Accidental damage to property • Back Chatting • Being disrespectful • Being rude • Calling out • Disrupting the learning in the classroom • Distracting others • Leaving the classroom without permission • Littering • Not following instructions • Not returning to class on time • Rough play • Taking and/or hiding the belongings of others • Task avoidance • Task refusal • Teasing • Unkind words 	<ul style="list-style-type: none"> • Absconding • Accidental injury to others resulting from minor behaviours • Consistent repetition of minor behaviours • Damaging property • Deliberate disruption of a lesson • Discriminatory remarks (race, age, disability, gender etc.) • Inappropriate language • Inappropriate use of technology • Rude gestures • Stealing • Throwing objects 	<ul style="list-style-type: none"> • Online activity that causes harm and/or distress to others • Physical violence including hitting, kicking, spitting, punching and fighting • Possession of a weapon • Possession of illegal substances, or sexually explicit material • Significant damage to school property • Verbal threats

Wellbeing Plan – Classroom

Levelled behaviour expectations guide the plan and consequences of behaviour. The classroom and playground teacher intervention levels are outlined below. However, as necessary, specific student designed programs may be developed to encourage positive behaviour at school.

Wellbeing Plan – Classroom

Level of teacher intervention

Note: K-2 behavioural reminders will reset every session and 3-6 will not.

Level 1 – Verbal Redirection	<ol style="list-style-type: none"> 1. Direct student to start doing the desired behaviour 2. Use vicarious praise 3. Give positive feedback
Level 2 – Reminders	<ol style="list-style-type: none"> 1. If a student does not comply with an instruction, they will be given a verbal reminder (some children will need a concrete reminder like a mark on their table, counter etc). 2. The second time they do not comply they will get another verbal reminder. 3. If they still do not comply, they will be directed to the classroom 'break-out' area, K-2 for 5 minutes and 3-6 for 10 minutes.
Level 3 – On return from 'break-out'	<ol style="list-style-type: none"> 1. On return from 'break-out' If a student does not comply with an instruction, they will be given a verbal reminder. 2. The second time they do not comply they will get another verbal reminder. 3. If they still do not comply, they will be directed to 'break-out' in a different class for the rest of the session where they will be required to reflect on their behaviour and fill in a Behaviour Reflection Sheet. 4. Teacher to record incident on Sentral Wellbeing and contact parent/carer. Teachers to tick Reflection Room on the incident. <i>Note: Executive will inform the reporting teacher of when the reflection session will take place.</i> 5. Student will go to reflection with an executive where the Behaviour Reflection Sheet will be discussed. 6. A copy of the Reflection Sheet will then be sent home and will need to be signed by the parent/carer and then returned to school.
Level 4 – On return to the classroom	<ol style="list-style-type: none"> 1. If non-compliance continues, the student will be given only one reminder. If the behaviour continues, they will be sent to an off class executive for further break-out time. 2. Mini-Team (Principal, Assistant Principal, classroom teacher, LaST) discusses further action. 3. Executive member to call parent/carer. 4. Referral to LST if required. 5. Incident to be recorded on Sentral Wellbeing. 6. Follow up recorded and next steps planned.
Level 5 – Suspension / Behaviour Contract	<p>If a student attends three reflection sessions in one term (classroom and playground combined) or the student is physically violent, in one term, the student, parent/carer, Assistant Principal/Deputy Principal will have an interview and the principal will use their discretion to exercise the Student Behaviour plan.</p>

	<p>If student is suspended:</p> <ol style="list-style-type: none"> 1. The school will put in place strategies to support the student on return to school. 2. On return to school, the student, parent/carer, Assistant Principal/Deputy Principal and Principal will attend a Return from Suspension meeting to discuss strategies and behaviour expectations. 3. Student will be placed on a Behaviour Contract (see next column). 	<p>If student is not suspended:</p> <ul style="list-style-type: none"> • Student will be placed on a Behaviour Contract which is signed by the student, parent/carer, teacher and Assistant Principal/Deputy Principal. The aim of the contract is to provide positive feedback to the child to support them to achieve the desired behaviour. The contract will be monitored by the Assistant Principal for a predetermined time (5-10 school days). • If the contract is not successful, the student may receive a formal caution of suspension.
	<p>If a student does not respond to the levels above, a negotiated personalised behaviour support plan will be implemented with all relevant stakeholders. Strategies such as the 'Traffic Light System' will be included. The 'Traffic Light System' clearly identifies positive and negative behaviours using green, orange and red indicators, with clear outcomes at each level.</p>	

FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF INAPPROPRIATE BEHAVIOUR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS.

