



DENMARK
SENIOR HIGH
SCHOOL

DENMARK SENIOR HIGH SCHOOL

STUDENT BEHAVIOUR MANAGEMENT PLAN

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Rationale

A whole school approach can achieve a friendly, safe and pleasant environment in which students and staff can strive for excellence in their educational pursuits. The school aims to create an environment in which students are able to learn with little or no disruption from others and are encouraged to accept responsibility for their own behaviour.

Student behaviour is managed with respect and dignity in a way which promotes learning. With this in mind, the school community has developed a statement of rights, responsibilities and rules to promote effective teaching and successful learning.

School Purpose

Denmark Senior High School's statements of purpose to:

1. Facilitate students to set goals, work effectively and achieve the highest possible level of achievement. To assist students to become confident, independent learners who have skills enabling them to access and apply knowledge, seek solutions to problems and adjust to a changing environment – educational, social or cultural
2. To develop high standards of courtesy, care, consideration and social responsibility, reflected by an individual's sense of self-worth and capacity to form positive relationships.
3. To foster commitment in participation and contribution to the school and community.

The school's purposes are best fulfilled in an environment that provides the opportunity for enriched educational experiences that recognises achievement, and that values and is supportive of the individual as part of a whole community, empowering students and staff to strive for excellence.

Staff Student Relationships

The establishment of positive relationships between staff and students is of paramount importance if a sense of pride and commitment is to be developed and maintained at Denmark Senior High School. Successful relationships foster positive self-concepts and attitudes, which lead to successful performance.

Relationships based on trust, respect and a demonstrable caring approach by the school staff can make a real difference to the attitudes and behaviour of students.

RIGHTS AND RESPONSIBILITIES WITHIN OUR SCHOOL COMMUNITY

All members of the school community have the RIGHT to:	All members of the school community have the RESPONSIBILITY to:
<ol style="list-style-type: none"> 1. be treated with courtesy and respect 2. work in and enjoy a safe, secure and clean environment 3. teach and learn without disruption 4. achieve their educational potential 5. have their property respected 6. be proud of their achievements 7. participate without fear of ridicule or intimidation 	<ol style="list-style-type: none"> 1. show respect and courtesy to others 2. keep our environment safe, secure and clean 3. ensure that there is no disruption to another person's teaching-learning environment 4. fully develop their potential to the best of their ability and to assist others to achieve the same 5. respect student, staff and school property 6. strive to ensure that individual actions do not demean or bring discredit to the school 7. be punctual and fully prepared for all classes 8. strive to achieve to the best of their ability at all times

SCHOOL RULES

These rules aim to define the boundaries of student conduct at Denmark Senior High School

Designated student access areas:

1. Students are only permitted in designated areas of the school. See map on student rules in Appendix.
2. Students must only enter classrooms when a staff member is present.

Leaving the school grounds:

1. Students may be able to leave the school grounds during the school day with the written permission of a parent/guardian, **AND** with permission from Administration. A sign out pass will be issued by the front office once approval has been given.
2. Students are not to enter or leave the school via the bus entrance

Late to school:

1. Students who are late to school must report to the front office and receive a late note before attending class.

Students out of class during lesson:

1. No student is to be out of class without the written permission of the teacher.
2. Students out of class or late to class during lesson time must have a permission note signed by a teacher.
3. Students are expected to arrive at their classes promptly and are not to detour to bags or lockers during the change of periods.

Prohibited substances/Weapons:

1. Prohibited substances are not permitted on school grounds. This includes alcohol, tobacco, illegal drugs.
2. Weapons or any object defined as being a 'weapon' are prohibited on school grounds.
3. Spray deodorants are not to be brought onto school premises.

Bicycles:

1. Students bringing bicycles to school must:
 - place bicycles **in bike rack** before school.
 - wear helmets as required by law
2. No student should be at the bike racks or use bikes during the school day.
3. No student is to interfere with or use another student's bike.

Electronic Devices:

1. Students are allowed to bring personally owned mobile devices to school with the following conditions and understandings being paramount to their use and in conjunction with the Computer Usage Policy:
2. Denmark SHS accepts no responsibility for the loss or damage of a student's portable device. Students remain the guardian of the device and staff will not accept care for the item.
3. The school is not responsible for the content on a mobile device this is the responsibility of the parent/caregiver. In consideration of the device being brought to school content should be age appropriate and legal.
4. The decision on whether the device is allowed to be brought to school remains the decision of the parent/caregiver. The school will not request that the devices are required to be brought to school.

