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# SCHOOL CHARTER

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## OUR SCHOOL'S PRIMARY PURPOSE IS TO

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To educate and nurture the whole child in a Catholic environment to function in life.

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### DEFINITIONS

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#### EDUCATE

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To enable the attainment of knowledge and skills about concepts in all learning areas, by instructing, modelling and facilitating learning so that the individual understands and moves from where they are to the next level of learning.

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#### NURTURE

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To encourage students to develop the tools and strategies they require to build their emotional and spiritual intelligence.

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#### WHOLE CHILD

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Whole child refers to the emotional, physical, academic, spiritual and social aspects of the child.

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#### CATHOLIC ENVIRONMENT

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A loving and supportive church and school community that teaches the Catholic practises with Christ as our model.

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#### FUNCTION IN LIFE

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To transfer the knowledge and skills attained to become global citizens and lifelong learners who have healthy relationships; to be equipped to overcome adversity and reach their potential.

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### RIGHTS FLOWING FROM THE PRIMARY PURPOSE OF OUR SCHOOL:

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The student has the right to learn and feel safe

The teacher has the right to teach and feel safe

The group has the right to learn and feel safe

## RESPONSIBILITIES FLOWING FROM THE INDIVIDUAL'S RIGHTS

### STUDENT:

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1. To participate in and complete all tasks to a set standard.
2. To comply with school and classroom rules.
3. To be organised and prepared for the school day.
4. To respect themselves, others and their rights to learn, teach and feel safe.
5. To respect own property and that of others and the school.
6. To participate and support Catholic ethos, practices and religious life experiences.

### STAFF - TEACHERS

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1. To strive to achieve our school's primary purpose by discharging their duties in accordance with:
  - a. Their individual contracts based on:
    - i. The Enterprise Bargaining Agreement.
    - ii. Code of Ethical Conduct.
  - b. AISTL Teaching Standards.
  - c. National Quality Survey.
  - d. School and system policies and priorities.
  - e. Professional obligation to their peers.
2. To teach and assess students according to the:
  - a. Australian Curriculum.
  - b. EYLF
3. To ensure the safety of everyone by proactively enacting the School's and system policies and priorities.
4. Communicate proactively with parents regarding student performance and matters in a manner consistent with the Code of Ethical Conduct and related AISTL Teaching Standards.
5. Proactively engage with the School Leadership team, and outside agencies as required, in the achievement of the School's Primary Purpose.
6. To collaborate and work co-operatively with the staff.

### PARENT

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1. Actively support the staff and students in the achievement of the School's Primary purpose.
2. Actively engage in their child's education and school life by honouring the School's policies and practices.
3. To support the Catholic ethos, practices and religious life experiences available through the school.
4. Proactively maintain open communication with staff members in order to facilitate an environment that reflects the schools primary purpose.
5. Demonstrate their commitment to their child's education by actively participating in class and school community events.
6. Monitor and respond to the child's health needs to develop a healthy lifestyle and proactively triage current health needs.
7. To actively promote resilient, independent learners by empowering the child to develop personal responsibility and accountability in all areas including but not limited to the development of organisational skills and manners.
8. Respect individuals within the school community in a manner that reflects Catholic practices.



## POSITIVE BEHAVIOUR MATRIX

*At St Maria Goretti's Catholic School we all have the right to feel safe, be valued and respected in a community that supports learning and the development of the whole person.*