Wellbeing Plan – Classroom

Levelled behaviour expectations guide the plan and consequences of behaviour. The classroom and playground teacher intervention levels are outlined below. However, as necessary, specific student designed programs may be developed to encourage positive behaviour at school.

Wellbeing Flow Chart – Classroom

Note: K-2 behavioural reminders will reset every session and 3-6 will not.

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LEVEL 1 – VERBAL REDIRECTION

- Verbal redirection

LEVEL 2 – REMINDERS

- 2x verbal reminders
- 3rd reminder, students will be sent to classroom 'break-out' space.

K-2 for 5 minutes, 3-6 for up to 10 minutes

LEVEL 3 – RETURN FROM BREAK-OUT

- If behaviour is repeated, give 2 x verbal reminders
- Student sent to different classroom 'break-out' space for remainder of the session
- Reflection sheet to be completed

Student placed on reflection with an executive






LEVEL 4 – RETURN TO CLASSROOM






- If behaviour continues, 1x reminder given
- Sent out to an off class exec for break-out time

LEVEL 5 – SUSPENSION/CONTRACT

- If a student receives more than 3 reflection sessions in one term or is physically violent.
- Student will be given a formal suspension warning, be suspended and/or placed on a classroom behaviour contract

Wellbeing Plan – Student Visual Checklist (Classroom)

VERBAL REDIRECTION	
REMINDER 1	
REMINDER 2	
CLASSROOM BREAK-OUT SPACE	
REMINDER 3	
REMINDER 4	
BUDDY CLASS BREAK-OUT SPACE	
REFLECTION	
REMINDER 5	
EXECUTIVE BREAK-OUT TIME	

VERBAL REDIRECTION	
REMINDER 1	
REMINDER 2	
CLASSROOM BREAK-OUT SPACE	
REMINDER 3	
REMINDER 4	
BUDDY CLASS BREAK-OUT SPACE	
REFLECTION	
REMINDER 5	
EXECUTIVE BREAK-OUT TIME	

Wellbeing Plan – Playground

Level of teacher intervention

Active supervision by teachers in the playground - This includes constant scanning and monitoring of students in the playground. Interacting in the playground with students. Proactively enforcing playground expectations such as wearing hats, using the correct equipment and playing safely.

Level 1 – Verbal Redirection	<ol style="list-style-type: none"> 1. Direct student to start doing the desired behaviour. 2. Use vicarious praise. 3. Give positive feedback. 4. Student shadows teacher especially if student is agitated and may not be able to control their own behaviour.
Level 2 – Reminders	<ol style="list-style-type: none"> 1. Students receive two verbal reminders. 2. Students are reminded that if unwanted behaviour continues they will receive a 'break-out.'
Level 3 – 'Break-Out'	<ol style="list-style-type: none"> 1. Students are given 'break-out' 2. They will sit down in the vicinity of the supervising teacher for 5 minutes.
Level 4 – Playground intervention	<ol style="list-style-type: none"> 1. If behaviour continues on return from 'break-out' students to be removed from the playground by the executive. The executive contacted by phone or message to the office. 2. Student taken to the office to fill out a reflection sheet. 3. Incident recorded on Sentral Wellbeing by the teacher on duty and reflection box ticked. 4. A copy of the Reflection Sheet will then be sent home and will need to be signed by parent/carer and then returned to school.
Level 5 – Serious / violent behaviour	<ol style="list-style-type: none"> 1. Teacher sends for a member of the Executive to collect the student 2. Mini-Team (Principal, Assistant Principal, classroom teacher, LST) discusses further action. 3. Assistant Principal/Deputy Principal to call parent/carer. 4. The principal will use their discretion to exercise the DOE Student Behaviour Policy. 5. Incident to be recorded on Sentral Wellbeing.
Repeated incident involving the same students	<p>Teacher/executive to complete P3P3F3 with the group of students.</p> <ul style="list-style-type: none"> - Scanned and uploaded to Sentral or Sentral used. - Call to parents/carers and copy sent home.

