



JAMES MEEHAN HIGH SCHOOL

LEARN TODAY LEAD TOMORROW

Student Management System

A Culture of Caring



Contents

A Culture of Caring.....	3
Positive Behaviour for Learning.....	5
Programs of Improvement.....	8
Behaviour Procedures.....	9
Restorative Behaviour Process	11
Serious Incidents.....	13
Suspension from School	14
Rewards & Awards	15
Awards System	17
Assemblies of Excellence.....	19
Progression of Awards	20
Well-being.....	23
Personal Improvement Cards.....	25
Well-being Framework	26
Policies and Procedures.....	27
Appendix.....	32

A Culture of Caring

A Culture of Caring is at the heart of James Meehan High School (JMHS). We understand that positive relationships establish an environment of belonging and high expectations that we strive for each and every day. Addressing and rectifying inappropriate and/or oppositional behaviour is integral to the smooth running of the school; to the creation of optimal learning opportunities as well as to the development of a supportive and cooperative school environment.

All our systems and pedagogy aim to create a Culture of Caring. By caring, we mean:

- Teachers have high expectations of their students and care about their learning and their achievement.
- Students care about their own learning and have high aspirations for their future.
- Students care about the impact they have on the school community and their own community outside school.
- Teachers and students have a sense of belonging across the local and wider school community.

Both staff and students have a right to be cared for and treated with fairness and consistency across the school community. Our school has adopted a Student Management System (SMS) in which the right of all students to learn and all teachers to teach is supported by a set of clearly defined procedures. This equitable and all-inclusive Student Management System clearly defines the 'Rewards and Awards' we use to encourage engaged behaviour and high expectations, as well as the 'Behaviour' processes and procedures across the school.

This discipline code was developed in alignment with NSW DoE Student Discipline in Government Schools Policy (PD/2006/0316/V03) - Last Updated 2019.

Aims

1. To establish a caring and equitable school culture where students are engaged and have high expectations.
2. To manage inappropriate or oppositional behaviour in a positive and professional manner.
3. To establish well-understood and restorative consequences for student behaviour.
4. To ensure our processes are consistent across the school and are aligned with NSW DoE policy.
5. To support all members across the school community in implementing and following both the positive and negative flowcharts aligned with this policy.

Objectives

1. To ensure our school provides a safe, caring and orderly learning environment in which the rights of all students to learn and all teachers to teach is well supported.
2. To ensure positive student behaviour and academic achievement is appropriately recognised within the school community.
3. To ensure we adopt consistently high behavioural expectations and students are supported to meet these through consistent approaches.
4. To ensure students accept responsibility for their own behaviour which occurs as a result of choices, conscious/unconscious, that are based on the student's perception of the best way to satisfy a particular need.
5. To ensure students are given ample opportunities and support to alter inappropriate behaviour using restorative processes.
6. To ensure parents/caregivers are kept well-informed of their children's behavioural performance and support school strategies to manage student behaviour.

Data Collection, Monitoring and Stakeholder Consultation

The Head Teacher (HT) Well-being will coordinate the collection and monitoring of data that relates to the successful implementation of the Student Management System. Year Advisers (YA), HTs and the Senior Executive will all be involved in an ongoing consultation process to ensure the best possible outcomes from this system.

Data will be collected and monitored using these processes:

1. Student feedback is collected through regular student surveys (including the 'Tell Them From Me Survey') and monthly meetings with the Student Representative Council (SRC).
2. Student data is also collected from Sentral; including an analysis of student attendance, lateness, positive and negative staff entries.
3. Staff feedback and data is collected through regular surveys and minuted staff meetings, as well as analysis of Sentral entries.
4. Community data is collected through parent and carer surveys and the school is investigating instigating a 'Parent & Community' association.

Data is collated and analysed by the Well-being team in conjunction with the Aboriginal Education Officer (AEO), Community Engagement Officer (CEO) and Home-School Liaison Officer (HSLO).



Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning

JMHS utilises the Positive Behaviour for Learning (PBL) framework which operates on a three-tier continuum. Each tier offers a level of targeted support for students based on their social, emotional and academic needs.

As outlined by the NSW Department of Education, in utilising the Positive Behaviour for Learning Strategy, students and staff benefit from:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional Well-being
- positive and respectful relationships among students and staff
- better support for teachers to teach, model and respond effectively to student needs
- predictable learning environments where staff and students know what is expected to deliver effective, sustainable practices.

JMHS's PBL resources are currently contextualised to the school's needs and based on the most current and accurate data identified using the school's 'Sentral Education' system, staff and student surveys and community and staff consultation. Using this data, JMHS has created a series of classroom, corridor and playground displays that remind students of appropriate, positive behaviour. We recognise that successfully creating a Culture of Caring is dependent on students exhibiting positive learning behaviours that are respectful and responsible.

Displays are colour coded and designed so that all students have a full understanding of behavioural expectations in our Culture of Caring. Staff are encouraged to refer to these displays when reminding students about positive behaviour. The displays make clear the expectations of JMHS for all students. The table below shows the PBL JMHS School Wide Expectations Matrix.

James Meehan High School – School Wide Expectations Matrix

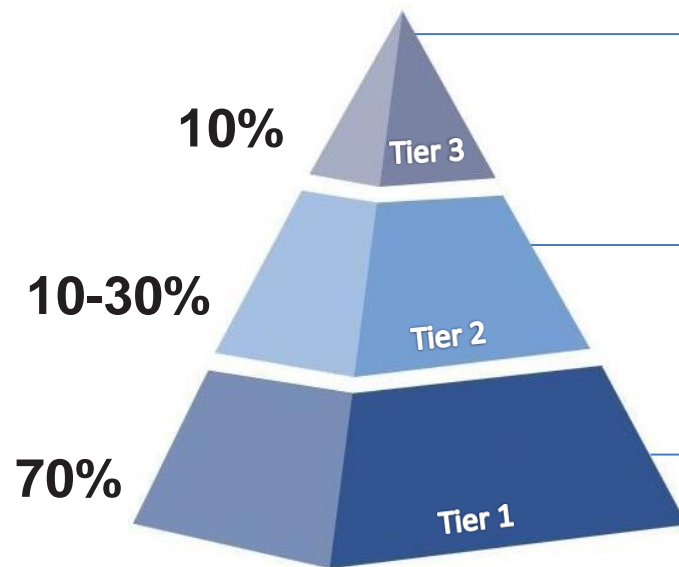
	Classroom	Corridors	Gym	Playground	Canteen	Library
ENTERING	RESPECTFUL I line up quietly and wait for the teacher	RESPECTFUL I lower my voice and enter quietly	RESPECTFUL I line up quietly and wait for the teacher	RESPECTFUL I wait to be dismissed by the teacher	RESPECTFUL I lower my voice and enter quietly	RESPECTFUL I line up quietly and wait for the teacher
	RESPONSIBLE I put my food and drink in my bag	RESPONSIBLE I keep to the left as much as possible	RESPONSIBLE I put my food and drink in my bag	RESPONSIBLE I make sure that my hands are clean	RESPONSIBLE I follow the arrows on the ground	RESPONSIBLE I finish all my food and drink
	LEARNER I ensure my devices are off and away	LEARNER I make sure I have a reason to be there	LEARNER I ensure my devices are off and away	LEARNER I make sure I stay within boundaries	LEARNER I make sure I am there to purchase	LEARNER I lower my voice and enter quietly
INSIDE	RESPECTFUL I follow the teacher's instructions	RESPECTFUL I leave the doors to the block open	RESPECTFUL I follow the teacher's instructions	RESPECTFUL I keep my hands and feet to myself	RESPECTFUL I speak politely and use my manners	RESPECTFUL I follow the teacher's instructions
	RESPONSIBLE I stay seated unless given permission	RESPONSIBLE I keep my hands and feet to myself	RESPONSIBLE I use all the equipment correctly	RESPONSIBLE I report any issues to a staff member	RESPONSIBLE I line up in an orderly manner	RESPONSIBLE I remain downstairs at all times
	LEARNER I place my equipment on the desk	LEARNER I follow the teacher's instructions	LEARNER I actively participate at all times	LEARNER I use my break time effectively	LEARNER I only purchase for myself	LEARNER I use all equipment correctly
LEAVING	RESPECTFUL I wait to be dismissed by the teacher	RESPECTFUL I make my way outside quickly	RESPECTFUL I return all equipment to where it belongs	RESPECTFUL I place my rubbish in the appropriate bins	RESPECTFUL I place my rubbish in the appropriate bins	RESPECTFUL I place my rubbish in the appropriate bins
	RESPONSIBLE I tidy my area and tuck my chair in	RESPONSIBLE I keep to the left as much as possible	RESPONSIBLE I leave the area quickly and quietly	RESPONSIBLE I make my way to class when the bell rings	RESPONSIBLE I follow the arrows on the ground	RESPONSIBLE I return all equipment to where it belongs
	LEARNER I exit in a safe and sensible manner	LEARNER I take my rubbish with me	LEARNER I am mindful of surrounding classes	LEARNER I arrive to my next class on time	LEARNER I exit the area quickly and quietly	LEARNER I exit the area quickly and quietly

Influence Ratios

PBL Triangle

PBL Tier Indicators

Well-being interventions at JMHS to support PBL



INTENSIVE INDIVIDUALISED INTERVENTIONS

Systems for students with high-risk behaviours or learning needs.

TARGETED INTERVENTION

Small group systems for students at risk behaviourally and academically.

UNIVERSAL PREVENTION

School-wide and classroom expectations for all students, staff and settings.

- Learning and Support
- External Supports
- Counsellor
- Delivery Services

- School wide Well-being programs
- Cultural specific events/programs
- Uniform policy and procedures
- Attendance/Lateness policy and procedures
- Well-being team remedial supports
- Student Learning and Support Officer intervention

- Celebrating successes
- Showcase assemblies
- Rewards and Awards system
- School Wide Expectations Matrix
- Fortnightly Well-being lessons
- Wellbeing Framework

Programs of Improvement

PBL Tier 1: Universal Prevention

The PBL framework supports all students across the school at the universal tier to promote high expectations. To enhance the impact of PBL, JMHS utilises the domains from the 'Well-being Framework for Schools'; through fortnightly Well-being lessons, assemblies, showcases and contextualised resources.