	<b>RESPECT</b>	<b>RESPONSIBLE</b>	<b>SAFE</b>
<b>Outdoor areas</b>	<ul style="list-style-type: none"> <li>- Include others</li> <li>- Play fairly</li> <li>- Encourage your peers</li> <li>- Keep hands, feet and objects to yourself</li> <li>- Use respectful language – appropriate language/volume/tone</li> <li>- Use the equipment appropriately</li> <li>- Keep our grounds clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>- Try to sort out issues first, before speaking to a duty teacher</li> <li>- Take responsibility for your actions</li> <li>- Take care of the equipment and playground</li> <li>- Use the drink fountains appropriately</li> <li>- After playtime return equipment to the sports shed</li> <li>- Ensure the area is left in a clean and tidy state</li> <li>- Listen for the bell to stop playing &amp; return to class</li> </ul>	<ul style="list-style-type: none"> <li>- Use equipment correctly</li> <li>- Walk on paved areas and around building areas</li> <li>- Sit in the undercover area when eating</li> <li>- Wear the school hat ('no hat no play')</li> <li>- Only talk to recognised people in the school yard</li> <li>- Play &amp; move appropriately in the designated areas only</li> </ul>
<b>Hall</b>	<ul style="list-style-type: none"> <li>- Respect the person who is speaking by looking at their face and listening carefully</li> <li>- Sit &amp; listen to lesson instructions / performances</li> <li>- Participate respectfully (clap at appropriate times)</li> <li>- Keep your hands and feet to yourself</li> <li>- Enter and exit the hall quietly</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and follow all directions</li> <li>- Be in control of your actions</li> <li>- Participate appropriately</li> <li>- Take care of any equipment that you are using</li> </ul>	<ul style="list-style-type: none"> <li>- Walk in the hall</li> <li>- Listen to and follow all instructions</li> <li>- Be aware of people around you</li> <li>- Sit quietly on your bottom and keep your body to yourself</li> <li>- Raise your hand to signal a teacher if you have a problem</li> <li>- Only touch equipment when instructed</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>- Use your manners and speak politely to canteen helpers and people around you</li> <li>- Use correct names of staff e.g. Mrs Not Christian name</li> <li>- Line up quietly</li> <li>- Don't push in the line</li> <li>- Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Only spend your own money</li> <li>- Wait patiently to be served</li> <li>- Eat your food &amp; put scraps / rubbish in the right bins</li> <li>- Keep your place in the line and do not save spots for others</li> </ul>	<ul style="list-style-type: none"> <li>- Sit down in the undercover area when you are eating</li> <li>- Only eat your own food as others may have allergies</li> <li>- Only adults are allowed to enter the canteen</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>- Wait patiently for your turn to speak</li> <li>- Greet office staff politely and use your manners when speaking to adults in the office</li> <li>- Use correct names of staff e.g. Mrs or Mr not Christian name</li> </ul>	<ul style="list-style-type: none"> <li>- Wait quietly to be spoken to e.g. Sit if very busy</li> <li>- Return to class straight after</li> <li>- Only go to the office for valid reasons</li> <li>- Listen carefully to messages given to you</li> </ul>	<ul style="list-style-type: none"> <li>- Walk to the office quickly, quietly and in a calm manner</li> </ul>
<b>Pick Up / Drop Off</b>	<ul style="list-style-type: none"> <li>- Be aware of cars</li> <li>- Sit on your bottom next to your bag</li> <li>- Listen to teachers and parents</li> <li>- Sit in two straight lines at the pick-up, drop off area</li> <li>- Always be aware of parents trying to walk past</li> </ul>	<ul style="list-style-type: none"> <li>- Sit while waiting to be picked up</li> <li>- Wait patiently in the correct area</li> <li>- Pay attention to the cars coming through – be ready to stand up when your parents drive through the gate</li> <li>- Follow teacher directions</li> </ul>	<ul style="list-style-type: none"> <li>- Stay seated until your parents arrive</li> <li>- Follow the teacher's instructions and enter the car from the driver's side</li> <li>- Always watch where you are walking and never cross the road on your own</li> <li>- Watch for cars</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>- Respect other's privacy</li> <li>- Leave the toilet area clean</li> </ul>	<ul style="list-style-type: none"> <li>- Wash your hands with soap and turn off tap after use.</li> <li>- Tell a teacher if there is a problem in the toilet.</li> <li>- Use the toilets appropriately</li> <li>- Go to the toilet before school, and during recess and lunch</li> </ul>	<ul style="list-style-type: none"> <li>- Flush toilet correctly</li> <li>- Water and soap are to be kept in the sink</li> <li>- Only enter the toilet if you need to use the facilities</li> </ul>
<b>Sports Shed</b>	<ul style="list-style-type: none"> <li>- Line up and wait patiently for your turn to be served</li> <li>- Keep hands, feet and equipment to yourself</li> <li>- Speak to the sports shed monitors in a polite manner and use your manners.</li> </ul>	<ul style="list-style-type: none"> <li>- Place equipment in the 'returns' bucket once you have finished playing with it.</li> <li>- The person that borrows the equipment returns it.</li> </ul>	<ul style="list-style-type: none"> <li>- Walk to and from the sports shed</li> <li>- Keep hands, feet and equipment to yourself</li> </ul>

# REINFORCERS FOR THOSE WHO ENACT THE EXPECTATIONS.

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## VERBAL PRAISE

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Featured by being:

1. Frequent and valued as a high level motivator
2. Valued by the recipient.
3. Authentic.
4. Explicit.
5. Succinct.
6. Purposeful.