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Wellbeing Flow Chart – Playground

Active supervision by teachers in the playground- This includes constant scanning and monitoring of students in the playground. Interacting in the playground with students. Proactively enforcing playground expectations such as wearing hats, using the correct equipment and playing safely.

FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF INAPPROPRIATE BEHAVIOUR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS.

LEVEL 1 – VERBAL REDIRECTION

- Verbal redirection
- Student shadows teacher if agitated

LEVEL 2 – REMINDERS

- Students receive two verbal reminders.
- Students are reminded that if unwanted behaviour continues they will receive a 'break-out'.

LEVEL 3 – BREAK-OUT

- Students are given a break-out on playground
- Student will sit in view of the teacher on duty for 5 minutes

LEVEL 4 – PLAYGROUND INTERVENTION

- If behaviour continues, student is removed from playground
- Supervising teacher to call an executive member
- Reflection sheet completed at the office

LEVEL 5 – SERIOUS/VIOLENT BEHAVIOUR

- Teacher immediately sends for an executive member to collect the student
- Mini Team to discuss and act further

NOTE – REPEATED INCIDENTS INVOLVING THE SAME STUDENT/S

- Teacher or executive to complete a P3, P3, F3

Behaviour Expectations Matrix

Gardeners Road Public School Behaviour Matrix

Setting	Kind	Resilient	Responsible	Successful
At Gardeners Road Public School	<ul style="list-style-type: none"> we walk quietly through the hallways we walk on the left we make space for others we let staff, parents and visitors go first we respect Indigenous culture 	<ul style="list-style-type: none"> we play fairly we show persistence we congratulate the achievements of others We use different strategies to get through tough times 	<ul style="list-style-type: none"> We follow directions We move around the school respectfully and safely We are responsible for our own actions and behaviours We are truthful and honest We are responsible for our own learning We keep our hands and feet to ourselves We use equipment appropriately and safely We wear our correct school uniform with pride 	<ul style="list-style-type: none"> We always strive to do our best We are positive role models for others We participate in activities positively We ask for help to achieve success if needed We aim to achieve all school values We set achievable goals
In our learning spaces	<ul style="list-style-type: none"> We respect the rights of others to learn We respect and encourage others to achieve We use polite appropriate language We assist our peers 	<ul style="list-style-type: none"> We take risks and attempt all tasks We find ways to resolve conflicts calmly We take on board feedback We show persistence when faced with challenges We have the stamina to complete tasks We have a growth mindset We show maturity 	<ul style="list-style-type: none"> We are responsible for our own learning We take care of school equipment We act responsibly in class We are in the right place at the right time We organize our belongings ready to learn We utilise time effectively 	<ul style="list-style-type: none"> We challenge ourselves We complete work to the best of our ability in all areas of learning We seek help when I need it We take pride in our work We take pride in our learning environment We set goals and we are committed to learning