The school's celebrates success across multiple platforms, including the 'reward and awards systems', Assemblies of Excellence and Special Assemblies (graduation and presentation day assemblies).

Students and staff are made aware of the 'school wide expectations' in classroom and corridor displays. The "What's on this Fortnight" display makes sure the whole community is aware of Well-being focus and school activities.

PBL Tier 2: Targeted Intervention

At JMHS, students are given the opportunity to participate across a range of targeted school wide well-being programs, policy and procedures, well-being team remedial supports as well as student learning and Support Officer interventions.

These programs are contextualised to fit the school's context and address cognitive, emotional, social, physical and spiritual domains to increase personal and social capabilities. Reintegration into academia is the key intention behind the implementation of these programs; they support targeted students in accessing all aspects of school life to the best of their ability.

PBL Tier 3: Intensive Intervention

At JMHS, students are given the opportunity to engage with specialist staff and external providers through modes of professional consultation. Staff support all students across the school through direction and referral to the appropriate staff. Once referred, students are supported in accessing the appropriate support for their individualised context.



Behaviour Procedures

Behaviour Procedures

Teaching and behaviour management approaches and practices are aimed at building our Culture of Caring, while reducing the occurrence of challenging and unsafe behaviours through proactive and preventive approaches and providing better options for managing challenging behaviours when they do occur. Our procedures follow the NSW DoE's Student Behaviour Strategy published in March 2021.

Proactive Behaviour Procedures

Proactively planning to ensure that inappropriate behaviour does not occur is the best way of ensuring lessons run smoothly and are positive experiences for all students.

To reduce the chance of negative behaviour incidents occurring in lessons, teachers can:

Establish a clear routine for the basics	Make sure students know the expectations for entering the room.
Be clear about what you want your students to achieve	Display your 'Learning Intentions and Success Criteria' (LISC).
Plan a lesson appropriate to the circumstance	Make sure you have taken into account students' individual needs, the time of day, the mood of the class, the room set-up etc. Be prepared to pivot!
Use a 'Do Now' activity	Establish a culture of getting down to work in the classroom.
Practice 'Tactically Ignoring'	Don't get caught up with a student exhibiting lower stakes behaviour like sighing or muttering under their breath - focus on compliance in important areas like completing work and not distracting others.
Use our PBL Expectations	Refer to the JMHS School Wide Expectations Matrix when reminding students of our expectations.
Model respectful communication	Speak to students in a way that is calm and respectful so that they can mirror that way of speech in their interactions with you and their peers.
Take them seriously	Many students have a very keen sense of justice, don't invalidate that by saying that their concerns are silly or by being sarcastic.
Be caring	Show empathy to your students, but also encourage them to be caring and have empathy for their fellow students and all members of the school community.
Celebrate success	Make sure you praise your students for achieving the learning objective.

Restorative Behaviour Process

Despite our best proactive efforts, students' behaviour will inevitably fall below our PBL expectations. At JMHS, we have established clear and defined procedures to support our Culture of Caring. All our procedures are based on strong positive relationships and rely on building rapport with our students. Our procedures are organised into clear levels (1-5), encouraging all staff to take responsibility for behaviour at school.

Level 1 - Restorative Conversation (Classroom Teacher leads intervention)

If a student is not following the PBL expectations, begin by having a restorative conversation. Level 1 is an ongoing process which heavily relies on understanding and comprehension through communication. Conversations should seek to understand disruptive and oppositional behaviour, and build rapport with students to solidify positive relationships. Teachers can make a note of the conversation on Sentral using Well-being/Data/Notes. Have a conversation using this structure:

1. Explain to the student what they are doing wrong: sometimes they will lack the simple awareness that their actions are hurtful, disruptive or inappropriate.
2. Guide the student in understanding the impact of their actions on their classmates, their learning and/or yourself.
3. Listen to understand why the poor behaviour has occurred.
4. If their action is more serious, ask the student to suggest a way to repair the damage they have done (for example, apologising to the person they have hurt).
5. Ask the student to reflect on how they will ensure that their inappropriate or hurtful behaviour is not repeated.

Restorative Conversation Cards which guide teachers in these conversations are available from the HT Well-being.

Level 2 - Collaborative Intervention (Classroom Teacher leads intervention in collaboration with Head Teachers or other stakeholders)

Conversations have taken place, but the poor behaviour has continued. An intervention is now required. The student is spoken to by the classroom teacher who explains that the continued disruptive or oppositional behaviour is preventing the learning progress not only of the student but also of the class as a whole. Therefore, due to the continuing disruptive behaviour, specific action will be taken:

1. Notify your HT using a Discipline Referral so they can provide support.
2. Trial a response or process that will directly address the behaviour (intervention).
3. Make record of the disruptive behaviour, and the intervention trialled, on Sentral using a 'Level 2 Negative'.

Some creative interventions a teacher could use include:

- Working with your colleagues to manage students together by allowing students to sit in another room to work with a different supervising teacher
- Discussion with LaST and HT Learning and Engagement to see if student needs specialized intervention
- Setting more differentiated tasks to ensure students have a sense of achievement
- Break-time detentions where students finish off missed work
- Phone calls home to parents/carers
- 'Personal Improvement Cards' implemented in collaboration with your HT.

Level 3 - Head Teacher Referral (Head Teacher leads intervention)

If student's oppositional or inappropriate behaviour continues, teachers complete the Discipline Referral and refer this to their HT. The HT should:

1. Revise Sentral logs of behaviour and interventions already trialed at Level 2.
2. Log action on Sentral using a Level 3 Negative.
3. Investigate the incident(s), talk with the teacher and student and understand the basis of the poor behaviour.
4. In more serious cases, HT should arrange an onsite meeting with parents/carers. Liaise with YAs and/or HT Well-being in preparation for this meeting as poor behaviour is likely to be across a number of faculties.
5. Consult with HT Well-being, YA, CEO, AEO, and classroom teacher about further interventions.
6. Decide on any further interventions that need to occur (which could include using Personal Improvement Card - HT).

If HT interventions are not successful, a Deputy Principal (DP) Discipline Referral should be filled in with appropriate documentation attached and handed to DP.

Level 4 - Deputy Principal Referral (DP leads intervention once referral received)

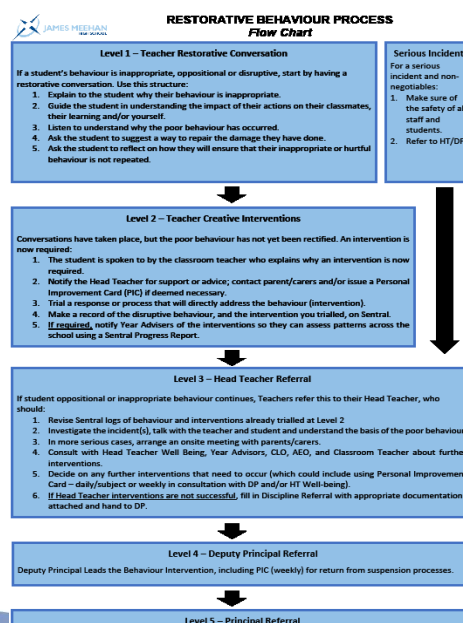
Student issues persist after efforts and consultation between the Faculty HT, HT Well-being and parents/carers. Level 4 sees immediate consequences which are substantial in order to support students in reflecting and changing their behaviour. See Serious Incident Flow Chart in the Student Management System Appendix at the back of this document. The Principal may be consulted in this matter.

DP records any incident and/or action taken on Sentral under Level 4.

Level 5 - Principal Intervention

The Principal and Deputy Principal consult to decide on the consequence for continued disruptive student behaviour and/or a serious incident to ensure a fair process has been followed. Any action is logged on Sentral.

A Flow Chart has been included for teachers to easily refer to outside this document. See Appendix 2.



APPENDIX 2

Serious Incidents

From time to time, serious incidents occur that require immediate action from the Senior Executive.

The role of a teacher in these incidents is to first ensure the safety of everyone. Take any necessary action to ensure the safety of yourself and others (student, staff or visitors). Then, immediately refer the incident to a member of the Senior Executive.

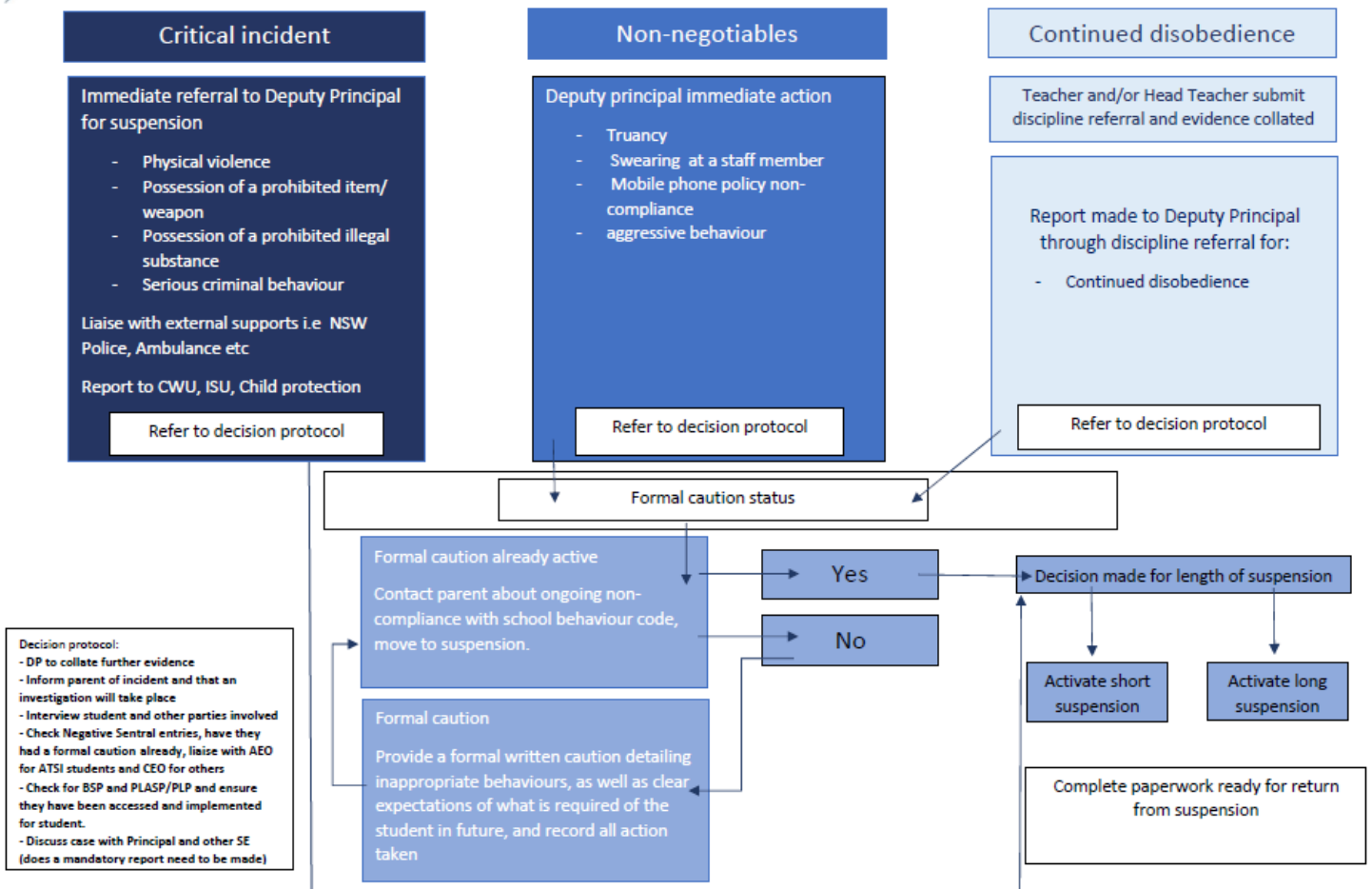
Make a note of everything that has happened, or what has been said, to assist in any follow-up investigation, and write the date/time on your notes. However, making notes during a critical incident can be impractical or unsafe so this should be done immediately after the event.

