

Shellharbour Public School Behaviour Support and Management Plan

Overview

Shellharbour Public School is a coastal primary school with approximately 360 students. We are well known for excellence in academic, extra-curricular and student-focused welfare programs. This is the result of the outstanding work ethic of our staff, who engage collaboratively across the whole school to ensure each student is known, valued and cared for, a strong focus on professional learning, and a long history of quality strategic planning.

Vision Statement

At Shellharbour Public School, we envision a nurturing and empowering environment where respect is the cornerstone of our community. We are committed to fostering resilience, inclusiveness, and a strong sense of belonging among our students, families, and staff. By cultivating a respectful atmosphere, we encourage open communication and collaboration, enabling everyone to feel valued and connected.

We believe that education is a transformative journey that shapes not only academic achievement but also the holistic development of each child. Our approach to learning emphasises the importance of emotional, social, and cognitive growth, ensuring that every student develops the skills necessary to navigate life's challenges. Our school promotes consistent classroom management strategies that uphold high expectations, ensuring a safe and supportive atmosphere for learning. This structured environment allows students to thrive, fostering focus and engagement in their educational pursuits.

We strive to cultivate a community where every student is encouraged to embrace challenges, celebrate diversity, and take responsibility for their learning and actions. We recognise that challenges are opportunities for growth, and we support our students in developing a positive mindset that embraces new experiences. By celebrating diversity, we create an enriching environment where all perspectives are valued, enhancing the learning experience for everyone. Our commitment to responsibility helps students understand the importance of their choices and the impact they have on themselves and others.

By providing diverse opportunities, we prepare our students for success now and into their future, equipping them with the skills and values needed to thrive in an ever-changing world. We offer a wide range of extracurricular activities, community partnerships, and real-world experiences that foster creativity, critical thinking, and collaboration. This comprehensive approach ensures that our students are well-rounded individuals, ready to face the complexities of the future.

Together, we build a foundation for lifelong learning, empowering our students to become compassionate, resilient, and responsible global citizens. Our vision is to instil in every child the confidence and ability to make meaningful contributions to their communities, fostering a sense of purpose and connection that lasts a lifetime. At Shellharbour Public School, we are dedicated to creating an environment where every child can flourish, discover their potential, and make a positive impact on the world around them.

School-wide processes for Working with Behaviour

Teachers will work in partnership with families to support positive student behaviour, ensuring a collaborative approach to addressing any concerns. All behaviour management strategies will align with Department of Education policies and the Behaviour Code for Students, maintaining consistency and fairness. Ongoing, open communication with families will be prioritised through letters, phone calls, and face-to-face meetings, fostering a shared understanding and a proactive approach to student well-being and success.

School-wide expectations and rules

Shellharbour Public School has the following school wide rules and expectations.

Safe	Responsible	Respectful
We keep our hands to ourselves	We play game by the rules	We respect people’s personal space
We wear our school uniform	We keep our school neat and tidy	We use our manners
We are in the right place at the right time	We have a go and accept challenges	We accept adult decisions
	We respect others’ rights to learn	
	We respect ourselves, each other and our spaces	

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.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

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	Peer Support Program	Senior students are trained as Peer Leaders, and lead small groups of younger students in weekly structured sessions. Peer Support equips students with the skills and tools to build strong relationships and positively navigate life. Students learn the social and emotional literacy skills to manage life's ups and downs better	Students K-6
Prevention	The Anxiety Project	This program takes a whole-of-school community approach. It assists teachers in reducing anxiety by teaching specific CBT-related classroom techniques for managing child anxiety. Through a series of lessons, students are taught how to identify and manage emotions. Parent workshops are also offered to engage the community.	All
Prevention	National Week of Action against Bullying	Our school participates in the annual National Week of Action against Bullying through Bullying No Way in August each year.	All
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	Student Advocacy Program	A targeted intervention for at-risk students, pairing them with a trusted adult in the school who serves as their advocate throughout the year. This relationship provides personalised support and fosters collaboration with the student's family, promoting open communication and helping students overcome challenges to achieve academic success.	
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	<u>Attendance support</u>	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
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

At Shellharbour Public School, we recognise that students are continuously learning about appropriate behaviour. We understand that mistakes may happen, and our responses must be measured, focusing on teaching students how to engage positively in community life. Our approach aligns with the Department of Education's Care Continuum, which supports student development through a structured framework.

When inappropriate behaviour occurs, we apply logical consequences that help students understand why their actions are unacceptable and how to avoid similar incidents in the future. Our responses are consistent and proportionate, in line with the Department of Education's Behaviour Code for Students, which outlines the expectations for respectful interactions within our school community.

Behaviour Management strategies at our school are founded on principles such as honesty, empathy, individual responsibility, and a belief in personal growth.