5. Portable devices can be used in the classroom but only on the explicit direction of a teacher and only to support learning. (ie listing homework/electronic calendar, taking photographs of an experiment/model or whiteboard notes, playing music for dance or music classes etc.) There is no expectation that all students will be required to have a portable device and students without electronic devices will not be disadvantaged but will be encouraged to use an alternative methodology ie using a diary instead of an electronic calendar to record homework.
6. Students are able to use the portable device during recess and lunch and can use phones to make contact with parent/caregiver. Parents/Care Givers should only attempt to make contact directly with a student during this time.
7. If the student is found to be using the mobile device (phone/ipod/ipad etc) in an irresponsible manner that is harmful or disruptive to other members of the school community the school's Behaviour Management Policy will come into play. Students are not to text each other at school, take photographs without permission or do anything with the device that could cause harm or embarrassment to students, staff or to the reputation of the school.

Student Safety:

1. Any student who attends during any normal school day must conform to the dress requirements and OHS provisions set by the School Board and within D.O.E. Policy and OHS regulations.
2. Students should not be at school before 8:30am unless prior arrangements are made. The oval is not to be used before school for sports of any kind.
3. Physical contact sports such as football and rugby must only be played under the direct supervision of a teacher during break times and in age appropriate groupings.

Skateboards:

1. Students bringing skateboards, scooters and surf boogie/boards to school:
 1. must leave them inside the **sick bay** foyer before school and collect them after school.
 2. must not skate/scooter until well clear of bus routes and school boundaries.

Bus Students

1. Students who travel on a school bus are to conduct themselves in a safe and orderly manner at all times.
2. Students must:
 - follow the directions of the bus warden and the bus driver.
 - wait behind the concrete path until the bus stops.
 - not attempt to board the bus until it is deemed safe to do so.
 - not be in the vicinity of the bus area before the final siren.

GOOD STANDING POLICY

The aim of our Good Standing Policy is to recognise those students who follow the school rules, who are considerate to others, are positive in their work habits and who are responsible members of the school community. The policy follows a request from students that there be more rewards for students who “deserve them”.

Students who maintain good standing are invited to attend:

1. Camps
2. Excursions
3. School socials and balls
4. Interschool sports
5. Structured Workplace Learning and Work Experience
6. Activities other than timetabled classes

It is assumed that all students have good standing if they:

1. Attend school regularly
2. Are punctual
3. Conform to the dress code
4. Follow school rules
5. Respond appropriately to instructions
6. Respect the rights and property of others

Students will lose Good Standing if they:

1. Behave consistently in an inappropriate manner
2. Truant
3. Are frequently late
4. Are suspended
5. Persistently behave inappropriately in the playground or classrooms
6. Do not wear the school uniform

Students who make the choice to lose their good standing cannot expect to attend “reward activities”. Students who make a positive contribution to the school community are to be valued and rewarded.

Reinstatement of lost Good Standing is possible when a student negotiates with the appropriate Year Co-ordinator, HOLA or Deputy Principal and a period of monitoring is completed.

OCCUPATIONAL HEALTH AND SAFETY

Heads of Department and teachers will make students aware of the policy of their respective departments and explain Work Safe requirements as part of an ongoing education strategy.

In the instance of unsuitable clothing being worn, teachers should take the following steps.

1. **An explanation should be provided with reference to the classroom/subject rules within the context of occupational safety and health .**
2. **Make clear that the consequence of not wearing appropriate clothing is not being able to participate in the class activity.**
3. **Students must be removed from the class and sent to an appropriate Buddy class. Head of Learning Area and appropriate Year Co-ordinator should be informed.**
4. **If the student has a second offence the student must be once again withdrawn and the teacher should contact parents.**
5. **If the student has a third incident of not meeting the standards they will be referred to the Head of Learning Area. Parent contact will be made and the student withdrawn from the class and provided with work.**

CLOTHING AND SAFETY IN PRACTICAL AREAS

FOOTWEAR

Under Occupational Health and Safety legislation students must wear shoes which fully cover the feet in practical subject areas (Science, Design & Technology, Home Economics, and Art). In upper school Vocational Workshop classes leather-covered shoes are required. Any other safety requirements must be observed.

FLAMMABLE CLOTHES AND SAFETY GLASSES

Students wearing **highly flammable clothes** made of nylon and other synthetic fabrics will not be permitted in areas where there is machinery, heat, chemicals or open flames. For Design and Technology, it is a legal requirement that **SAFETY GLASSES MUST BE WORN**. Students without safety glasses cannot be permitted to participate in activities where there is a risk of eye damage. Scarves, jackets and loose fitting clothing are not appropriate in practical areas.

JEWELLERY

It is neither appropriate nor safe to wear excessive amounts of jewellery to school. For safety reasons, only sleepers or studs should be worn.

HAIR

Long hair needs to be tied back at all times when in practical subjects. The science department judges that long hair should be tied back when safety glasses are being used.