A full page version of the Serious Incident Flow Chart has been included in the Appendix.



Serious Incident Flow Chart

Please see SMS 'Restorative Behaviour Processes Flow Chart'



Suspension from School

Suspension is only one strategy within the school's Student Behaviour Management Policy. It is most effective when it highlights the parent(s) or carer(s) responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. JMHS will work with parent(s) or carer(s) with a view to assisting a suspended student to rejoin the school community as quickly as possible.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations and core philosophy. It also allows time for the school to plan appropriate support for the student to restore them back into the school community.

In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student, staff and other students in the school. In most cases, a range of appropriate student Well-being and discipline strategies will have been implemented and documented before a suspension is imposed. The student must also be provided a formal written caution detailing the inappropriate behaviours, as well as clear expectations of what is required of the student in the future.

More information about suspension and expulsion can be found in the NSW DoE's Suspension and expulsion document:

https://policies.education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf



Rewards & Awards

Rewards and Awards

The JMHS Awards and Rewards systems aim to enhance student engagement and belonging (SD 2, SIP 2021-2024). The systems reward positive, but expected behaviour, such as completing work on time, attending school consistently; and exhibiting positive behaviours; and award excellence in work, sport and the arts.

Type 1: Super League Tokens Rewarding Student Behaviour and Organisation

The schools' Student Management System (SMS) recognises small acts of positive student behaviour and organisation through the Super League Tokens system.

Teachers should reward students for small achievements, improvement and meeting common expectations. The key purpose of the Super League tokens is to encourage positive behaviour and learner engagement through rewarding students.

For example, a teacher can issue Super League Token for:

- Bringing all required equipment
- Handing out and collecting books/equipment
- Following instructions
- Arriving to class on time
- Speaking and acting politely
- Picking up rubbish
- Reporting incidents or Health and Safety issues to staff
- Celebrating the achievements of their peers
- Actively listening and responding respectfully in conversations.

Students should be regularly issued tokens when they meet or exceed expectations, so they are rewarded with multiple tokens through their week at school. This encourages consistency in their behaviour.

Students are encouraged to place their tokens into the house boxes in the Library. One Super League token is then drawn from each house box in every fortnightly assembly and the student is given a small prize. This encourages students to submit multiple tokens as they have a bigger chance of winning a prize.

Each term, tokens are also counted per house, and the house with the most tokens is awarded a collective prize (e.g. a movie screening in the hall).

Both prize draws are done with vibrancy and fun, celebrating student achievement and fostering a sense of belonging.

Awards System

Type 2: Awarding Student Effort and Attitude

Sentral Positives

Teachers are encouraged to award students a “Positive” on Sentral for outstanding effort and attitude in class or around the school.

‘Positives’ can be awarded for things like:

- Helping a fellow student in a time of need
- Showing resilience, like trying their hardest at a task in class you know they find particularly difficult
- Contributing positively to the school or wider community through an individual action, or through a consistent attitude
- Showing substantial improvement in their behaviour.

Students should be issued a “positive” only when they exceed normal expectations, so that getting a “positive” is valued. This encourages students to go out of their way to put in maximum effort.

Student of the Month Engagement Award

At the end of each month, the three students that have received the most positive entries on Sentral in each of the school values (Respectful Responsible Learner) receive:

- Display on social media with student photo and quote
- Student Engagement Award certificate at Assembly
- 10 Super League tokens for the following fortnight’s draw
- 3 Merit Awards added digitally through Sentral.

Termly Positive Awards

During Assemblies of Excellence, students earning over a certain amount of positive entries (as decided by HT Well-being) will also be recognised and will be issued one Blue Merit Award. This links the Merit Award system with Positive Entries on Sentral.

See Appendix for the Progression of Awards Flow Chart.

APPENDIX 4

Type 3: Awarding Student Achievement

Merit Award

Students receive a Merit Award for 'Achievement and Excellence'.

Teachers physically hand this award to students as a certificate as well as log them on Sentral under the Awards category. These Merit Awards can be generated on Sentral and issued in bulk to multiple students at one time.

'Merit Awards' can be awarded for things like:

- An outstanding piece of work
- Excellent progression, showing substantial improvement in their learning
- Extra learning done outside the curriculum
- Outstanding communication, collaboration or cooperation as part of learning
- Excellent sporting or performing arts achievement.

YAs will be automatically notified via email (through Sentral) once a student has received five Merit Awards (which equal a Bronze Certificate); they then log this information into a shared Excel spreadsheet so all student records can be found in a central location for future Assemblies of Excellence. The recording of awards is essential to the successful management of the progression of awards throughout a student's career at JMHS. See "Progression of Awards" section.

Student Attendance Award

At all Assemblies of Excellence, each respective YA will identify and issue an award for students who have achieved 100% attendance across the term.

Subject Awards

Each year, Faculty HTs identify students who have academically excelled in their faculty and issue Subject Awards. Individual teachers are encouraged to use Merit Awards to award individual acts of excellence in subject areas.

Rewards, Awards and Behaviour Expectations

If a student has received the required merits to receive an additional award (such as a Bronze or Silver Award), but has also been suspended, or received a high amount of negative incidences on Sentral, his/her award will be delayed until the following Assembly of Excellence.

Assemblies of Excellence

Assemblies of Excellence are held at the start of terms two, three and four. They are designed to publicly celebrate excellent achievement by students. Staff and students attend, along with external stakeholders such as parents and/or special guests. The HT Well-being and the YA team screen the overall performance of students using Sentral and the specific criteria to determine which students qualify to receive an award at the respective level in the Assembly of Excellence.

The HT Well-being and allocated YA team members organise the assembly and ensure that it runs on time and includes all students due to receive an award. They liaise with the Creative Arts Faculty and the lighting/sound team to ensure the assembly is well presented and professional.

The assembly is used to reinforce to students taking pride in achievement and the celebration of excellence, to help raise aspirations and create a sense of belonging and engagement. Family members of the award recipients will be contacted to attend Assemblies of Excellence.

Students' awards will be withheld until the following Assembly of Excellence if a student is suspended or if their negative incidences on Sentral exceed a certain number. This will be assessed and determined in accordance with the Senior Executive each year.

Graduation and Presentation Day assemblies

A Year 12 graduation assembly will be held in Term 3 and organised by the Year 12 YA in liaison with Senior Executive staff.

A Presentation Day assembly will be held at the end of Term 4 and organised by the Curriculum Pillar Team.

Parents of the students involved will be invited to assemblies to celebrate success.

Progression of Awards

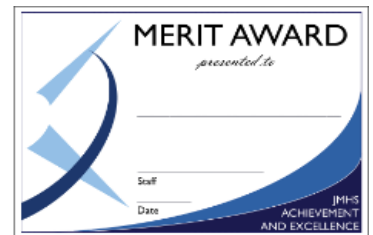
Students accumulate Merit Awards throughout their school career at JMHS. The progress of a student is monitored by the HT Well-being using the Sentral database, and progress is also shared periodically with the Senior Executive and YAs using the shared Excel spreadsheet.

Students earn Blue Merit certificates, but are awarded Bronze, Silver and Gold certificates as they reach the required tallies in their school career. Some students will also be awarded enough Merit Certificates to be awarded a Principal's Medallion on Presentation Day.

Blue Merit Award

Students will receive a Blue Merit Award throughout the school day for significant achievement demonstrated by:

- An outstanding piece of work
- Excellent progression, showing substantial improvement in their learning
- Extra learning done outside the curriculum
- Outstanding communication, collaboration or cooperation as part of learning
- Excellent sporting or performing arts achievement.



Collection: This award will be physically handed to students as a certificate. Students should take their physical certificates to their YA who will log them on Sentral. YAs will keep a record of totals and issue bronze/silver/gold certificates.

Bronze Certificate

Students will receive a Bronze Award once they accumulate 5 Blue Merit Awards. Students will have the opportunity to achieve Bronze Awards at all Assemblies of Excellence.

Attendance Criteria: To be eligible for this award, students require above 80% attendance* for a specified time period as decided by the HT Well-being.



*We have set a target of 80% attendance for 2021 and 2022 as a strategy to re-engage disengaged students. We aim to increase this target to departmental expectations by 2023.

