



Macarthur Girls High School

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Student Discipline in Government Schools Policy

Rationale

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools. The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions.

In implementing the school discipline policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation. This policy is to be implemented consistent with the [Work Health and Safety Policy](#) obligations for ensuring a safe and healthy working and learning environment and the development and implementation an Anti-bullying Plan consistent with the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#).

The DoE student discipline policy can be found at: <https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>

Policy

Macarthur Girls High School will ensure a safe, secure and harmonious work environment for students and staff. Good behaviour and effective discipline is fundamental to the achievement of quality learning environments. To this end, the School Discipline Policy will ensure positive student behaviour and effective discipline is maintained.

The MGHS *Student Discipline in Government Schools* policy and implementation will:

- be consistent with legislation and reflect government and departmental policy
- incorporate the principles of procedural fairness
- be developed within a strong student welfare context
- reflect the identified needs of the community
- outline expected standards of behaviour
- implement strategies and practices to manage inappropriate student behaviour and
- define the responsibilities of teachers, students and parents.

The implementation procedures and programs aligned to the *MGHS Student Discipline in Government Schools* Policy will address 4 main components:

1. the discipline code or school rules
2. strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
3. strategies and practices to recognise and reinforce student achievement
4. strategies and practices to manage inappropriate student behaviour.

The school will ensure all disciplinary actions involving suspension or expulsion are managed consistent with the [Suspension and Expulsion of School Students Procedures](#)

Outcomes

All students and staff at Macarthur Girls High School are treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. The learning environment is inclusive, safe and secure and free from bullying and victimisation.

Students willingly follow the school code of conduct and comply with staff directions regarding discipline and inappropriate behaviour. Students show respect for teachers, fellow students, other staff and school visitors and do not engage in inappropriate behaviour whilst at school, on excursions, representing the school or whilst travelling to and from school.

Teachers at Macarthur Girls High School contribute to and promote the programs and systems designed and implemented to create a safe and secure learning environment. The school has clear standards of acceptable behaviour and practices that promote positive student behaviour. Whole school strategies are implemented that recognise and reinforce student achievement and also manage inappropriate student behaviour. Parents support the school in the implementation of *MGHS Student Discipline in Government Schools* policy, procedures and practices.

Author: Gail Cluff

Date created: 09.2017

Review date: before Sept 2020

MGHS Student Discipline in Government Schools Implementation / Procedures

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members based on DOE student behaviour and discipline policies.

At Macarthur Girls High School, the learning, wellbeing and safety of all students will be strengthened by the programs and procedures designed and implemented to ensure the maintenance of high standards of acceptable student behavior and the effective management of inappropriate behaviour.

The school Discipline policy addresses the following aspects of the DoE [Behaviour Code for Students](#)

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Related policy and guidelines include:

- [Behaviour Code for Students](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms](#)
- [Student Discipline in Government Schools - Support materials](#)
- [Suspension and Expulsion of School Students Procedures](#)
- [Suspension and Expulsion of School Students Procedures - Information for Parents](#)
- [Anti-Racism Policy](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)
- [Drugs in Schools Policy](#)
- [Sample Evidence of Policy Implementation](#)
- [School Attendance Policy](#)
- [Student Welfare Policy](#)
- [The School Uniform Policy](#)
- [Working With Children Check Policy](#)

Programs

At Macarthur Girls High School we support the learning, wellbeing and safety of all students. Our school mission is to prepare students for a diverse challenging society, by providing them with the knowledge and compassion to direct, with integrity, their environment and their destiny. We will enrich the potential and achievement of girls through encouraging a committed, caring school environment. Collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline.

1. The discipline code or school rules

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, we maintain high standards of acceptable student behavior.

All students at Macarthur Girls High School are expected to:

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property
- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The school rules (MGHS Discipline Code) will be communicated to all the learning community and will be made accessible via the school website. All new enrolling families will be given a copy of the code of conduct have this explained in depth at the enrolment interview.

Attachment 1 provides an overview of the MGHS Discipline Code

2. Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect

Students develop their understanding of acceptable behaviours through the PRIDE program, implemented during the Roll call/welfare sessions each morning, for all students in years 7 to 12. This program is specific to each cohort, as per attachment 2.