On our playground	<ul style="list-style-type: none"> • We take turns with equipment • We are inclusive when playing • We share the playing space and play fairly • We use kind words and actions • We play responsibly and safely 	<ul style="list-style-type: none"> • We use the High 5 • We listen to others • We discuss our issues and work out solutions together • We think about our actions and their consequences 	<ul style="list-style-type: none"> • We keep our whole body to ourselves • We look after the environment • We are sun safe • We play by the rules 	<ul style="list-style-type: none"> • We share the playing space • We are active • We play in the correct area
In our Assembly	<ul style="list-style-type: none"> • We show respect to the presenters • We keep our hands and feet to ourselves • We celebrate the success of others • We are respectful during the anthem 	<ul style="list-style-type: none"> • We ignore others who are making the wrong choices 	<ul style="list-style-type: none"> • We model the right behaviours to help others learn. • We enter and exit the assembly area respectfully • We show active listening skills • We sit and stand quietly 	<ul style="list-style-type: none"> • We follow expectations • We celebrate the success of others • We listen to announcements
In our bathrooms	<ul style="list-style-type: none"> • We respect the privacy of others • We use kind words and actions • We wait for our friend before returning to class 	<ul style="list-style-type: none"> • We rethink our actions and words • We calmly solve conflicts and issues • We ignore others who are making the wrong decision 	<ul style="list-style-type: none"> • We use correct hygiene practices • We enter and exit the bathrooms • We go to the bathroom and leave without playing games • We leave it clean • We let our teachers know if they need more toilet paper or soap 	<ul style="list-style-type: none"> • We use the bathrooms during our breaks
In our office area	<ul style="list-style-type: none"> • We use manners 	<ul style="list-style-type: none"> • We wait patiently in line 	<ul style="list-style-type: none"> • We go straight there and straight back to class • We follow office staff instructions 	<ul style="list-style-type: none"> • We speak clearly and confidently
Transitions (<i>returning to class, between classes</i>) Hallways / Stairs	<ul style="list-style-type: none"> • We walk quietly through the hallways • We walk on the left • We make space for others • We let parents and carers go first • We knock before entering 	<ul style="list-style-type: none"> • We wait patiently for our teacher 	<ul style="list-style-type: none"> • We walk safely and quietly in our class lines. • We follow teacher instructions • We put our lunch away and hang our bags up • We move straight to our destination • We use the correct stairs 	<ul style="list-style-type: none"> • We walk on the left • We line up quietly

When we represent our school	<ul style="list-style-type: none"> • We use kind and respectful language • We encourage and support our school • We are respectful on the bus • We show respect to the teachers, sport coaches and members of the community 	<ul style="list-style-type: none"> • We play fairly • We show persistence • We accept referee decisions • We congratulate the achievements of others 	<ul style="list-style-type: none"> • We stay with our group and follow teacher directions • We wear the correct uniform with pride • We look after our belongings 	<ul style="list-style-type: none"> • We try our best with new skills
When we use technology	<ul style="list-style-type: none"> • We take turns with equipment • We use appropriate language online and on social media • We understand the implications of our words 	<ul style="list-style-type: none"> • We wait patiently and respectfully at all times • We use technology cooperatively • We are able to troubleshoot technical difficulties 	<ul style="list-style-type: none"> • We keep password and personal information private • We are safe and responsible when online • We access appropriate sites and apps • We report any inappropriate material • We take care of school devices and technology 	<ul style="list-style-type: none"> • We follow school rules about online activities • We achieve technology goals • We stay on task when using technology
Kiss and Drop	<ul style="list-style-type: none"> • We sit quietly in the correct area • We make space for others • We keep our whole body to ourselves 	<ul style="list-style-type: none"> • we wait patiently and calmly for our parents/carers to arrive • our parents/carers are not on time 	<ul style="list-style-type: none"> • We remain seated on the silver seats with our siblings • We watch for our vehicle and notify staff when we see it • We listen to adult instructions • We walk to our vehicle and enter safely • We walk straight to the Kiss and Drop area when we are released from class 	<ul style="list-style-type: none"> • We are ready and prepared to be collected

GRPS Reflection Sheet - K-2

Name _____ Date _____ Class _____

What value didn't you show?



Kindness



Responsibility



Resilience



Successfulness

What happened?

What did you do?



Stealing



Aggression



damaging property



not following instruction



bullying, racism or making threats



Inappropriate Language

How did it make you feel?



don't care



happy



embarrassed



disappointed



sad



scared



disappointed



proud

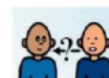


frustrated



ashamed

Next time I need to...



ask for help



kept my hands and feet to myself



do my work



listen



ask for a break



think, before I speak / act

Student Signature:		Date:
Teacher Signature:		Date:
Executive Signature:		Date:
Parent Signature:		Date:

GRPS Reflection Sheet - K-2

Name _____ Date _____ Class _____

What value didn't you show?