Silver Certificate

Students will receive a Silver Award once they accumulate 3 Bronze Awards. Students will receive this award during the Term 3 and 4 Assembly of Excellence.

Collection: The YA and Well-being team will manage the accumulation of awards and keep a register of student awards for future assemblies.

Attendance Criteria: To be eligible for this award, students require above 80% attendance* for the term.

*We have set a target of 80% attendance for 2021 and 2022 as a strategy to re-engage disengaged students; we aim to increase this target to departmental expectations by 2023.



Gold Certificate

Students will receive a Gold Award once they accumulate 3 Silver Awards. Students will receive this award during the Term 4 Assembly of Excellence.

Collection: The YA and Well-being team will manage the accumulation of awards and keep a register of student awards for future assemblies.

Attendance Criteria: To be eligible for this award, students require above 90% attendance for the term.

*We have set a target of 90% attendance for 2021 and 2022 as a strategy to re-engage disengaged students; we aim to increase this target to departmental expectations by 2023.



Principal's Medallion

Students will receive a Principal's Medallion once they accumulate 2 Gold Awards. Students will receive this award during the Term 4 Presentation Day Assembly.

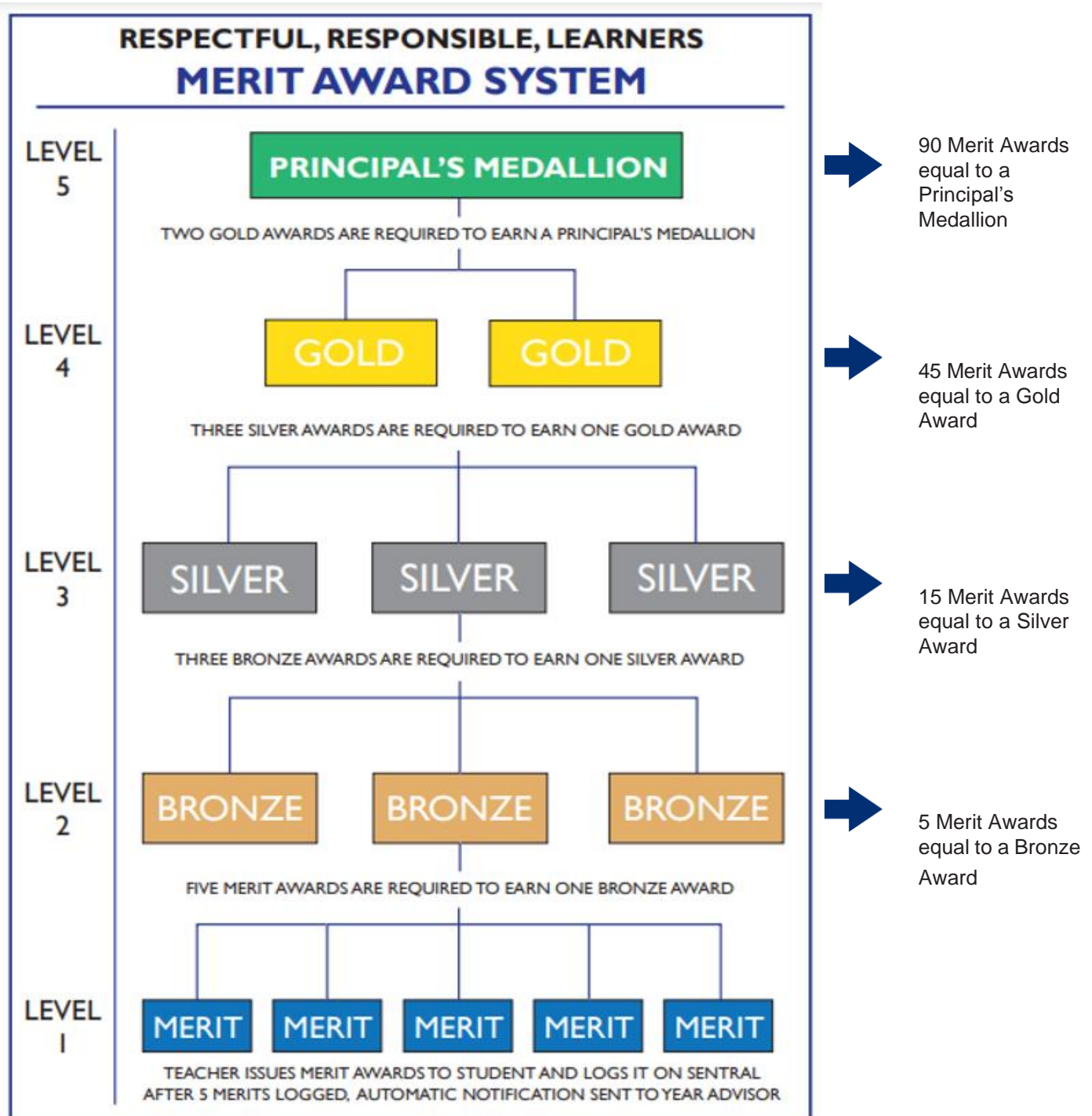
Collection: The YA and Well-being team will manage the accumulation of awards and keep a register of student awards for future assemblies.

Attendance Criteria: To be eligible for this award, students require above 90% attendance for the term.

*We have set a target of 90% attendance for 2021 and 2022 as a strategy to re-engage disengaged students; we aim to increase this target to departmental expectations by 2023.



Progression of Awards Flow Map



APPENDIX 5

APPENDIX 6 FOR REWARDS AND AWARDS FLOWCART OVERVIEW



Well-being

Well-being

Well-being systems at JMHS aim at ensuring students' Well-being and resilience. They are based on a Culture of Caring, where we care holistically about a student's progress through school. Systems are designed to keep students on-track, to prepare them for societal expectations in the future, and to give them a scaffold for being Respectful Responsible Learners.

Personal Improvement Cards

Personal Improvement Cards (PICs) are a supportive measure and should not be used as a disciplinary tool. PICs are used to:

- Collect and collate data that shows a student's progress and improvement
- Assess and manage behaviour over a period of time
- Remind staff of measures/criteria to support students in attaining the necessary levels of re-engagement at school
- Remind students of their targets, which are first discussed with the student (and circled on the card) and in some cases in consultation with parents/caregivers. At the executive level, the HT Well-being may also be consulted on the criteria of the PIC.

Daily

Students may be placed on a 'Daily' or 'Subject' PIC by a teacher or HT for a snapshot of behaviour across a day or in one particular lesson across a week. Teachers must consult with the HT and seek advice from YAs or the HT Well-being before placing a student on a PIC.

Weekly

Students are generally placed on a PIC for a 5 day cycle, 5 periods per day. A student can be placed on a weekly PIC by the HT or by a DP (following a return from suspension). Data is used to inform further action by Executive or Senior Executive staff.

Sentral

Cards include a space to write down who initiated the PIC. If a student is placed on a PIC this must be logged on Sentral, with a log of completion on Sentral at the end of the cycle. If the PIC was issued by a teacher or Faculty HT, the completed PIC must be filed in the faculty for reference.

Students

Students will use a PIC to:

- Demonstrate they can take responsibility in making adjustments and successfully meet the goals and targets discussed with the teacher/HT/DP issuing the card
- Learn from the daily/lesson feedback from classroom teachers
- Inform parents/caregivers of progress made throughout the monitoring process.

While on a PIC, students are barred from partaking in any extra-curricular activities (incursions and excursions). On completion of the PIC, students will have permission to attend extra-curricular activities.

Personal Improvement Cards (Head Teacher and Teacher)

DAILY / SUBJECT

Personal Improvement Card (PIC)

Initiated by:
 Teacher Head Teacher Deputy Principal (please circle)

Student Name: _____ Year: _____

My Targets:

I am on time	I do my best to learn and achieve	I follow the school's mobile phone policy	I follow instructions
I take care of the equipment provided	I speak politely	I work without interrupting others	I listen, think and do - and ask for help when needed
I bring appropriate equipment	I have permission to be out of class	I treat everyone with kindness and care, and say NO to bullying	I focus and participate in the whole lesson

- Students who are continually not meeting expectations may be placed on a PIC
- Students first participate in an interview with the Teacher/HT/DP to develop strategies to assist themselves in class
- Students complete a minimum of 3 lessons on the PIC
- Monitoring cards will be given to you by your teacher/HT/DP
- Parents are notified about students working to improve their behaviour
- Students on a PIC will not be allowed to represent the school in sport, or attend excursions or incursions.

I have read, discussed, understood and planned what I need to do to be successful in my learning/behaviour.

Signature: _____ Date: _____

Version 1 - May 2021

DAILY / SUBJECT

Student name: _____ Start date: / / Week A / B

5 = All of the time
 4 = Most of the time
 3 = Some of the time
 2 = Little bit of the time
 1 = Not acceptable

Target minimum points per lesson: _____

Date: / /

TARGETS	L1	L2	L3	L4	L5
I am on time					
I take care of the equipment provided					
I bring appropriate equipment					
I do my best to learn and achieve					
I speak politely					
I have permission to be out of class					
I follow the school's mobile phone policy					
I work without interrupting others					
I treat everyone with kindness and care, and say NO to bullying					
I follow instructions					
I listen, think and do - and ask for help when needed					
I focus and participate in the whole lesson					

Notes Teacher initial

Lesson 1	
Lesson 2	
Lesson 3	
Lesson 4	
Lesson 5	

Version 1 - May 2021

(Deputy Principal)

WEEKLY

Personal Improvement Card (PIC)

Initiated by:
 Teacher Head Teacher Deputy Principal (please circle)

Student Name: _____ Year: _____

My Targets for the lesson (3 maximum):

I am on time	I do my best to learn and achieve	I follow the school's mobile phone policy	I follow instructions
I take care of the equipment provided	I speak politely	I work without interrupting others	I listen, think and do - and ask for help when needed
I bring appropriate equipment	I have permission to be out of class	I treat everyone with kindness and care, and say NO to bullying	I focus and participate in the whole lesson

- Students who are continually not meeting expectations may be placed on a PIC
- Students first participate in an interview with the Teacher/HT/DP to develop strategies to assist themselves in class
- Students complete a minimum of 5 days on the PIC
- Monitoring cards will be given to you by your teacher/HT/DP
- Parents are notified about students working to improve their behaviour
- Students on a PIC will not be allowed to represent the school in sport, or attend excursions or incursions.