The aim of the pride is to establish an educational foundation for young girls and young women to believe and practise the values of participation, respect, integrity, diversity and excellence. We believe that modelling and instilling these values in everyday school life is central to forming each individual's sense of self-efficacy, character and self-mastery. Our program develops the whole person, enabling students to take charge of their own learning and to make responsible choices. The program is designed to inform and motivate girls.

Each cohort focuses on themes appropriate to the student's intellectual, social and emotional development. These themes cover issues such as identity, relationships, the importance of assisting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism.

Attachment 2 provides a summary of the: MGHS PRIDE Program

3. Strategies and practices to recognise and reinforce student achievement

Students Reward Procedures

- Students receive merit awards to promote positive behavior for learning and receive year adviser awards during Stage Assemblies
- Stage Leader and Principal Awards are given to students in Recognition Assemblies conducted each semester
- Students participate in an annual welfare reward day during term 4
- Commendation letters
- Students learn and continue to develop their understanding of good behaviors through the lessons in the PRIDE program. All students are required to complete lessons on behavior from year 7 to 12.

Merit Awards

A significant component of positive relationships is affirmation. The merit system at Macarthur Girls High School is a process that allows individuals to be affirmed publicly for their character, behaviour and achievements. Merit Awards are given by teachers across all Key Learning Areas. Students are recognised and rewarded for achievement and involvement in our school across a range of curricular and extra-curricular activities.

Academic Awards

To be considered for an Academic Merit Award students should:

- show diligence in class work and assignments, and/or
- participate in all varieties of class and school activities, and/or
- consistently do their best in lessons, show improved effort in class work and assignments
- produce work of a high standard.

Social Awards

To be considered for a Social Merit Award students should:

- represent the school in either individual or team events
- become involved in Community Service showing consideration by aiding other members of the school or outside community
- demonstrate leadership by initiating a scheme or activity that benefits the school and/or student body, demonstrating qualities of good citizenship
- participate in cultural activities such as band, choir, public speaking, drama, dance, exhibition of art etc.

Awards students can achieve:

- 5 Merit Awards lead to a Year Adviser Award – Presented at Stage Assembly
- 5 Year Adviser Awards lead to a Stage Head Teacher Award (25 Merit Awards)
- 2 Stage Head Teacher Awards lead to a Stage Leader Award (50 Merit Awards)
- 2 Stage Leader Awards lead to a Principals Award (100 Merit Awards)

- 2 Principals Awards lead to a Principals Medal (200 Merit Awards)

Refer to Attachment 3 outlines the MGHS awards structure

4. Strategies and practices to manage inappropriate student behaviour.

Student Discipline Procedures

Macarthur Girls High School has a defined process for managing inappropriate student behavior that is implemented consistently across the school. All behavioural incidents are recorded on the student management system – SENTRAL. It is the teachers responsibility to:

- follow the process to ensure accepted standards of behavior are followed
- manage initial instances of failure to follow the school's code of conduct?
- record incidents and action taken in SENTRAL
- notify their supervisor through SENTRAL when steps taken are proving ineffective in modifying student behavior.

Refer to Attachment 4: FLOWCHART: Managing student incidents

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely.

Suspension and expulsion are the options available to the principal in repeated cases of offensive behaviour and student not abiding by the school behavioural code. In cases of unacceptable behaviour, parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved program for personalized learning and support. The Principal has authority, consistent with the provisions of these procedures and associated documents, to suspend or expel a student from their own school. This authority will be exercised having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible. Any Suspension will be carried out in accordance with the [Suspension and Expulsion of School Students Procedures](#)

People

Principals

Principals have the responsibility to:

- ensure a safe, secure and harmonious work environment for students and staff, and are accountable for this through their Directors, Public Schools
- develop, implement and monitor the school's discipline policy
- ensure that the school's policy is evaluated and reviewed by the school community every three years
- ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to

the development of the policy and that staff are provided with training and development opportunities in behaviour management

- provide a copy of their school discipline policy to their Directors, Public Schools when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school
- give parents and students a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.
- ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures.