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.

At Shellharbour Public School, our staff are dedicated to identifying and addressing inappropriate behaviour, including bullying and cyberbullying, through various channels:

- **Direct Observation:** Monitoring students' behaviours, interactions, verbal communications, and work (such as written materials or performances).
- **Disclosures:** Receiving new information from individuals, whether previously unknown or kept confidential.
- **Concerns from the Community:** Listening to reports from parents, community members, or external agencies.

Students and parents are encouraged to report bullying to any staff member. In accordance with NSW public school guidelines, principals have the authority to take disciplinary action for student behaviours that occur outside of school hours or grounds, including cyberbullying. Students who experience bullying will receive appropriate support, such as access to our school counselling services.

Our responses to behaviours of concern apply to conduct that occurs:

- At school
- On the way to and from school

- During school-endorsed off-site activities
- Outside school hours and off premises when a clear connection to the school exists
- When using social media, mobile devices, or other technology involving another student or staff member.

At Shellharbour Public School, we are committed to creating a safe and respectful environment for all students.

Preventing and responding to behaviours of concern

Disciplinary matters will be handled by individual teachers, who will work with the students involved to find a resolution. 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. If necessary, the Assistant Principal for the relevant stage will become involved, especially for students who repeatedly break school rules, where consequences from the Behaviour Code may be applied. See Appendix 1 and 2 for a flow chart of processes for responding to major behaviours of concern.

Process for managing minor behaviour and corrective responses

Reminder

- A discrete reminder of the three simple rules (Safety, Respect, Responsibility) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.
- Focus on maintaining the child in the Reminder Phase through regulation or co-regulation strategies, including referring to previous examples of good behaviour.

Repeat

- A clear verbal caution is delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.

Reset

- Reset is a short time inside the room at a designated space. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
- Advise the student that a Repair session at the next break is now mandatory, not to be negotiated, removed or substituted.

Repair

- If behaviour occurs during morning session, teacher has a quick restitution discussion identifying problematic behaviour. Teacher identifies clearly to student the desired behaviour and exhibits confidence in student being able to return to appropriate learner behaviours
- Teacher records information on behaviour form and brings form and student to the library at recess for their repair session.
- Teacher hands sheet to exec present in library for recording on Sentral. Exec and teacher discuss behaviour with students using conversation framework.
- Letter generated to be sent home for students to have signed and returned.
- Teacher records any follow up to incident on Sentral, including any contact with family.

Technique	Explanation	Example
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength and helps the student to control his impulses by her proximity.	When Alan is off task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behaviour in line, brief positive feedback will help to maintain the desired behaviour, "Thanks, Alan for showing respect with your attention."
Signal or Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.	When Sarah begins to talk to her neighbour, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention. The group of students is getting restless. The teacher uses her hand signal to regain their attention, then praises the group and reminds them of her expectations for independent work time.
Ignore/ Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the	Michael is off-task during independent work time. The teacher briefly ignores Michael and specifically praises a student nearby who is on task, "Good

	inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.	work, James. You are working away on your assignment.” When Michael begins to get back to work, the teacher then, immediately, praises him: “Thanks, Michael for being on task; you’ll be sure to get your work done.”
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Strategy	Explanation	Example
Re-direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific re-statement of the school-wide or non-classroom behaviour or classroom rule/ procedure. A redirect emphasises the “what” of the behaviour instead of the “why.”	“Jason, please begin your writing assignment now, thank you.” (Later) “Nice job, Jason, you have begun your work.”
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific behaviour or routine. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach, show and give the student the immediate opportunity to practise demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.	“Jason, you need to be responsible by being on task. That means your desk is clear of everything but your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible, Jason; it looks like you are ready to work. Let me know if you need help.”
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives - the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice and when the student chooses wisely, provide praise.	“Jason, you are asked to get on-task and begin working or you can finish this task later today during our special activity.” or “Jason, you can get organised and work here at your seat, or you can work in the quiet area.”
Consequence & Triage conversation/ Student Conference	Apply fair consequence (logical & individualised) eg. miss out on play, buddy class time out, make up missed work, walk with teacher, loss of privilege. Triage conversation (see example)/Conference - lengthier re-teaching or problem solving. The behaviour of concern is discussed, the desired behaviour is taught, reasons for the desired behaviour are explored and a plan made to ensure the behaviour is used in the future. A student conference might include practise.	“Jason, several times today I have reminded you about being on task. When you are given an assignment, you need to.... When you do that you can quickly get done what you have to do and move on to things you enjoy more. Tell me what you will do when given an assignment. Let’s practise...How can I help you to do that if you get stuck?” (Then) “Can I get a commitment from you to do that?”