I have read, discussed, understood and planned what I need to do to be successful in my learning/behaviour.

Signature: _____ Date: _____

Version 1 - May 2021

WEEKLY

Student name: _____ Start date: / / Week A / B

5 = All of the time
 4 = Most of the time
 3 = Some of the time
 2 = Little bit of the time
 1 = Not acceptable

Target minimum points per lesson: _____

Date: / /

Teachers:

- Give a score out of five for each of the selected target(s).
- Write a short comment (if required)
- Sign your initials

Day	L1	L2	L3	L4	L5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Other notes (playground duty teacher etc.):

Version 1 - May 2021

Well-being Framework

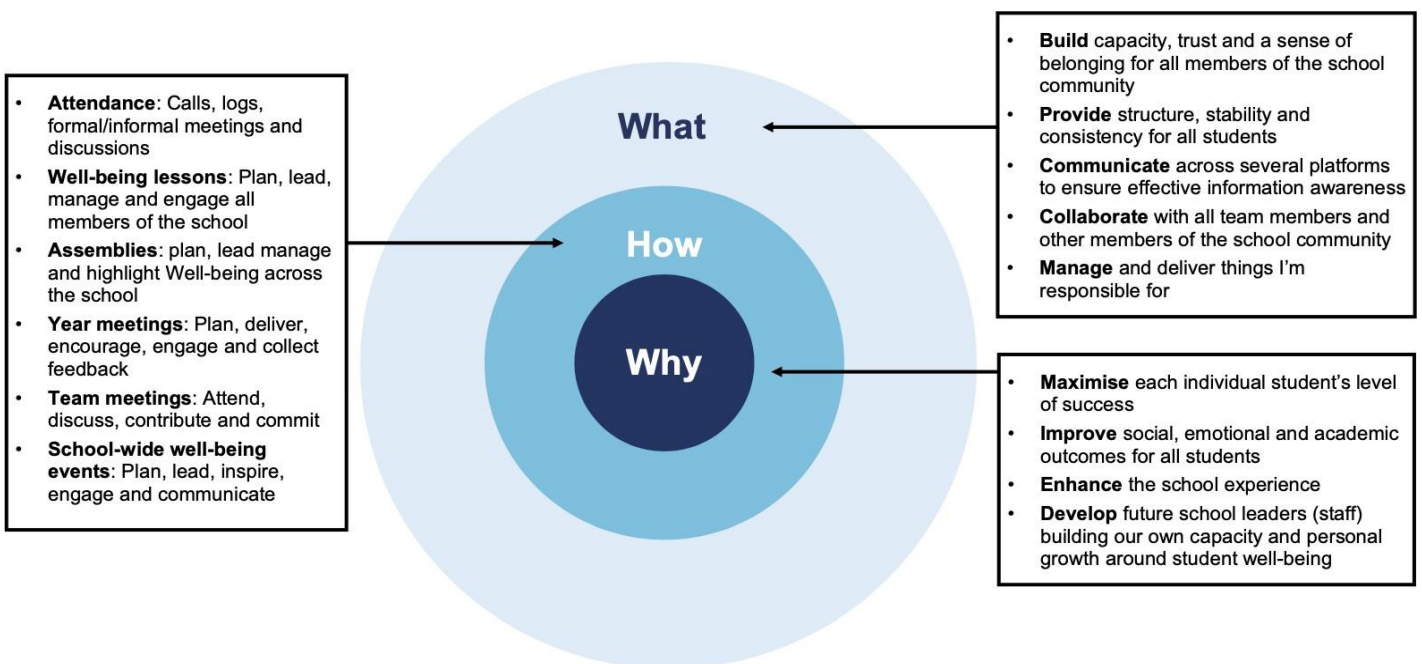
The 'Well-being Framework for Schools' supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful. Well-being at JMHS is driven by the themes of Connect, Succeed and Thrive (From NSW DoE Well-being Framework published August 2020).

In very broad terms, Well-being can be described as the quality of a person's life. Well-being needs to be considered in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual Well-being.

At JMHS, the YA team designed a 'Golden Circle' of Well-being to ensure alignment across the school and guide all teachers in their approach to Well-being, with a focus on the YA team:

Well-being Team

To school, through school, and beyond school





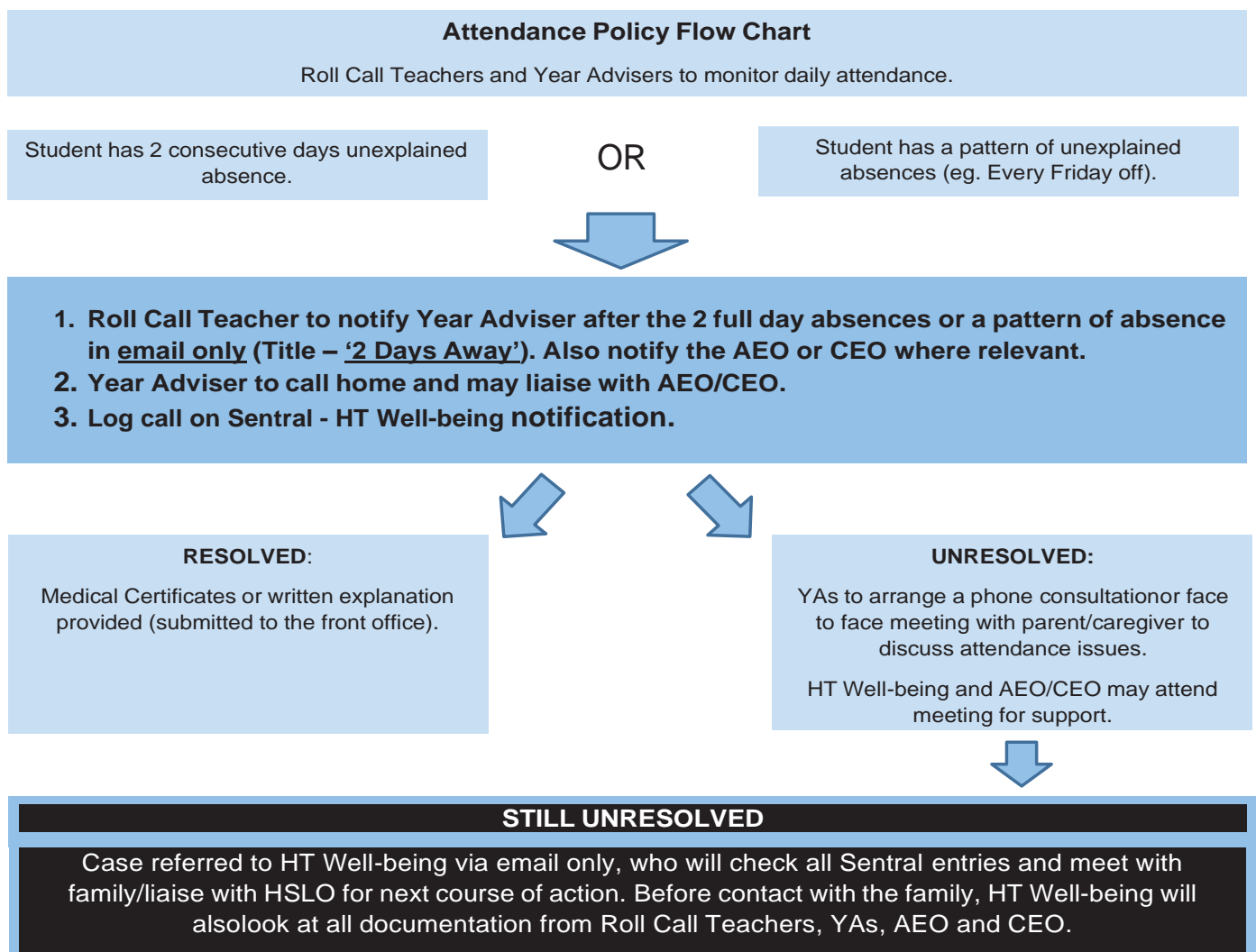
Policies and Procedures

Attendance Policy and Procedure

JMHS follows the NSW DoE's 'School Attendance Policy' (PD-2005-0259-V07, implemented 03/02/2015, updated 11/08/2020).

It is the role of the Principal's delegate to contact parents after 2 days of absence as per departmental guidelines 4.2.2 and 4.2.3: The Principal, or his delegate, must ensure the school has effective measures in place to monitor and follow up student absences. We undertake all reasonable measures to contact parents promptly and within two school days of an absence being unexplained, if contact has not already been made.