Teachers

Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation. Teachers will do this by:

- actively participating in the PRIDE program which promotes positive student behaviour, including specific strategies to maintain a climate of respect
- enforcing the discipline code or school rules
- recognising and reinforcing student achievement through utilising MGHS Student Rewards procedures
- managing inappropriate student behaviour in their classroom and recording each incident and teacher action in SENTRAL as per the MGHS Flowchart

Students

Students have the responsibility to:

- follow the school rules and comply with staff directions regarding discipline and behaviour
- show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimization or intimidation.
- move around school as quietly as possible and with consideration for others
- report to Reception if they are feeling unwell, with their diary signed by their teacher
- line up when at the canteen
- never smoke on school property, excursions, or in school uniform on their way to or from school
- never bring the following items to school:
 - alcohol or drugs, knives, guns or other weapons (Police will be involved automatically and student suspended)
 - cigarette lighters, matches or cigarettes
 - chewing gum, liquid paper and thinners, permanent felt tipped pens
 - aerosol cans, e.g. deodorants.
- not use electronic devices to disrupt the learning environment or interfere with the operation of the school. (Refer: the Macarthur Girls Electronics Devices Policy on the School Intranet).

Parents

Parents have the responsibility to:

- support the school in the implementation of the school discipline policy.

Review and evaluation

The Principal or nominee and the Student Wellbeing Team will lead a review of the policy at least every 3 years which involves staff, parent and student collaboration.

Data will be collected annually, analyzed and a summary provided in the school report.

Attachment 1: MGHS Discipline Code

Discipline Code

Macarthur Girls High School rules are expressed in terms of responsibilities which each member of the school community is expected to honour appropriately. All the rules are based on the principle that every teacher has the right to teach and every student has the right to learn in a safe, positive environment. As a member of the school community your rights are also your responsibility to others.

Positive Interactions	Safe Environment
I have the responsibility to: <ul style="list-style-type: none">• be involved in learning• treat others courteously and with respect• make school a safe place by not hitting, threatening or abusing anyone in any way• be punctual and attend regularly• respect other people's property by not stealing, damaging or destroying it.	I have the responsibility to: <ul style="list-style-type: none">• behave in a manner that earns community respect• wear full school uniform each day• care for the school environment by keeping it clean and well presented to support both the natural and manmade environment• report any damage to school property to the staff• ensure that no cigarettes/drugs/alcohol are used or brought onto school premises

Consistent implementation of these will give you self-respect, and the respect of your peers, teachers and the school community. It may also result in peer and school awards. Consistent failure to implement these will result in a range of management strategies and consequences being implemented.

More specifically, this means that students should undertake the following:

Playground and Buildings

- Before school, during lunch and recess, Students should be in the appropriate playground areas.
- Students are only in school buildings during breaks if they are seeing a teacher, or when applicable for wet/extreme weather events. Students should only use allocated wet/extreme weather rooms when indicated by the ringing of three bells/announced over the school PA system.
- Students may only visit lockers before school, at recess and lunch.
- Students may not eat in any classroom unless during an announced wet/extreme weather recess or lunch.
- Movement in the corridors should be quiet and orderly. There should be no running in the buildings and students must keep to the left on stairs and in corridors.
- Not move furniture or interfere with technology in any classroom

Out of School

- Students should cross Macarthur Street at the traffic lights and in Thomas Street at the 'wombat crossing'.
- School uniform should be worn to and from school.
- Students on excursion must wear full school uniform unless other arrangements have been made by the organising teacher.
- Behavior on buses and trains must be orderly. School passes will be withdrawn for smoking, bad language or unacceptable behavior.
- For the safety of students, once students arrive at school they must not leave the school grounds without the necessary permissions. If students leave the grounds without parental permission and without following school procedures they will be marked as truanting, which will attract consequences as per school policy.

ATTACHMENT 2:

PRIDE A-Z PROGRAM MODEL MATRIX

Year	Term 1	Term 2	Term3	Term 4
	Participation	Respect	Integrity	Diversity Excellence
Year 7	ATTITUDE	BELIEVE	CONFIDENCE	DIVERSITY
Year 8	EXPLORE and EVOLVE	FRIENDSHIP AND FAMILY	GOALS	HARMONY / HOPE
Year 9	IDENTITY	JUSTICE (Adolescents) JOURNEY	KINDLE KINDNESS	LIFE- LOVE, LAUGHTER
Year 10	MOTIVATION	NAVIGATION / NETWORKING	OPPORTUNITY	POWER
Year 11	RELATIONSHIPS	SAFETY	TRUST	UNITY
Year 12	VISION	WISDOM	ZEAL	