STAFF ROLES AND RESPONSIBILITIES IN STUDENT BEHAVIOUR MANAGEMENT

To maximise the effectiveness of student behaviour management the following roles and responsibilities are accepted by staff.

Teachers agree to:

1. Create a positive school environment. Reinforce appropriate behaviour by encouragement, reward and praise (e.g. use Letter of Commendation - Goldie).
2. Be conversant with and implement student management practices and procedures which reflect current positive good practice.
3. Be aware of the school and classroom rules and display them in the classroom. (Keep rules simple and concise).
4. Be consistent and fair in application of behavioural consequences.
5. Focus on the student's behaviour rather than the student. (Use "I" messages rather than "you").
6. Allow students the opportunity to participate in the formulation of classroom rules. Rules should complement all of the stated rights of the school community.
7. Place emphasis on the resolution of difficulties and conflict.
8. Complete Student Resolution Forms (See Appendix) or if necessary an Incident/Behaviour Report (see Appendix) whenever there are behavioural incidents or problems requiring resolution. These reports provide a record of behaviour and student profile over Learning Areas for:
 - a) any parent interview; and
 - b) post-isolation discussion
9. Follow up and follow through on behaviour management issues.
10. Try to resolve conflict with students. Provided "outrageous" behaviour is not occurring, resolving differences at the teacher/ student level is most effective, and builds relationships. Teachers should seek support from colleagues and Head of Learning Area. (before sending them to the Deputy – delete?) to deal with problems from both pastoral care and classroom management perspectives.

Year Coordinators agree to:

Year Coordinators provide support and in addition may organise cross-curriculum progress reports on students or counselling referral to other student service personnel. Deputies should be informed of students who are at risk, be it educationally, socially or health-wise. The Year Coordinator is an advocate for students and ensures that they have a voice in school decision making.

1. Create a positive school environment.
2. Year Coordinators will make the Head of Learning Area aware of cases likely to remain unresolved prior to the student being referred.
3. Counsel students from a pastoral care point of view, establishing reasons for inappropriate behaviours and promoting positive behaviours.
4. Maintain contact with parents.

Heads of Learning Area agree to:

1. Use and model classroom management practices and procedures which reflect current positive good practice.
2. Ensure that teachers use the Student Resolution Forms when sending a student to Buddy Class and that copies of such are forwarded to the Head of Learning Area
3. Provide classroom teachers with advice on classroom management strategies, conflict resolution and mediation.
4. Provide case management support to teachers which assist them to address aspects of student learning and behaviour in a positive manner.
5. Indicate to students and parents the level of support already in place for the student, the responsibilities of the student and the consequences for not accepting these responsibilities.
6. Maintain parent contact.

Deputy Principals agree to:

1. Promote a positive school environment.
2. Co-ordinate behaviour management and student welfare programs in co-operation with the appropriate Head of Learning Area.
3. Monitor student behaviour in school grounds and ensure appropriate structures are in place (duty rosters, OHS, etc).
4. Establish working dialogue with parents of students who are referred to Deputy. Organise case conferences with parents and teachers and produce behaviour management plans.
5. Manage filing of student behaviour reports/SIS Behaviour Data.
6. Work to support Heads of Learning Area, Year Coordinators and classroom teachers to manage student behaviour.
7. Organise review panels for students at extreme risk.

The Principal agrees to:

1. Support the principles of the behaviour management approach.
2. Promote a positive school environment.
3. Confirm the suspension of students from school as stipulated under the Education Act 1999 for any severe breach of behaviour. Delegate the suspension of students to a Deputy as appropriate.
4. Manage any 'end-of-line' behaviour management processes (eg. Exclusion).

Education Assistants agree to:

1. Support students in participating to the best of their ability in all aspects of schooling.
2. Advise teachers of the special needs of students especially when the student is feeling uncomfortable or unable to participate. Through their close working relationship with students the education assistants will be able to support and advise teachers on the effective management of these students.
3. Mentor students in appropriate behaviours and promote a positive school environment by modelling appropriate interactions between all students, including those with learning disabilities.
4. Make teachers aware of any behaviour management issue with any students in a class in which they are working.

Non-Teaching Staff agree to:

1. Contribute to the creation of a positive school environment through positive interactions with students. Report or refer to appropriate administrator instances by students that may adversely reflect on the school or affect other school community members.

Parent/Caregiver Contact

Effective learning occurs when there is a genuine partnership between students, staff and parents. Staff are encouraged to maximise their contact with parents/caregivers. It is important that positives are recognised and acknowledged and parents/caregivers are informed of their child's progress. Letters of commendation, phone contact, acknowledgement slips and scheduling of interviews are ways of creating a positive partnership.