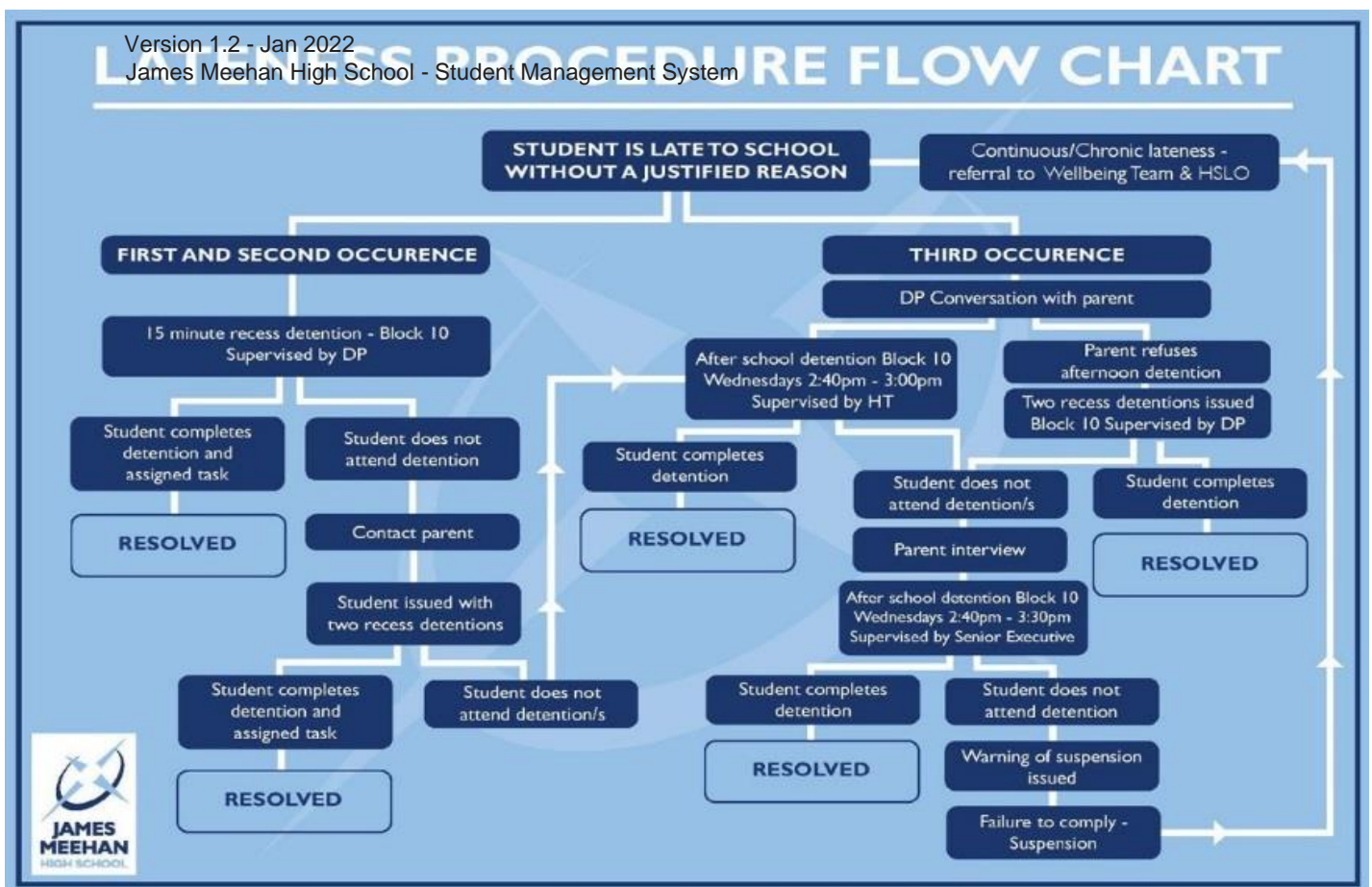
The flow chart below shows the procedures for dealing with attendance issues at JMHS.



Lateness Policy and Procedure

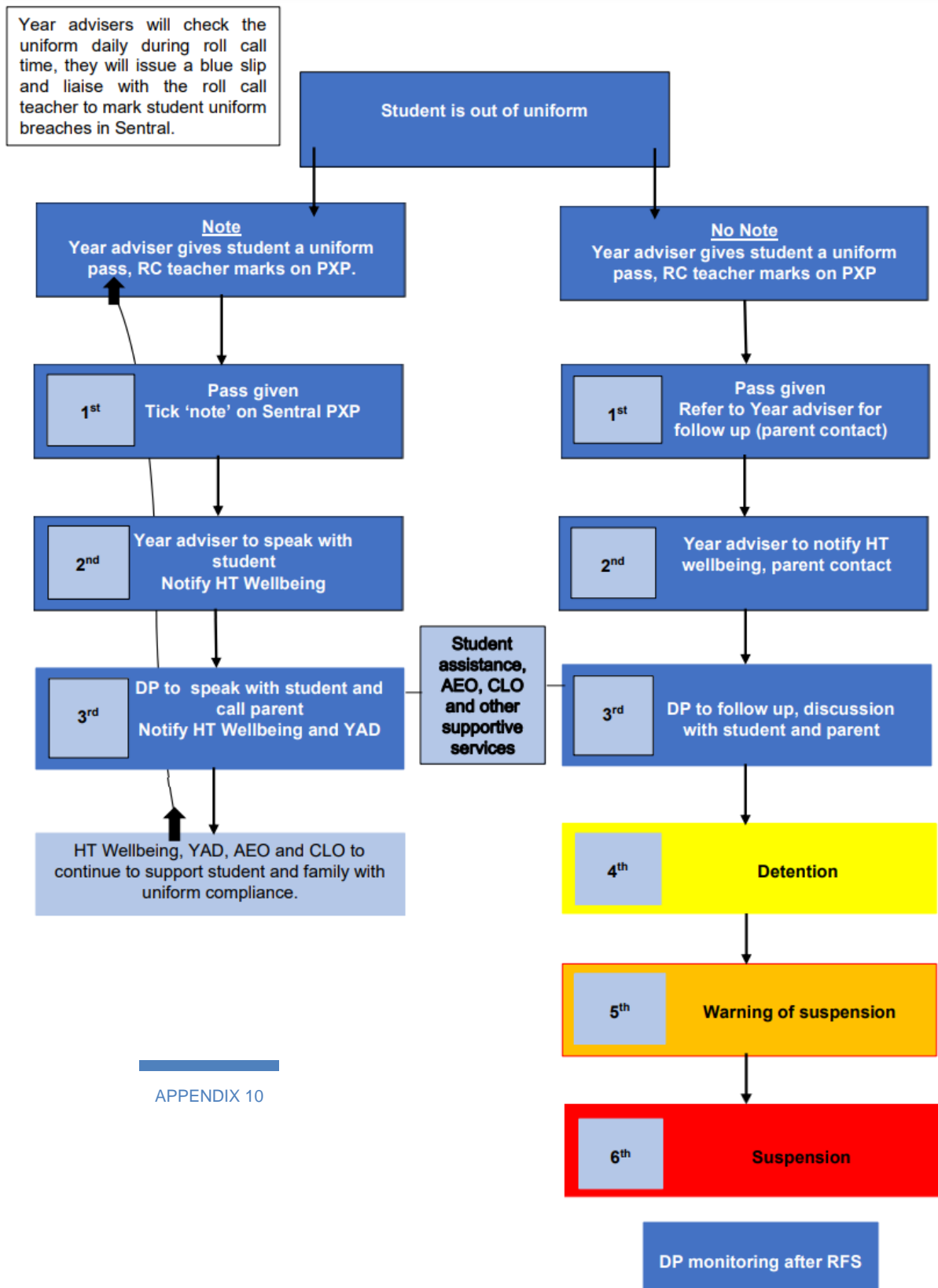
JMHS Punctuality and Lateness procedure is in alignment with the NSW DoE's 2020 School Attendance Policy.

School attendance is a major factor when it comes to student success and behaviour. This procedure works to improve student's attitudes towards education, minimising overall disruption throughout the day and thus enhancing the various educational experiences the school has to offer. In alignment with the high expectations we hold for all our students at JMHS, punctuality not only shows respect but demonstrates that students value their education.



Uniform Policy and Procedure

The JMHS school uniform policy outlines the purpose of adopting a consistent approach to a whole school dress code to foster a deep sense of belonging for our students. When students consistently wear school uniform it fosters a sense of identity, unity and equality across the school.



APPENDIX 10

Mobile Phone and Digital Device Policy and Procedure

The JMHS school has a Mobile and Digital Device policy which clearly identifies that digital devices, including mobile phones, tablet computers and other similar devices are prohibited from being used by students at school. These technological devices can be misused by students and are disruptive to teaching and learning across the school. In the instance these devices are brought to school, once students enter school grounds they must ensure the devices remain switched off and in their bags at all times.

From Term 1 2021

Students bringing a mobile phone to school need to ensure that while in school grounds these devices are switched off and kept inside school bags at all times.



***RESPECTFUL
RESPONSIBLE
LEARNERS***





Appendix

James Meehan High School – School Wide Expectations Matrix

	Classroom	Corridors	Gym	Playground	Canteen	Library
ENTERING	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL
	I line up quietly and wait for the teacher	I lower my voice and enter quietly	I line up quietly and wait for the teacher	I wait to be dismissed by the teacher	I lower my voice and enter quietly	I line up quietly and wait for the teacher
	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE
	I put my food and drink in my bag	I keep to the left as much as possible	I put my food and drink in my bag	I make sure that my hands are clean	I follow the arrows on the ground	I finish all my food and drink
	LEARNER	LEARNER	LEARNER	LEARNER	LEARNER	LEARNER
I ensure my devices are off and away	I make sure I have a reason to be there	I ensure my devices are off and away	I make sure I stay within boundaries	I make sure I am there to purchase	I lower my voice and enter quietly	
INSIDE	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL
	I follow the teacher's instructions	I leave the doors to the block open	I follow the teacher's instructions	I keep my hands and feet to myself	I speak politely and use my manners	I follow the teacher's instructions
	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE
	I stay seated unless given permission	I keep my hands and feet to myself	I use all the equipment correctly	I report any issues to a staff member	I line up in an orderly manner	I remain downstairs at all times
	LEARNER	LEARNER	LEARNER	LEARNER	LEARNER	LEARNER
I place my equipment on the desk	I follow the teacher's instructions	I actively participate at all times	I use my break time effectively	I only purchase for myself	I use all equipment correctly	
LEAVING	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL	RESPECTFUL
	I wait to be dismissed by the teacher	I make my way outside quickly	I return all equipment to where it belongs	I place my rubbish in the appropriate bins	I place my rubbish in the appropriate bins	I place my rubbish in the appropriate bins
	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE
	I tidy my area and tuck my chair in	I keep to the left as much as possible	I leave the area quickly and quietly	I make my way to class when the bell rings	I follow the arrows on the ground	I return all equipment to where it belongs
	LEARNER	LEARNER	LEARNER	LEARNER	LEARNER	LEARNER
I exit in a safe and sensible manner	I take my rubbish with me	I am mindful of surrounding classes	I arrive to my next class on time	I exit the area quickly and quietly	I exit the area quickly and quietly	

RESTORATIVE BEHAVIOUR PROCESS

Flow Chart

Level 1 – Teacher Restorative Conversation

If a student's behaviour is inappropriate, oppositional or disruptive, start by having a restorative conversation. Use this structure:

1. Explain to the student why their behaviour is inappropriate.
2. Guide the student in understanding the impact of their actions on their classmates, their learning and/or yourself.
3. Listen to understand why the poor behaviour has occurred.
4. Ask the student to suggest a way to repair the damage they have done.
5. Ask the student to reflect on how they will ensure that their inappropriate or hurtful behaviour is not repeated.