This matrix expresses itself as follows:

MACARTHUR GIRLS HIGH SCHOOL - PRIDE Program Matrix -2017

Year group	Term 1	Term 2	Term3	Term 4
	PPPPPP	RRRRRRR	IIIIIII	DDDDDDDD EEEEEEE
Year 7	<p>ATTITUDE A – Attitude: Attitude is a little thing that makes a big difference. – <i>Winston Churchill</i> Aspire ...Achieve</p> <p>Pride Values (introduction) Transition to high school School policies and Procedures- Wet Weather , Evacuation Organisation</p> <p>Attitude -</p>	<p>BELIEVE B – Belief: It's the repetition of affirmations that leads to belief. And once that belief becomes a deep conviction, things begin to happen. - <i>Muhammad Ali</i></p> <p>Yourself and other Leadership</p> <p>Welfare Rep Elections</p> <p>Values – what are they? what are my values?, staying true to my values.</p> <p>Etiquettes/manners/behaviour</p> <p>Respecting Ourselves – tell the truth, know you're valuable, trust your gut, set boundaries, be compassionate, speak up for yourself, get help/support, spread respect by being respectful to others.</p> <p>CYBER SAFETY</p>	<p>C- Confidence C – Confidence: The man of genius inspires us with a boundless confidence in our own powers. - <i>Ralph Waldo Emerson</i></p> <p>C's- COMMUNICATION, COLLABORATION, CREATIVITY, Critical THINKING. Welfare Awareness Project 5 weeks – each class prepares a presentation on ONE of the following welfare topics/issues - Cyber Bullying 2015 - Family Relationships - Study Habits - Friendships --Confidence - Peer Help Students have been assigned specific group roles for the task, PowerPoint Presentation - Speech - Fact Sheet - Role play - Marketing</p>	<p>DIVERSITY MM Diversity is about all of us, and about us having to figure out how to walk through this world together. Jacqueline Woodson</p> <p>Different Visions different Directions</p> <ul style="list-style-type: none"> - Know about Diversity in culture, perceptions ,acceptance of self and others. Teacher directed - - Students to work in groups , talk about different culture, understand similarities /differences <p>Group Discussions Poster /poems competition</p>

Year 8	<p><u>EXPLORE and EVOLVE</u> You've got to find yourself first. Everything else'll follow." — Charles de Lint,</p> <ul style="list-style-type: none"> - Year 8 expectations PRIDE Values - Election of Welfare Reps - School safety processes <p>Diary Competition Respect for Self Respect for Others Responsibility for Actions</p>	<p><u>FRIENDSHIP AND FAMILY</u> Year 8 -Friendship – the qualities of a true friend, making new friends, dealing with changes and conflict in friendship groups</p> <p><u>FEELINGS</u> Understanding mental wellness and debunking the myths around mental illness</p> <ul style="list-style-type: none"> - Feeling Down and overcoming it - Resilience - Coping with stress - Year 8 Laugh Off <p><u>CYBER SAFETY</u></p>	<p><u>GOALS MM</u> <u>Why Goals</u> <u>Short term /Long Term</u> Choices for Living</p> <ul style="list-style-type: none"> - Decision making processes - Choosing subjects <p>Students discuss areas of major decisions.</p>	<p><u>HARMONY /HAPPINESS/HOPE Around World</u></p> <p><u>MM</u></p> <p><u>Students Presentations</u> <u>Cultural leaders</u></p> <ul style="list-style-type: none"> - projection of leaders in different cultures Promoting harmony - Rewards Day
Year 9	<p><u>IDENTITY</u></p> <p>Who am I</p> <p>Reflecting inner self</p> <p>Emotional intelligence</p> <p>Empathy/peer GIRLS_ Puberty , Sexuality, Homophobia</p> <p>Group pressure</p> <p>GIRL Magazines</p> <p>Perceptions</p>	<p><u>JUSTICE (Adolescents)</u> <u>JOURNEY/JOY</u></p> <p>Life Lessons – LAW and You Driving Sex Marriage Leaving Home</p> <p>Role plays to project Situations and impact of law (can use scenarios)</p>	<p><u>KINDLE KINDNESS</u> <u>MM K – Kindness:</u> Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love. - <i>Lao Tzu</i></p> <p>Under Privileged, Disabled, Refugees etc Refugee Awareness (Weeks 1 – 5) + Self Management (Weeks 6-10) Refugees – Understanding the terms, Debunking the Myths, Why People Flee, Restoring Hope Simple Love Program – donating groceries for Asylum Seekers</p> <p><u>Community Connection</u></p>	<p><u>LOVE LIFE</u> <u>L – Love:</u> A loving heart is the beginning of all knowledge. - <i>Thomas Carlyle</i></p> <p>What’s important in Life. What makes you happy Quotes/posters Welfare Team Research Project (Presentations) Roll Call Class Chosen Topics: (topics of interest)</p> <ul style="list-style-type: none"> • Balancing Life • Teenage Fashion • Media • Friends • Festivals <p><u>Presentations</u></p>