## MERIT CERTIFICATES

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1. Criteria for awarding Merit Certificates are:
  - a. To reward/acknowledge positive achievement in:
    - i. Academic.
    - ii. Behaviour (respect, responsibility, safety).
    - iii. Perseverance
    - iv. Attitude.
    - v. Surpassing a previous personal best.
  - b. Earned and not a right.  
Merit certificates are not:
    - i. Based on equal numbers per student across the year.
    - ii. A reward for achieving the school's expectations – Merit Certificates are meritorious.
2. Names to go on a weekly "Honour List" displayed on the Reception LCD when the building program is completed.

## STICKERS

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1. To be used at the teacher's discretion to achieve the class expectations.

## CLASS REWARD SYSTEMS

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### INCLUDING TOKENS MONEY, RAFFLES, MARBLES, REWARDS

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1. Valued verbal and social reinforcers provide greater intrinsic motivation when compared to physical rewards.
2. The rationale, expectations, structures, processes and rewards will be advertised.
3. Specialists and support staff will incorporate the class reward system into the operation of their classes and duties.

## ST MARIA GORRETI AWARD

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1. Presented at assembly
2. One Junior and one Senior recipient per month
3. Criteria – selfless acts, concern for others, courage and forgiveness
4. Previous winner presents to new recipient
5. Explicit, purposeful, specific and decent sentence.

## TEACHER COMMUNICATION WITH THE PARENT

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1. Should be explicit, timely and authentic.
2. Reflective of our Primary Purpose.
3. Engaging the child in the communication leads to increased valuing by the child and parent.

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# MANAGING STUDENT BEHAVIOUR POLICY

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*Flowing from our School Charter is our School's Managing Student Behaviour Policy which should be read in the context of the Charter.*

## *OUR SCHOOL'S PRIMARY PURPOSE IS TO*

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To educate and nurture the whole child in a Catholic environment to function in life.

### RIGHTS FLOWING FROM THE PRIMARY PURPOSE OF OUR SCHOOL:

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The student has the right to learn and feel safe

The teacher has the right to teach and feel safe

The group has the right to learn and feel safe

### *RATIONALE:*

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The School's processes focus on rewarding and encouraging students who give of their best to achieve positive behaviours, however structures based on natural consequences are enacted to educate and re-direct those who fail to fulfil their responsibilities and the school's expectations.

For the child to develop and grow into a complete person they need to:

1. Take responsibility for their learning.
2. Take appropriate risks in order to challenge them self to achieve his/her potential.
3. Learn to display appropriate social behaviour patterns.
4. Work co-operatively with staff and their peers.

The Managing Student Behaviour Policy provides a structure which encourages the child to:

1. Value education.
2. Accept responsibility for learning development and decisions.
3. Learn from his/her mistakes.

### *STUDENT RESPONSIBILITIES*

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1. To participate in and complete all tasks to a set standard.
2. Comply with school and classroom rules.
3. Be organised and prepared for the school day.

4. Respect themselves, others and their rights to learn, teach and feel safe.
5. Respect own property and that of others and the school.
6. Participate and support Catholic ethos, practices and religious life experiences.

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### *PRINCIPLES:*

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The Managing Student Behaviour Policy aims to:

1. Provide an environment where the Gospel values are enacted.
2. Ensure the student accepts responsibility for his/her education and behaviour.
3. Encourage and reward positive behaviours that fulfil their responsibilities and the school's expectations.
4. Facilitate the achievement of the Student and Teacher's rights as outline above.
5. Provide structures through which the child can develop the understanding that decisions and behaviours have consequences.
6. Provide procedures for addressing inappropriate behaviours.