Serious Incident

For a serious incident and non-negotiables:

1. Make sure of the safety of all staff and students.
2. Refer to HT/DP



Level 2 – Teacher Collaborative Interventions

Conversations have taken place, but the poor behaviour has not yet been rectified. An intervention is now required:

1. The student is spoken to by the classroom teacher who explains why an intervention is now required.
2. Notify the Head Teacher for support or advice; contact parent/carers and/or issue a Personal Improvement Card (PIC) if deemed necessary. Start a Discipline Referral.
3. Trial a response or process that will directly address the behaviour (intervention).
4. Make a record of the disruptive behaviour, and the intervention you trialed, on Sentral as a Level 2 Negative.
5. If required, notify Year Advisers of the interventions so they can assess patterns across the school using a Sentral Progress Report.



Level 3 – Head Teacher Referral

If student oppositional or inappropriate behaviour continues, teachers refer this to their Head Teacher, who should:

1. Revise Sentral logs of behaviour and interventions already trialed at Level 2
2. Investigate the incident(s), talk with the teacher and student and understand the basis of the poor behaviour.
3. In more serious cases, arrange an onsite meeting with parents/carers.
4. Consult with Head Teacher Well-being, Year Advisers, CLO, AEO, and classroom teacher about further interventions.
5. Decide on any further interventions that need to occur (which could include using Personal Improvement Card – daily/subject or weekly in consultation with DP and/or HT Well-being).
6. If Head Teacher interventions are not successful, fill in Discipline Referral with appropriate documentation attached and hand to Deputy Principal, make a Sentral Level 3 Negative entry.



Level 4 – Deputy Principal Referral

Deputy Principal activates decision protocol from Serious Incident Flow Chart and decides on next level intervention or consequences.



Level 5 – Principal Referral. Principal and Deputy Principal consult for final decision

Discipline Referral

Name: _____

Year/Grade: _____

Date of Incident: _____

Teacher Name: _____

Teacher statement attached Yes No

Person/s involved statements attached Yes No

Witness statements attached Yes No

Teacher Action (immediate)

Teacher Action (post student conference)

Student conference

Detention (Date _____)

Student: Attended / Did not attend

Discussion / Plan / Support

(Please state outcome above)

Teacher PIC (green)

Completed: Y / N

Teacher support measures

Consulted LAST, Sentral documents and made adjustments

Phone Call Home

Time: _____ Date: _____

Document all information in Sentral, if no improvement refer to HT

Date of HT referral: _____

Discipline referral # _____

Head Teacher Action Prior to Referral

Teacher referral section complete Yes No Date: _____

Head Teacher Action (immediate)

HT Action (Post student conference)

Observation of student in class

Discussion with teacher

Student conference

Date: _____ Time: _____

Discussed PBL values

HT PIC (yellow)

Completed: Y / N

HT support measures

Faculty Withdrawal

HT Referral (Wellbeing, HT L&E)

Phone Call home _____

Parent Interview _____

Discussion about student in executive meeting RE concerns

Head Teacher Name: _____

Date: _____

Outcome of Action:

Ready for file: Y / N

Further action required: Y / N

Refer to DP: Y / N

Copy to Student File

Version 2 August 2020

Deputy Principal Action

Head Teacher referral section complete

Yes

No

NA

Level 1 action:

Student Interview

Student/Teacher Mediation

Student mediation

HT Referral (HT L&E)

HT Referral (Wellbeing)

Verbal Caution

Parent Interview/Phone Call (Circle)

Counsellor Referral

Wellbeing Coach

Level 2 action:

Formal Caution

Playground Contract

DP Monitoring – Orange Blue White (circle one)

External Agency _____

Level 3 action:

Suspension

Police Liaison Referral

Other: (Specify Decision)

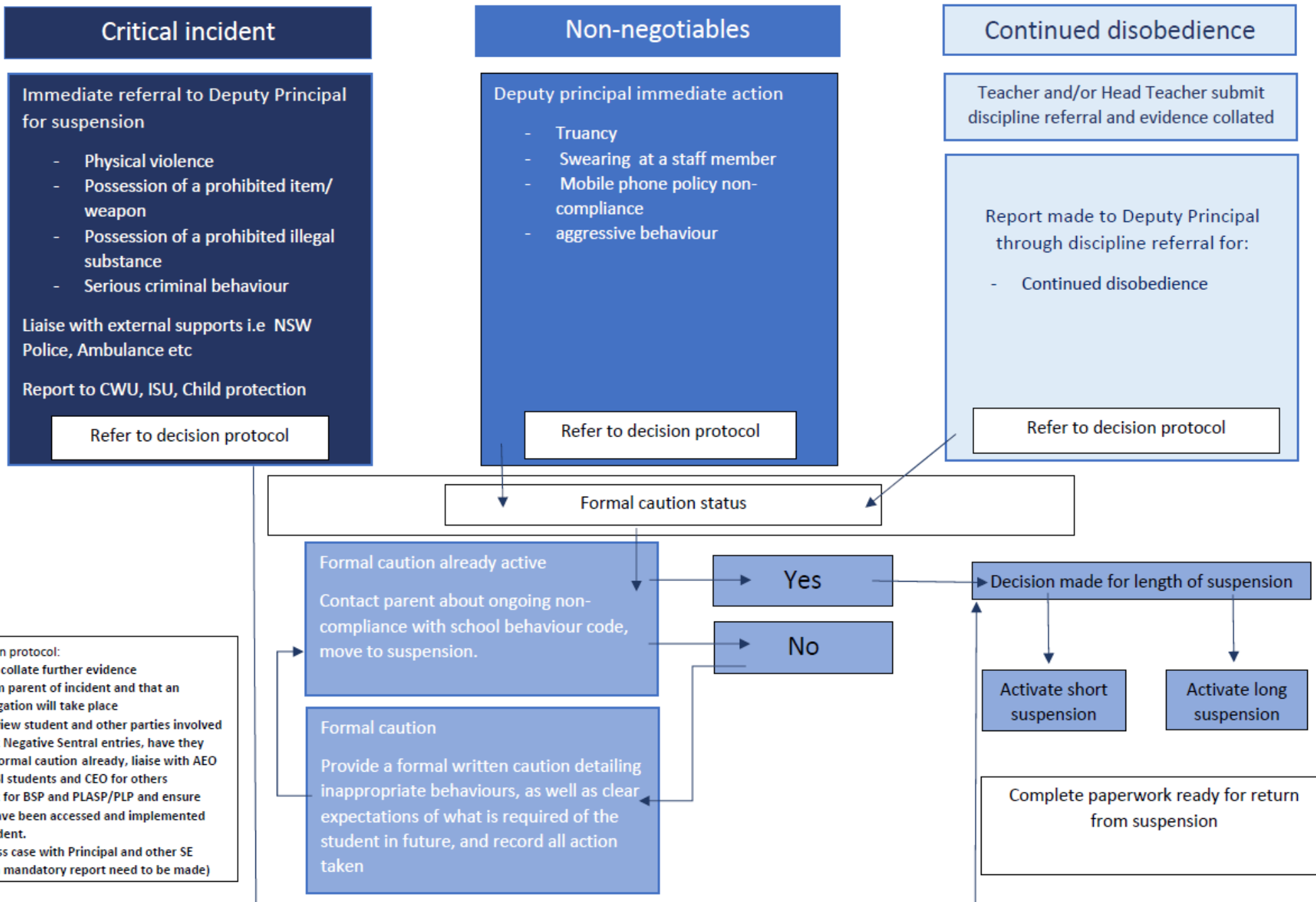
Deputy Principal Name: _____

Date: _____

Further information:

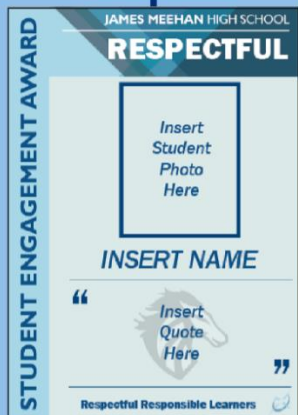
Serious Incident Flow Chart

Please see SMS 'Restorative Behaviour Processes Flow Chart'



STUDENT ENGAGEMENT AWARD

At the end of each month, the three students that have received the most positives on Sentral in each of the school values (Respectful, Responsible, Learner) receive the following:



Display for Social Media, with student photo and quote



Student Engagement Award certificate at assembly



Ten Super League Tokens for the following fortnight's token draw



Three Merit Awards, added digitally through Sentral

RESPECTFUL RESPONSIBLE LEARNERS

MERIT AWARD SYSTEM

LEVEL 5

PRINCIPAL'S MEDALLION

TWO GOLD AWARDS ARE REQUIRED TO EARN A PRINCIPAL'S MEDALLION

LEVEL 4

GOLD

GOLD

THREE SILVER AWARDS ARE REQUIRED TO EARN ONE GOLD AWARD

LEVEL 3

SILVER

SILVER

SILVER

THREE BRONZE AWARDS ARE REQUIRED TO EARN ONE SILVER AWARD

LEVEL 2

BRONZE

BRONZE

BRONZE

FIVE MERIT AWARDS ARE REQUIRED TO EARN ONE BRONZE AWARD

LEVEL 1

MERIT

MERIT

MERIT

MERIT

MERIT

TEACHER ISSUES MERIT AWARDS TO STUDENT AND LOGS IT ON SENTRAL AFTER 5 MERITS LOGGED, AUTOMATIC NOTIFICATION SENT TO YEAR ADVISER



3 TYPES OF REWARDS & AWARDS Flow Chart for Teachers

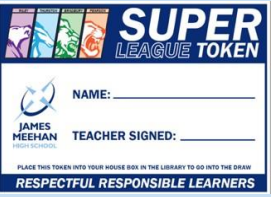
Type 1 – Super League Tokens

Awarded for MEETING EXPECTATIONS, and BEING ORGANISED.

Eg.

- Bringing the right equipment to lessons
- Being on time
- Entering the room respectfully and quietly
- Picking up litter
- Speaking politely

FREE and FREQUENT AWARDS!