Recognising and Rewarding Positive Behaviour

At Shellharbour Public School, we believe in a preventative approach to managing behaviour, promoting positive conduct and recognising students who engage positively. This system reduces the need for additional support or interventions. Our staff model, teach, recognise, and reinforce positive behaviour and expectations using evidence-based strategies. These strategies promote self-regulation, reduce impulsivity, enhance focus, and strengthen peer networks, supported by The Anxiety Project principles.

We understand that motivation varies; younger students often respond to adult attention, while older students are motivated by peer recognition, activities, privileges, or independence. Immediate and frequent reinforcement is essential as students learn new skills, with intermittent and long-term reinforcement maintaining positive behaviours over time.

We have several whole-school systems to promote positive behaviour, grounded in our school's values. Our positive recognition system fosters student pride by acknowledging and celebrating their commitment, effort, and achievements. An overview of our Merit System is included below:

Classroom based positive recognition.	Classroom teachers are encouraged to implement positive reward systems to foster a supportive and inclusive classroom culture. Recognising and reinforcing positive behaviours helps to create a motivating learning environment where students feel valued and encouraged to engage. Rewards should be fair, consistent, and aligned with school-wide expectations, promoting respect, responsibility, and cooperation. By utilising a variety of intrinsic and extrinsic rewards, teachers can support student engagement, enhance classroom management, and reinforce desired behaviours in a constructive manner.
Merit Certificate	Merit Certificates are awarded at assemblies each fortnight. 2 certificates are awarded per class at each assembly and can awarded for: <ul style="list-style-type: none"> • Excellent classroom application • Excellent classroom behaviour • Growth or achievement in any subject area.
Reward Certificate	Reward Certificates are awarded after a student earns 10 mini merits that can be given by all school staff for: <ul style="list-style-type: none"> • Home reading • Sportsmanship • Positive behaviour • Application and attitude toward learning • Consistently correct uniform.
Pennant	When a student has collected 4 Merit or Reward Certificates, they will be presented with a Pennant at the next Infants or Primary Assembly.
Banner	When a student has collected 4 Pennants, they will be presented with a banner at the next Whole School Assembly. An invitation will be sent home to parents and carers inviting them to the assembly.
Gold Medal	When a student has collected 1 Banner and an additional 4 Pennants they will be presented with a Gold Medal at the next Whole School Assembly. An invitation will be sent home to parents and carers inviting them to the assembly and the student will also be invited to a special morning tea with the school executive team.

Reward Days celebrate all students at the end of each term. The Ministry for Special Events will work with key staff to prepare and deliver Rewards Days. These reward days include events such as Ninja Warrior, My House Rules and Colour Run.

Promoting Student Voice

At Shellharbour Public School, we prioritise student voice as an integral part of our community. The Student Parliament allows students to propose motions for school improvement, fostering engagement and participation. Comprising four Ministries – Environment, Community Service, Special Events, and Sport – each supported by two staff members, the Parliament meets four times a year, with the option for extraordinary meetings when urgent issues arise.

The Student Representative Council (SRC), which includes two elected representatives from each class in Years 2-6, acts as an advisory body to the Parliament and staff, providing input on events and programs.

We conduct surveys twice a year to measure student engagement and well-being, capturing perspectives from students, parents, and teachers. Additionally, self-referrals to the Reflection and Restitution Room (R&R) and feedback forums offer students opportunities to express their views on how the school promotes positive behaviour and manages inappropriate conduct, ensuring we respond to their needs effectively.

Responses to serious behaviours of concern

At Shellharbour Public School, we are committed to addressing Major Behaviours that threaten the safety and well-being of our community. These behaviours include assault, violence or aggression,

directed abusive language, racism, bullying, inappropriate use of technology, and possession of banned items such as weapons or drugs.

When such behaviours occur, we follow a structured process that includes:

- **Reviewing and Documenting the Incident:** Thoroughly recording details of the behaviour and its context within Sentral.
- **Determining Appropriate Responses:** Identifying suitable actions, including support for affected staff or students.
- **Referring and Monitoring:** Engaging the School Learning and Support Team to provide additional support for the student involved.
- **Developing Individual Support Plans:** Creating or reviewing plans that focus on teaching positive replacement behaviours and making necessary adjustments to learning and the environment.
- **Implementing Consequences:** Utilising detentions, reflection sessions, and restorative practices as needed.
- **Liaising with the Team Around a School:** Seeking further support or advice for complex cases.
- **Communicating with Parents/Carers:** Ensuring collaboration through various channels, including phone calls, emails, the parent portal, and in-person meetings.
- **Considering Formal Disciplinary Actions:** Issuing formal cautions, suspensions, or expulsions when warranted.