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### *PROCEDURES:*

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- 1 Positive attitudes or desired behaviours will be rewarded and celebrated processes for encouraging the desired behaviour as detailed in the School Charter.
- 2 Cases of poor attitudes or behaviours will be:
  - a. Dealt with in accordance with the Managing Student Behaviour Policy.
  - b. Dealt with according to the Class Discipline Plan.
  - c. Communicated to the parent/s.
- 3 Appropriate consequences for poor attitudes or behaviours may include:
  - a. Time out
  - b. Withdrawal of privileges
  - c. Contract arrangements
  - d. Discipline journals
- 4 The school's Managing Student Behaviour Policy endeavours to develop a positive relationship between the children, parents and staff. As an aid for parents a five step behaviour management plan is provided.
- 5 In cases of serious or re-occurring negative behaviour:
  - a. The Principal, or his delegate, will meet with the child to seek a resolution.
  - b. The Principal, or his delegate, the class teacher, parents and child will meet to try to establish a resolution and to plan a way forward.
- 6 Inquiries and investigations shall respect the principles of natural justice with each party given equal opportunity to put their version on the record.
- 7 The process for detaining a child on the bench at recess or playtime will be:
  - a. The disciplining teacher will

- i. Complete the Teacher Advisory Form (Appendix B) and hand it to the child for completion by the Duty Teacher
    - ii. The disciplining teacher will subsequently ensure 8B and 8C have occurred
  - b. The child will sit on the bench maintaining a distance of 2m from other children and not interact with others. At commencement of the recess or lunch break the child will hand the form to the Duty Teacher for completion
  - c. The Duty Teacher will initial the form and return the Teacher Advisory Form to the child.
  - d. Where the child is regularly benched, or has been benched for more than one day, the parent should be notified in writing.
- 8 All concerns or issues arising from the implementation of the Managing Student Behaviour Policy should be raised with the staff member concerned or the Principal.
- 9 In cases of a serious breach of the Managing Student Behaviour Policy a process will be established in consultation with the parent/s and student to reinforce the principles of this policy.
- 10 This policy may be varied at the discretion of the Principal.



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# SCHOOL RULES

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*School rules exist for the safety of those within the community.*

*At all times rules and their enactment should be consistent with Gospel values and reconciliation which is a central value to the Gospel and should be the underpinning philosophy to the management of student behaviour.*

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- 1 Whilst in the school uniform or when representing the school in any manner the highest standard of behaviour is expected.
- 2 Attendance at school prior to the 8.30am.
  - a. **Children should not be on the school premises prior to 8.30am.**
  - b. Children who arrive prior to 8.30am remain in the care of their parent/guardian and must go to the Under Cover Area where they are to remain seated. **No supervision will be provided prior to 8.30am and parents remain responsible for their child/ren until 8.30am.**
- 3 Once a child arrives at school he/she shall not leave the school grounds except when accompanied by a teacher or parent/ guardian or their confirmed nominee.
- 4 Between 8.30 and 8.50am
  - a. Children may move freely about the school site however:
    - i. No sports equipment is to be used.
    - ii. The fixed play equipment is not to be used by either students or siblings.
- 5 Children must be in class and ready for lessons to commence when the bell rings at 8.50am. (Under the Education Act 1999 students are required to be in class on time for lessons to commence at the start of the day.)
  - b. Parents of children who are late for school are required to provide written explanation or a letter requesting explanation will be sent home with the child.  
( Appendix C)
  - c. Where a child is regularly late for school the Principal will commence a process, with the family, to address the concern.
  - d. Procedural Guideline:  
*After three late notices signed by the teacher, the teacher will notify the principal who will signed all other notices.*  
  
*The Principal will enact a process to enforce the appropriate sections of Schools Education Act to address the punctuality.*
- 6 All forms of bullying are unacceptable and will be dealt with according to the school's Bullying and Harassment Policy.
- 7 Playground and class rules shall be followed at all times.
- 8 Fighting and other actions that may cause harm to others are unacceptable therefore children should not:
  - a. Touch, carry, grab or demonstrate aggression towards their peers.

- b. Throw any object – excluding appropriate sports equipment
- 9 All forms of communication shall be respectful.
- 10 All students shall wear the appropriate school uniform on accordance with the School Uniform Policy. No child shall be permitted to attend any excursion unless in correct school uniform or in the clothing designated by the organiser.
- 11 Under Cover and Verandas:
  - a. Running on the concrete under the verandas and in the Under Cover Area is dangerous and therefore not permitted.
  - b. Ball games, other than hand ball, should not be played under or near the veranda
- 12 To support the school in the provision of the best environment possible children shall:
  - a. For the safety of all walk their bicycles, scooters and wheeled items while on the school grounds.
  - b. shall not:
    - i. Litter.
    - ii. Have chewing gum at school.
- 13 “No Hat No Play” in the Sun.
  - a. Must be a school hat worn appropriately.
  - b. Applies to Terms One all year round.
  - c. A child moving between the teaching areas is not required to wear a School hat.
  - d. A child without a hat is permitted to be in:
    - i. The Under Cover Area or under the verandas.The Class teachers will establish an appropriate process to deal with children who repeatedly fail to bring their hat to school
- 14 Personal games, toys and sports equipment tend to be expensive and treasured by the owner and as the school cannot guarantee the safety of the items they should not be brought to school.