Kindness



Responsibility



Resilience



Successfulness

Draw or write what happened?

What did you do?



Stealing



Aggression



damaging property



not following instruction



bullying, racism or making threats



Inappropriate Language

How did it make you feel?



don't care



happy



embarrassed



disappointed



sad



scared



disappointed



proud frustrated ashamed

Next time I need to...



ask for help



kept my hands and feet to myself



do my work



listen



ask for a break



think, before I speak / act

Student Signature:		Date:
Teacher Signature:		Date:
Executive Signature:		Date:
Parent Signature:		Date:

GRPS Reflection Sheet - 3-6

Name _____ Date _____ Class _____

What value didn't you show?



Kindness



Responsibility



Resilience



Successfulness

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make it right?

Student Signature:		Date:
Teacher Signature:		Date:
Executive Signature:		Date:
Parent Signature:		Date:

GRPS Reflection Sheet - Visual

Name _____ Date _____ Class _____

What value didn't you show?



Kindness



Responsibility



Resilience



Successfulness

My behaviour	kick	hit	push	bite	talk or scream
	run	not work	pinch	use unkind words	throw something
I made others feel	happy	sad	mad	scared	frustrated
Next time I can	have SAFE feet	have SAFE hands	use kind words	listen and not talk during instruction	ask for a calm break
	say "I need space."	ask someone to "Please stop."	follow directions	stay in my work area	say, "I don't understand."
When I do the right thing	others will want to be with me	others will feel good around me	others want to play with me	people will know that I am kind	I will feel proud of myself

Student Signature:		Date:
Teacher Signature:		Date:
Executive Signature:		Date:
Parent Signature:		Date:

Student Behaviour Contract – Playground

Be Kind – Be Resilient – Be Responsible – Be Successful

Name: Class:

Date Started:

Goal/School Rule Focus:

	Recess	Lunch	
	11.00-11.30	Eating Time 1.15-1.30	Play Time 1.30-2.00
Day 1	Comment: Signed:	Comment: Signed:	Comment: Signed:
Day 2	Comment: Signed:	Comment: Signed:	Comment: Signed:
Day 3	Comment: Signed:	Comment: Signed:	Comment: Signed:
Day 4	Comment: Signed:	Comment: Signed:	Comment: Signed:
Day 5	Comment: Signed:	Comment: Signed:	Comment: Signed:

Comment:

Student signature		Date
Teacher signature		Date
Assistant Principal's signature		Date
Parent signature		Date

Student Behaviour Contract – Classroom

Be Kind – Be Resilient – Be Responsible – Be Successful

Scoring System 1 - 10

2 – Little to no attempt at achieving goals

4 – Poor

6 – Fair

8 – Very Good

10 – Excellent

Name:

Class:

Date Started:

Goal/School Rule Focus: **Goal 1** & **Goal 2**

		9:00 – 11:00		11:30 – 1:30		2:00 – 3:00	
		Teacher Signature and Comment		Teacher Signature and Comment		Teacher Signature and Comment	
Day 1	Goal 1	Student's Score	Teacher's Score	Student's Score	Teacher's Score	Student's Score	Teacher's Score
	Goal 2						
AP's Signature and Comment							
Day 2	Goal 1	Student's Score	Teacher's Score	Student's Score	Teacher's Score	Student's Score	Teacher's Score
	Goal 2						
AP's Signature and Comment							
Day 3	Goal 1	Student's Score	Teacher's Score	Student's Score	Teacher's Score	Student's Score	Teacher's Score
	Goal 2						
AP's Signature and Comment							
Day 4	Goal 1	Student's Score	Teacher's Score	Student's Score	Teacher's Score	Student's Score	Teacher's Score
	Goal 2						
AP's Signature and Comment							
Day 5	Goal 1	Student's Score	Teacher's Score	Student's Score	Teacher's Score	Student's Score	Teacher's Score
	Goal 2						
AP's Signature and Comment							

Comment:

Student signature		Date
Teacher signature		Date
Assistant Principal's signature		Date
Parent signature		Date