PROGRESSION

Year Advisers and HT Well-being monitor awards and manage the progression process.

Students put their Super League Tokens into the house boxes in the library. Tokens are drawn in a prize draw every fortnight in assembly – the more tokens students have, the more chance they have of winning.

1 token is drawn per house for a fun prize.

Type 2 – Positives on Sentral



Awarded for EFFORT and ATTITUDE

Eg.

- Consistently polite and engaged
- Showing resilience in work
- Cooperating and collaborating with peers
- Focus and concentration in lessons

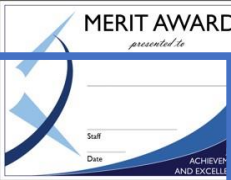
AWARDED for EXTRA EFFORT – add a positive on Sentral




Year Advisers tally positives and award top students the Student Engagement of the Month Award.

This equals 3 Merit Certificates (Type 3) plus 10 Super League Tokens (Type 1).

Type 3 – Merit Certificates




Awarded for EXCELLENT and OUTSTANDING ACHIEVEMENT

Eg.

- A great piece of written work
- Brilliant performance in a sports match
- Clear and engaging presentation
- Excellent music or drama performance
- Outside school excellence

AWARDED for ACHIEVEMENT – write a certificate and hand it to the student. Students will submit certificates to YAs to be recorded on Sentral.



Merit Certificates accrue over a student's whole career at JMHS. 5 Merits = 1 Bronze.

Students progress through Bronze, Silver, Gold certificates till they reach a Principal's Medallion.

DAILY / SUBJECT



Personal Improvement Card (PIC)

Initiated by:

Teacher Head Teacher Deputy Principal (please circle)

Student Name: _____ Year: _____

My Targets:

I am on time	I do my best to learn and achieve	I follow the school's mobile phone policy	I follow instructions
I take care of the equipment provided	I speak politely	I work without interrupting others	I listen, think and do - and ask for help when needed
I bring appropriate equipment	I have permission to be out of class	I treat everyone with kindness and care, and say NO to bullying	I focus and participate in the whole lesson

- Students who are continually not meeting expectations may be placed on a PIC
- Students first participate in an interview with the Teacher/HT/DP to develop strategies to assist themselves in class
- Students complete a minimum of 3 lessons on the PIC
- Monitoring cards will be given to you by your teacher/HT/DP
- Parents are notified about students working to improve their behaviour
- Students on a PIC will not be allowed to represent the school in sport, or attend excursions or incursions.

I have read, discussed, understood and planned what I need to do to be successful in my learning/behaviour.

Signature: _____ Date: _____

DAILY / SUBJECT

Student name:

Start date: / /

Week A / B

5 = All of the time
4 = Most of the time
3 = Some of the time
2 = Little bit of the time
1 = Not acceptable

Target minimum points per lesson: _____

Date: ____/____/____

TARGETS	L1	L2	L3	L4	L5
I am on time					
I take care of the equipment provided					
I bring appropriate equipment					
I do my best to learn and achieve					
I speak politely					
I have permission to be out of class					
I follow the school's mobile phone policy					
I work without interrupting others					
I treat everyone with kindness and care, and say NO to bullying					
I follow instructions					
I listen, think and do - and ask for help when needed					
I focus and participate in the whole lesson					

Notes

Teacher initial

Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		



Personal Improvement Card (PIC)

Initiated by:

Teacher Head Teacher Deputy Principal (please circle)

Student Name: _____ Year: _____

My Targets for the lesson (3 maximum):

I am on time	I do my best to learn and achieve	I follow the school's mobile phone policy	I follow instructions
I take care of the equipment provided	I speak politely	I work without interrupting others	I listen, think and do - and ask for help when needed
I bring appropriate equipment	I have permission to be out of class	I treat everyone with kindness and care, and say NO to bullying	I focus and participate in the whole lesson

- Students who are continually not meeting expectations may be placed on a PIC
- Students first participate in an interview with the Teacher/HT/DP to develop strategies to assist themselves in class
- Students complete a minimum of 5 days on the PIC
- Monitoring cards will be given to you by your teacher/HT/DP
- Parents are notified about students working to improve their behaviour
- Students on a PIC will not be allowed to represent the school in sport, or attend excursions or incursions.

I have read, discussed, understood and planned what I need to do to be successful in my learning/behaviour.

Signature: _____ Date: _____

WEEKLY

Student name:	Start date: / /	Week A / B
---------------	-----------------	------------

5 = All of the time
4 = Most of the time
3 = Some of the time
2 = Little bit of the time
1 = Not acceptable

Target minimum points per lesson: _____

Date: ____/____/____

Teachers:

- Give a score out of five for each of the selected target(s).
- Write a short comment (if required)
- Sign your initials

Day	L1	L2	L3	L4	L5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Other notes (playground duty teacher etc.):

Attendance Policy Flow Chart

Roll Call Teachers and Year Advisers to monitor daily attendance.

Student has 2 consecutive days unexplained absence.

OR

Student has a pattern of unexplained absences (e.g. Every Friday off).

1. Roll Call Teacher to notify Year Adviser after the 2 full day absences or a pattern of absence in Email Only (Title – '2 Days Away'). Also notify the AEO or CEO where relevant.
2. Year Adviser to call home and may liaise with AEO/CEO.
3. Log call on Sentral - HT Well-being notification.

RESOLVED:

Medical Certificates or written explanation provided (submitted to the front office).

UNRESOLVED:

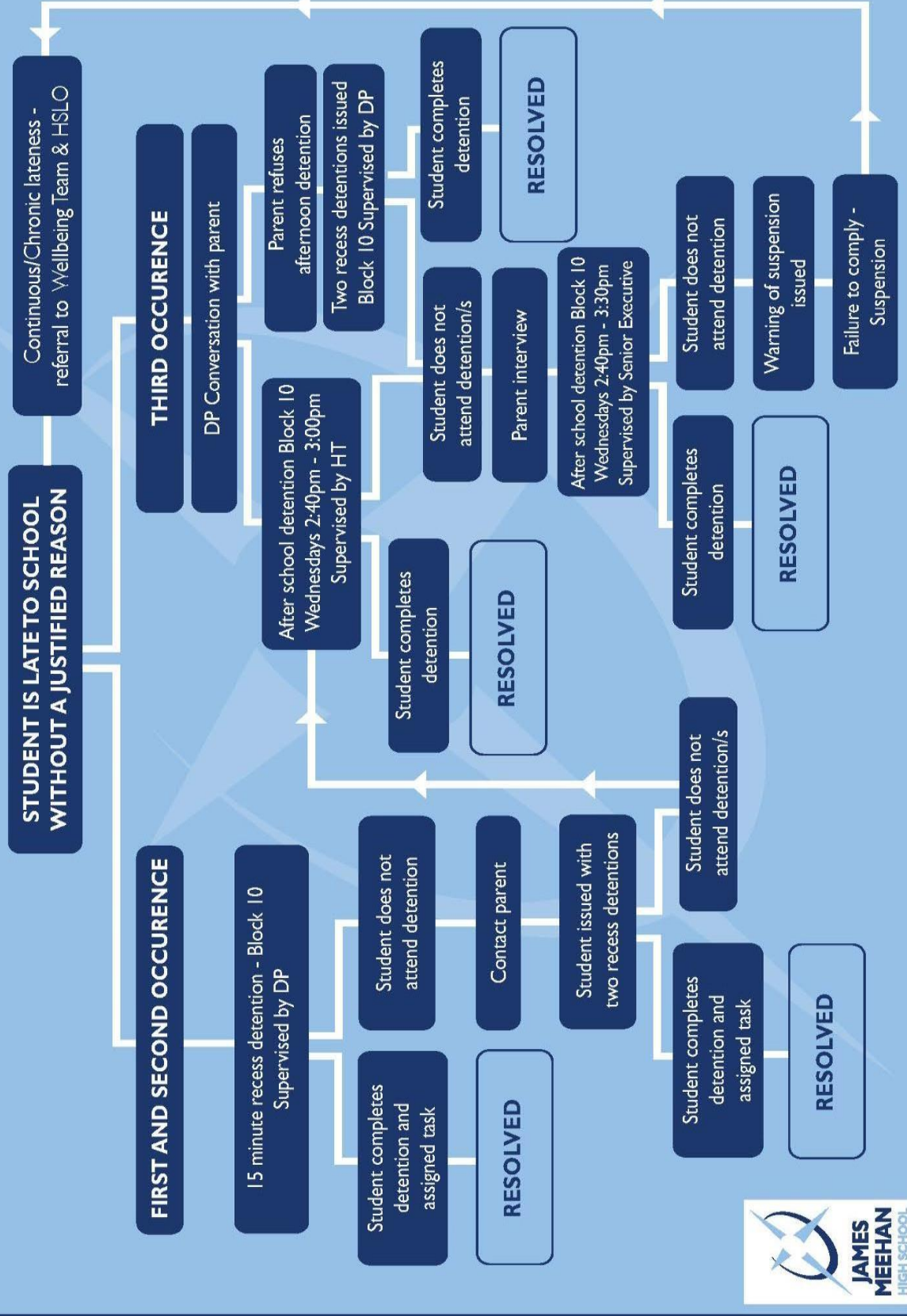
Year Adviser to arrange a phone consultation or face to face meeting with parent/caregiver to discuss attendance issues

HT Well-being and AEO/CEO may attend meeting for support.

STILL UNRESOLVED

Case referred to HT Well-being via email only, who will check all Sentral entries and meet with family/liase with HSLO for next course of action. Before contact with the family, HT Well-being will also look at all documentation from Roll Call Teachers, Year Advisers, AEO and CEO.

LATENESS PROCEDURE FLOW CHART



The Student Management System was developed by The JMHS Well-being team in 2021,
with



Education Changers Pty Ltd (ABN 81 153 223 315 / ACN 153 223 315)
102 Tope Street South Melbourne VIC 3205
educationchangers.com



NSW DEPARTMENT OF EDUCATION

JAMES MEEHAN
HIGH SCHOOL

58 Harold Street, Macquarie Fields, NSW, 2564
Phone: 9605 4395

Email: jamesmeeha-h.school@det.nsw.edu.au
Website: jamesmeeha-h.schools.nsw.gov.au/