## **CONSEQUENCES BREAKING SCHOOL RULES**

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The consequences will be determined by the staff member dealing with the incident, following an appropriate investigation, and may include consequences such as:

- Verbal Warnings.
- Being assigned to sit on the bench away from peers at recess and/or lunchtime.
- Completion of a “Think” or reflective sheet. (Appendix E)
- Parents being notified.

Parents are partners in the education of their children and as appropriate will be notified of significant or repeated breaches of this policy.

The consequences for repeated or serious misbehaviour may result in consequences including, but not limited to:

- Being sent to the Principal, or his delegate.
- A letter to parents.
- Parental meeting with the Principal, or his delegate.
- In-school detention, where the child remains in the School Office block for a set number of days to complete their school work.
- Suspension from attending school for a set period.

Each incident and disciplinary consequence will be determined by the merits of the case and in accordance with processes outlined in this policy. A copy of the completed Think Sheet will be forwarded to School Secretary who will maintain the school's Discipline File as The Principal's delegate.

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## CLASS BEHAVIOUR MANAGEMENT PLAN

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### *PREAMBLE:*

Each class teacher will establish through consultation with the class, at the beginning of the year, a Behaviour Management Plan which is consistent with the guidelines provided below.

The Class Behaviour Management Plan should be reflective of the class's stage of development and, as far as practicable, consistent across the year levels.

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### *AIMS:*

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The Class Behaviour Management Plan aims to support educating and nurture the whole child in a Catholic environment to function in life through the achievement of the School's primary purpose and rights flowing from the primary purpose of our school:

The student has the right to learn and feel safe

The teacher has the right to teach and feel safe

The group has the right to learn and feel safe

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### *GUIDELINES:*

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- 1 The teacher should approach the Principal or a peer if they wish additional advice on establishing behaviour management processes within the classroom.
- 2 The class process should establish a direct link between the child's actions, the violation of the Class Behaviour Management Plan and the consequences.
- 3 The consequences should be reflective of the child's developmental stage.
- 4 The consequences for a decision may include:
  - a. Positive:
    - i. Verbal and written comments of praise from the class teacher and staff. Examples include stickers, merit awards, raffle tickets and class reward programs.
    - ii. Letters and verbal comments to the child's parents.
    - iii. Visits to the Principal's Office.
  - b. Corrective procedures:
    - i. Where a child fails to comply with the Class Plan or rules the following procedure will be implemented:

- ✓ Child is spoken to by the staff member indicating how the child has violated the Class Discipline Plan.
- ✓✓ Child given verbal correction and time to reflect on their actions separated from the class (This time will vary according to stage of development as a guide the time will be between 1 to 3 minutes).
- ✓✓✓ Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development as a guide the time will be between 5 to 10 minutes).
- ✓✓✓✓ The Principal engaged and the Parent notified.

ii. The ticks will be recorded in the Class Discipline Journal and the child notified verbally at each stage.

Continuous or severe misbehaviour will be discussed with The Principal, by the teacher, at the earliest opportunity and an appropriate Behaviour Management Plan developed.

# APPENDIX A

## Discipline Procedure Checklist

Date    Tick to indicate that it has happened.