				Reward Day
Year 10	<u>MOTIVATION</u> Motivation/momentum Understanding Concept Videos – Motivational speakers Movement – Some games on drama/dance activities Connect – movement in life Changes /circumstances in life Careers/families/peers. Coping mechanisms.	<u>Networking/Navigating For Future</u> <u>N – Networking:</u> Networking is an essential part of building wealth. – <i>Armstrong Williams</i> Networking to know (Self-reflection/Goal Setting for this term – Subject Decisions) Students provided directions Regarding different subjects. Inviting Faculty Head Teachers for subject specific Talks. <u>Nourish Your Talents-</u> Students demonstrate their talents (Photography, art, dance, writing) in class activities	<u>Opportunity for Help</u> Working with the community Parramatta Council/Hospital Clean School Campaign . Targeted audience: 3-5 years <u>Community Project</u>	<u>POWER (Girl Power)</u> Leadership Women Leaders Types of Leadership Peer Support Leaders
Year 11	<u>RELATIONSHIPS (CROSSROADS)</u> “Do good to your friends to keep them, to your enemies to win them.” – Benjamin Franklin Relationships Personal Identity	<u>SYNERGY (CROSSROADS)</u> Sexuality and Sexual Health Mental Health Wellbeing	<u>TRUST (CROSSROADS)</u> Travel Safe Drugs and Alcohol	<u>UNITY</u> <u>UNITY AS A WHOLE</u> Group Work and Presentations (Global World Unity, National Unity, Local Community Unity, Unity – Mind/Body/Soul, Group Unity – Family, Group Unity – School)

Year 12	<p><u>VISION</u></p> <p>Your Rights and Responsibilities as an Australian Citizen</p> <p>What are Your Rights? Policies – case studies Impact on the Individual and Society Citizenship</p> <p>RYDA Program</p> <p>Communication and Conversation</p>	<p><u>WISDOM</u></p> <p>How to become a successful human being.</p> <p>Living within Your Means</p> <p>Exam Preparation</p>	<p><u>ZEAL</u></p> <p>Report Reflections Interview skills Career management advice Relaxation techniques Study skills Interview skills Surviving the HSC study links</p>	
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Merit Certificates

A significant component of positive relationships is affirmation. The merit system at Macarthur Girls High School is a process that allows individuals to be affirmed publicly for their character, behaviour and achievements. Merit Awards are given by teachers across all Key Learning Areas.

Students are recognised and rewarded for achievement and involvement in our school across a range of curricular and extra-curricular activities.

Academic Awards

To be considered for an Academic Merit Award students should:

- show diligence in class work and assignments, and/or
- participate in all varieties of class and school activities, and/or
- consistently do their best in lessons, show improved effort in class work and assignments
- produce work of a high standard.

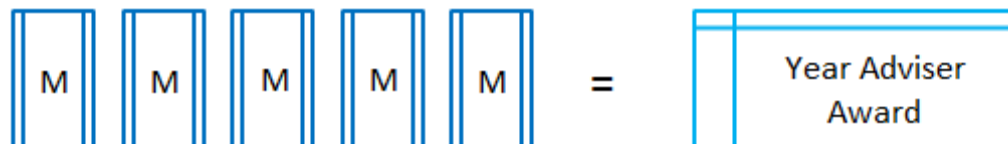
Social Awards

To be considered for a Social Merit Award students should:

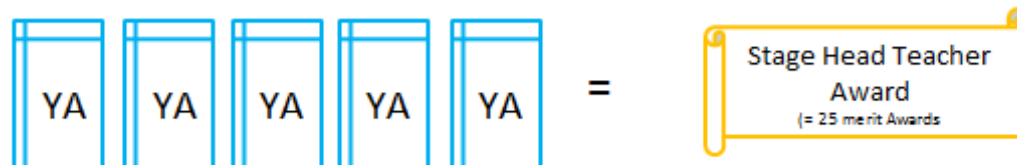
- represent the school in either individual or team events
- become involved in Community Service showing consideration by aiding other members of the school or outside community
- demonstrate leadership by initiating a scheme or activity that benefits the school and/or student body, demonstrating qualities of good citizenship
- participate in cultural activities such as band, choir, public speaking, drama, dance, exhibition of art etc.

Awards students can achieve:

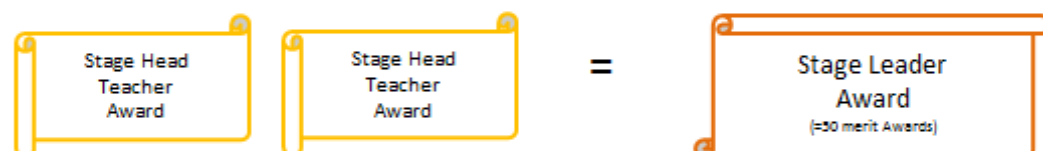
- 5 Merit Awards lead to a Year Adviser Award – Presented at the Stage Assembly
- 5 Year Adviser Awards lead to a Stage Head Teacher Award (25 Merit Awards)
- 2 Stage Head Teacher Awards lead to a Stage Leader Award (50 Merit Awards)
- 2 Stage Leader Awards lead to a Principals Award (100 Merit Awards)
- 2 Principals Awards lead to a Principals Medal (200 Merit Awards)



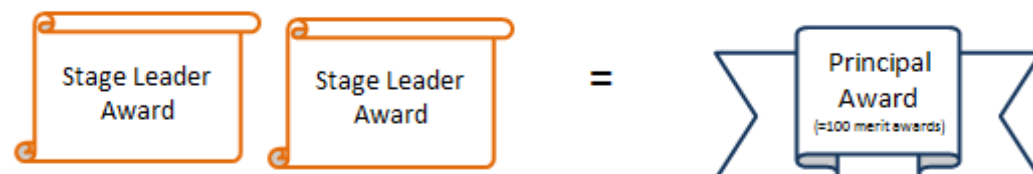
Once five **merit awards** are electronically entered students will be presented with a Year Adviser Award



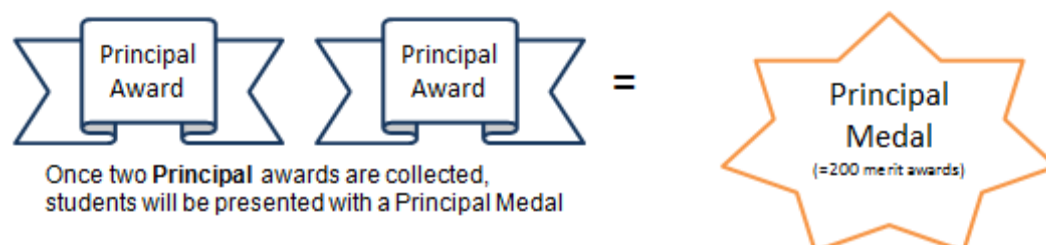
Once five **Year Adviser** awards are collected, students will be presented with a Stage Head Teacher Award



Once two **Stage Head Teacher** awards are collected, students will be presented with a Stage Leader Award



Once two **Stage Leader** awards are collected, students will be presented with a Principal Award



Once two **Principal** awards are collected, students will be presented with a Principal Medal

Attachment 4: FLOWCHART Managing student incidents

Step 1

- *1st instance with no equipment/disruption/inappropriate behaviour*
- Sentral record in student file- no HT notification

Step 2

- *2nd instance*
- lunch detention
- If they don't do detention complete a Sentral record for consistent negative behaviour. Include notification to HT

Step 3

- *3rd / 4th instance*
- refer to HT - letter of concern to be sent home
- Sentral record completed and Stage leader notified

Step 4

- *4th/5th instance*
- student placed on conduct card via HT
- HT to contact parent - phone interview
- possible afternoon detention
- HT to complete Sentral record