Our approach aligns with the NSW Department of Education's Student Behaviour Policy and Suspension and Expulsion Procedures, ensuring that we maintain a safe and respectful environment for all students. Minor or repetitive behaviours that remain unresolved after Repair sessions or Executive Intervention may also escalate to be classified as Major Behaviours.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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
- 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.

Refer to Appendices 1, 2 and 3 for further details on our approach.

Students at Shellharbour Public School have the opportunity to represent our school in a variety of sporting and extracurricular activities and opportunities. This includes representing our school, district or region in PSSA carnivals, knockout competitions and teams as well as extracurricular teams such as Tournament of Minds, da Vinci Decathlon, chess or public speaking. We have a surplus of students willing and able to attend these events.

Negative behaviours can impact a student's ability to represent our school. If a student is physically violent at school, they will not be permitted to attend an event where they are representing our school for that term. Students who have received formal cautions may also be restricted from school representation events which will be determined by the principal and the Assistant Principal, Engagement.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#)[Incident Notification and Response Procedures](#)[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

The Reflection and Restitution (R&R) process forms part of our Student Welfare and Wellbeing procedures. We use this process to encourage students to take responsibility for their actions and to help students understand how their actions impact others.

Students may attend R&R due to a:

1. Teacher identified incident (Sentral Referral)
2. Self-Referral (Involved in Incident or Witness)
3. Check In (Positive Wellbeing Catch Up).

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?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at recess break	Assistant Principal	Documented in Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or specified playground space for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	Next break	Assistant Principal	Documented in Sentral
Restorative practice – Holding restorative conversations is essential in supporting positive behaviour change among students. These conversations provide a safe space for students to reflect on their actions, understand the impact of their behaviour on others, and take responsibility for their choices. By fostering open dialogue, restorative conversations encourage empathy and promote a sense of accountability, ultimately guiding students toward making better decisions in the future.	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral

Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

Appendix 1: Behaviour Response flow chart



Appendix 2: Bullying Response Flowchart and Behaviour Consequence Chart



Appendix 3: Processes monitoring ongoing behaviour and behaviours of concern.

Behaviour Contract

The Behaviour Contract is designed to demonstrate that students are being responsible, respectful, safe and aspire to achieve their best. This system also acts as restitution. When on a contract, teachers are able to provide positive feedback to students.

<u>Behaviour</u>	<u>Criteria for progression to behaviour contract</u>	<u>Process/Consequences</u>
<p>Minor, unacceptable behaviours OR Major Behaviours</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There are at least 3 entries of a minor behaviour in Sentral OR a major behaviour issue (at Exec discretion) <input type="checkbox"/> Parent/carer contact has been made and recorded in Sentral regarding concerns. <input type="checkbox"/> Student has not made a reasonable attempt to change behaviour. <input type="checkbox"/> Low level supports have been put in place to support a change in behaviour <input type="checkbox"/> What additional supports have been considered? 	<ol style="list-style-type: none"> 1. An Executive Letter of Concern is sent home requesting a meeting with the parent/carer, relevant teaching staff and AP. 2. Student receives a behaviour contract This must be brought to the R&R room each day as a check in system. 3. System is in place for 5-10 days (at executive discretion). 4. At the midpoint of the contract, parent contact is made to update on progress. 5. At the conclusion of 5 days, parent contact is made informing of progress and decision regarding next steps <p>Next steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour improves. Contract ceases <input type="checkbox"/> Student raised with LST to consider appropriate course of action <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> If behaviour does not improve, refer to Principal for next steps

Contract Example

Behaviour Contract



This belongs to:

My goals for my contract are:

Contract commenced on _____

Contract will conclude on _____

Consulted with:

	Day:	Date:
Before School	I was: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful	Teacher comment
Morning Session	I was: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful	Teacher comment
Lunch	I was: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful	Teacher comment
Middle Session	I was: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful	Teacher comment
Recess	I was: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful	Teacher comment
Afternoon	I was: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful	Teacher comment
Student Reflection	I felt my day went <input type="checkbox"/> Great! <input type="checkbox"/> Good <input type="checkbox"/> Not good- I needed support to get back on track <input type="checkbox"/> Other	
Plans for tomorrow	Are there any changes to routine? What can I do to be my best?	

Appendix 4: School Rules

AT SHELLHARBOUR WE ARE



SAFE

We keep our hands and feet to ourselves
We wear our school uniform
We are in the right place at the right time.

RESPONSIBLE

We play games by the rules
We keep our school neat and tidy
We have a go and accept challenges.

RESPECTFUL

We respect people's personal space
We use manners
We accept adult decisions.
We respect others rights to learn
We respect ourselves, each other and our spaces.