	1. Teacher has negotiated a Class Discipline Plan and Class Rules Based on the School Behavioural Management Policy.
	2. Teacher has displayed the Class Plan and Rules predominately in class and provides a copy for each family.
	3. Where a child fails to comply with the Class Plan or rules the following procedure will be implemented:
✓	Child spoken to by the staff member indicating how the child has violated the Class Discipline Plan
✓✓	Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development as a guide the time will be between 1 – 3 minutes).
✓✓✓	Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development as a guide the time will be between 5 – 10 minutes).
✓✓✓✓	Parent notified and in-class sanction imposed.
	4. The ticks will be recorded in the class discipline journal and the child notified verbally at each stage.
	5. The Teacher will engage the Principal where the behaviour is continuing

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# APPENDIX B

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## ST MARIA GORETTI'S CATHOLIC SCHOOL

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64 MORRISON STREET, REDCLIFFE WA 6104 PHONE 9277 5563

FAX: 9277 159

EMAIL: [ADMIN@SMG.WA.EDU.AU](mailto:ADMIN@SMG.WA.EDU.AU) WEBSITE: [WWW.SMG.WA.EDU.AU](http://WWW.SMG.WA.EDU.AU)

ABN 35 041 459 477

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### DUTY TEACHER ADVISORY

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Please make sure that \_\_\_\_\_ from \_\_\_\_\_ (insert class) remains seated on the bench for :

\_\_\_\_\_ Recess          \_\_\_\_\_ Lunchtime          on

Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_ Friday \_\_\_\_\_

Initial \_\_\_\_\_ Initial \_\_\_\_\_ Initial \_\_\_\_\_ Initial \_\_\_\_\_ Initial \_\_\_\_\_

*Junior Duty Teacher*

*Please initial to indicate that he/she has presented this at the beginning and end of your duty.*

Please check the following:

- 1 The child remains seated.
- 2 He/She has no one sitting within 2m of them. They are responsible for having the other children move away.
- 3 He/She is not playing with anything.

Please return the form to the child as he/she needs to present the form to me after lunch.

Regards

Mr Barrett

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APPENDIX C

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ST MARIA GORETTI'S CATHOLIC SCHOOL

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64 MORRISON STREET, REDCLIFFE WA 6104 PHONE 9277 5563

FAX: 9277 159

EMAIL: [ADMIN@SMG.WA.EDU.AU](mailto:ADMIN@SMG.WA.EDU.AU) WEBSITE: [WWW.SMG.WA.EDU.AU](http://WWW.SMG.WA.EDU.AU)

ABN 35 041 459 477

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Dear \_\_\_\_\_

\_\_\_\_\_ was late for school this morning.

Under the Education Act I am required to remind you of your obligation to have your child in class by the commencement of the school day at 8.50am at school on time each day.

I am required to ask that you complete this form or provide a letter of explanation each time

\_\_\_\_\_ is late for school.

Please complete the form below and return it to school by tomorrow.

Yours sincerely

.....

Class Teacher

Date: .....

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My child ..... (Child's Name) was late for school because .....

.....

.....

.....

Parent's Signature

..... (Date)



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APPENDIX C (II-ADMIN)

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ST MARIA GORETTI'S CATHOLIC SCHOOL

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FAX: 9277 159

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ABN 35 041 459 477

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\_\_\_\_\_ was late for school this morning.

Under the Education Act I am required to remind you of your obligation to have your child in class by the commencement of the school day at 8.50am at school on time each day.

I am required to ask that you complete this form or provide a letter of explanation each time

\_\_\_\_\_ is late for school.

Please complete the form below and return it to school by tomorrow.

Yours sincerely

.....

Martin Barrett

Principal

Date: .....

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My child ..... (Child's Name) was late for school because .....

.....

.....

.....

PARENT'S SIGNATURE

(DATE)

.....

# APPENDIX D



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## ST MARIA GORETTI'S CATHOLIC SCHOOL

64 MORRISON STREET, REDCLIFFE WA 6104 PHONE 9277 5563

FAX: 9277 159

EMAIL: [ADMIN@SMG.WA.EDU.AU](mailto:ADMIN@SMG.WA.EDU.AU) WEBSITE: [WWW.SMG.WA.EDU.AU](http://WWW.SMG.WA.EDU.AU)

ABN 35 041 459 477

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Dear \_\_\_\_\_

Your child \_\_\_\_\_ has failed to complete assigned work on time.

The work in question is:

\_\_\_\_\_  
\_\_\_\_\_

This work was due to be handed in on \_\_\_\_\_ .

Please discuss the importance of completing work of the best standard possible with \_\_\_\_\_ and ensure the work is submitted by \_\_\_\_\_.

Yours sincerely

\_\_\_\_\_

Teacher

Date \_\_\_\_\_

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(Please sign and return to the class teacher commenting if you wish)

\_\_\_\_\_

\_\_\_\_\_

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

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

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# APPENDIX D (II-ADMIN)

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## ST MARIA GORETTI'S CATHOLIC SCHOOL

64 MORRISON STREET, REDCLIFFE WA 6104 PHONE 9277 5563

FAX: 9277 159

EMAIL: [ADMIN@SMG.WA.EDU.AU](mailto:ADMIN@SMG.WA.EDU.AU) WEBSITE: [WWW.SMG.WA.EDU.AU](http://WWW.SMG.WA.EDU.AU)

ABN 35 041 459 477

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Dear \_\_\_\_\_

Your child \_\_\_\_\_ has failed to complete assigned work on time.

The work in question is:

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This work was due to be handed in on \_\_\_\_\_ .

Please discuss the importance of completing work of the best standard possible with \_\_\_\_\_ and ensure the work is submitted by \_\_\_\_\_.

Yours sincerely

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Teacher

Date \_\_\_\_\_

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(Please sign and return to the class teacher commenting if you wish)

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

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

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# APPENDIX E

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## ST MARIA GORETTI'S CATHOLIC SCHOOL

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64 MORRISON STREET, REDCLIFFE WA 6104 PHONE 9277 5563

FAX: 9277 159

EMAIL: [ADMIN@SMG.WA.EDU.AU](mailto:ADMIN@SMG.WA.EDU.AU) WEBSITE: [WWW.SMG.WA.EDU.AU](http://WWW.SMG.WA.EDU.AU)

ABN 35 041 459 477

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Dear \_\_\_\_\_

\_\_\_\_\_ has been involved in inappropriate behaviour today.

Attached is the "Think Sheet" he/she has completed which outlines the incident/s.

I would ask that you discuss this matter with \_\_\_\_\_ and ensure he/she understands your expectations as his/her current behaviour is adversely affecting his/her education.

Should you wish to discuss this matter further, please do not hesitate to contact me.

Yours sincerely

\_\_\_\_\_

Teacher

Date \_\_\_\_\_

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(Please sign and return to the class teacher commenting if you wish)

\_\_\_\_\_

\_\_\_\_\_

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

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

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# APPENDIX E (II- ADMIN)

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Should you wish to discuss this matter further, please do not hesitate to contact me.

Yours sincerely

\_\_\_\_\_  
Martin Barrett

Principal

Date \_\_\_\_\_

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(Please sign and return to the class teacher commenting if you wish)

\_\_\_\_\_

\_\_\_\_\_

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

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

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APPENDIX E

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# Think Sheet

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Please write down your version of what happened:

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Who else saw what happened?

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Write down the School or Class Rules you have broken:

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What would be a suitable consequence for your actions?

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Signed Teacher: \_\_\_\_\_

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

Signed Parent: \_\_\_\_\_

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

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# APPENDIX F

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## *PARENT SUPPORT FOR THE SCHOOL'S CLASSROOM MANAGEMENT STRATEGIES*

**ST MARIA GORETTI'S CATHOLIC SCHOOL STAFF USE A RANGE OF BEHAVIOUR MANAGEMENT TECHNIQUES AS PART OF THE PASTORAL CARE FRAMEWORK TO GUIDE, MOTIVATE AND ENCOURAGE THE STUDENT'S APPROPRIATE CLASSROOM BEHAVIOUR AND A POSITIVE ATTITUDE TO LEARNING.**

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It is important that the parents and school work together in partnership in order to achieve the principles outlined within the Managing Student Behaviour Policy. This appendix endeavours to provide parents with techniques they can use support the child's behaviour management.

Research has shown that when parents are involved in and supportive of the school's educational efforts, the students benefit significantly

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### TIPS FOR PARENTS

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#### **1 Tell your child how you expect him or her to behave in school**

Speak clearly and directly. Sit down with your child and in a no-nonsense, serious manner let him or her know that you are the parent, and you set the rules. Look your child in the eyes and say, "There is no way I am going to tolerate your misbehaviour at school. I know that you can behave. I care about you and love you too much to allow you to continue acting this way at school".

It is very important that you remain calm while speaking. Don't yell or scream your demands. Speak in a firm, clear tone of voice. By staying calm you will let your child know you are in control.

#### **2 Avoid arguments. Use the Broken-Record technique**

When you tell your child to do something, chances are you'll get an argument back. Don't fall into the trap of arguing with your child. Arguing is not useful - nobody wins. You must stick to your point and let your child know that you mean business. A technique called the Broken Record will help you avoid fruitless arguments.

The Broken-Record technique can be summarized as:

**Tell your child** exactly what you want him or her to do. For example, "I expect you to complete your assignments during class".

**If your child argues**, just keep repeating what you want. Do not respond to anything your child says. Just say, "I understand, but I want you to complete your assignments in class".

**Use the Broken-Record a maximum of three times.** If it does not work, stop the conversation. If the problem persists, you will have to take stronger measures. You will need to back up your words with actions.

### **3 Backing up your words with actions**

If your child continues to misbehave, you must be ready to back up your words with actions. This means that you must have disciplinary consequences chosen which you will use if your child still does not behave. It may be helpful to have a range of possible consequences thought out beforehand so you aren't caught off guard. The consequence selected must be something that your child does not like, but it must not be physically or psychologically harmful. Taking away privileges, such as watching TV or talking on the phone is often effective. So is grounding. With younger children, grounding can mean being restricted to their room for a specific amount of time. For older children, grounding can mean having to stay at home for a certain number of days.

Possible guidelines:

- **Present the consequence as a choice**  
Your child must understand that he or she has a choice. Your child can behave as you ask, or misbehave and choose to accept the consequence. Tell your child, "If you misbehave at school, you will choose to (for example) lose the privilege of watching TV during the week".
- **Give the child a consequence each time he or she chooses to misbehave**  
You must be consistent if your child is to know that you mean business. Each time your child chooses to misbehave at school he or she must be given a consequence. No exceptions. No excuses. Don't back down.
- **Stay calm when you give the consequence**  
Stay in control. Remember, your child chose this to happen. You are simply following through with what you promised and they agreed to.
- **Forgive and forget**  
Once your child has received the consequence, the issue is over and should be forgotten. It's time to move on. Don't stay angry or resentful. Instead, let your child know that you still have confidence in his or her ability to behave appropriately.

### **4 Know what to do when your child begins testing you**

Children often test their parents to see if they really mean business. Don't be surprised if this happens to you. When given a consequence, your child may cry, scream or yell at you, or beg you to give him or her just one more chance. Stand your ground! No matter how much your child cries or pleads, you must follow through with the consequence. Don't give in, no matter how upset your child gets. Let your child know that you are prepared to follow through.



Tell your child (for example), “You have chosen to be grounded in your room. You will go to your room and stay there”.

## 5 **Catch your child being good**

Praise your child when he or she behaves appropriately at school! This is the real key to improving behaviour. All children appreciate hearing praise from parents, and yours is no exception.

Possible guidelines:

**First**, give your child plenty of praise when he or she begins to show improvement. You need to let your child know that you recognise the good effort being made. Don't ever let a day of good behaviour go unrecognised.

Tell your child, *“I like how well you did at school today. I'm so proud of you for trying so hard”*.

**Next** keep in mind that sometimes it's helpful to combine your praise with special privileges or rewards, like staying up late one night, going out to lunch or going *away to a movie, whatever your child might appreciate and you are comfortable giving*. Ask yourself, *“What would my child like to earn? What special treat might make him or her put in a bit more effort?”*

**Be consistent in giving praise – your child must know that, just as he or she can expect disciplinary consequences for misbehaviour, he or she can also expect lots of praise and reinforcement for good behaviour.**

Reference: “Parents on your side” By L and M Canter

1. Managing student behaviour is a stressful and time-consuming process.
  2. The child can only receive a good education in an environment where the child :
    - a. Has the right to learn.
    - b. Is aware of the consequences that flow from failing to comply with the class or school rules.
    - c. Feels safe.
    - d. Understands that a consistent approach will be applied by all staff members.
    - e. Knows what is expected of them under the Managing Student Behaviour Policy.
    - f. Knows the consequences that flow from their decisions under the Managing Student Behaviour Policy.
  3. Teachers can only provide a good education in an environment where:
    - a. The Managing Student Behaviour Policy is implemented by all staff consistently.
    - b. The teacher is free to focus on the educational processes.
  4. Managing student behaviour is the responsibility of all staff; therefore all staff should be active partners. A staff member who needs support in the area of managing student behaviour should feel comfortable to consult a peer or The Principal in the spirit of mutual support and with open communication to ensure the best outcome.
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