Staff must contact parents when a child's behaviour is adversely affecting the learning of that child or others in the class. They can call on other school personnel (Principal, Deputy Principals, Heads of Learning Area and Year Coordinators) to assist with interviews and contact. Student Services personnel have considerable formal and informal contact with parents/caregivers and are available to advise and assist teachers. When discussing issues with parents, it is advisable to keep a record of the conversation and the outcomes agreed. (See Appendix)

FIRST STEP: Create a Positive Environment

In your classroom, create a positive learning environment where students feel they belong and are safe by:

1. Establishing rapport.
2. Developing cooperative learning and ensuring active participation of students.
3. Using questions to engage students in lesson, provide for personal needs, cater for different learning styles.
4. Using classroom rules consistently and fairly.

SECOND STEP Teacher Management

When misbehaviour occurs:

1. Use low key responses – (proximity, student's name, gesture, “the look”, the pause, ignore, signal and deal with the problem not the student).

When misbehaviour recurs

2. Use more assertive responses, remove from the group and discuss
3. Discuss with relevant staff (other teachers, Year Coordinator, Head of Learning Area, Deputy, School Psychologist)

THIRD STEP: Out of class support

When misbehaviour recurs:

1. Hand responsibility back to students by offering effective choices and diffuse power struggles.
2. Refer and discuss with Head of Learning Area and Year Coordinator about appropriate responses.
3. Contact parents – this should be on-going from this point as necessary.
4. Remove student from class and commence resolution process - Resolution Form to be used. (See Appendix)
5. Mediation between student and teacher and involvement of Year Coordinator as needed.

FOURTH STEP: Persistent Misbehaviour

When misbehaviour recurs:

1. Remove student from class and follow up. Use withdrawal for continuing misbehaviour and inform Head of Learning Area immediately.
2. Ensure that responsibility remains with the student through the use of effective choices.
3. Refer to Head of Learning Area - (Use Referral Form)
4. Informal or formal agreement as required.
5. If behaviour persists refer to Head of Learning Area.

FIFTH STEP Unacceptable behaviour.

When persistent misbehaviour/outrageous behaviour occurs this will result in one or more of:

1. Documentation of misbehaviour/incident
2. Period by period report; Plan, contract etc
3. Direct contact with parent/caregiver.
4. In school withdrawal from all classes and/or suspension.
5. Formal re-entry agreement/contract involving Deputy Principal & Principal; staff member and parents;

STUDENT BEHAVIOUR MANAGEMENT MANUAL

REVIEW PROCEDURE:

1. A committee will review, modify and update the behaviour management policy in conjunction with changes to DoE policy, procedures and guidelines. The committee is to be composed of staff members and opportunity will be given to members of the school community to have input. The review committee will monitor the implementation of behaviour management procedures throughout the school.
2. Professional development will be provided as needed.
3. New staff will be in-serviced in the school's behaviour management policy at the beginning of the school year. As changes occur, all staff will have the opportunity to be updated/in-serviced in behaviour management discussion and mediation procedures.
4. Regular behaviour management discussions will be facilitated at Learning Area Meetings and whole of staff meetings.

LETTER OF CONCERN

Dear Parent,

Re: Progress of your son/daughter _____

In: _____

I am writing to let you know that, at present, your son/daughter appears unlikely to attain outcomes to earn the achievement that is expected of him/her in this subject area. This has been due to:

	Unacceptable classroom behaviour
	Inconsistent classroom work habits
	Failure to complete and/or submit assignments
	Not bringing required equipment
	Poor personal organization
	Not working to capacity
	Not wearing school dress code

Although _____ has been advised of the above, and given many opportunities to rectify the situation, he/she has not done so.

I would appreciate your assistance in this matter and would be only too willing to discuss the situation with you.

Yours sincerely

Teacher	Year Leader	Date
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Please respond or acknowledge receipt of letter by returning this slip, or by telephoning the school on 9848 0100. Thank you.

Name of your son/daughter: _____

Signature: _____



LETTER OF COMMENDATION

Dear Parent,

I have been very pleased with your student's performance in the area (s) noted below. Rather than wait for a report or a parent night, I want to let you know now so that you can add your praise where it has been earned.

NAME OF STUDENT: _____

SUBJECT/UNIT: _____ TEACHER: _____

Areas of Commendation

<input type="checkbox"/>	Displaying a positive attitude to work
<input type="checkbox"/>	Consistently high standard of work
<input type="checkbox"/>	Working cooperatively with others
<input type="checkbox"/>	Preparing effectively for class
<input type="checkbox"/>	Producing pleasing test results
<input type="checkbox"/>	Participating well in class activities
<input type="checkbox"/>	Wearing school dress code
<input type="checkbox"/>	Setting a good example for others
<input type="checkbox"/>	Achieving a high standard in practical tasks
<input type="checkbox"/>	Submitting work punctually

Other Comments:

Signature of Teacher Signature of Year Leader Date

APPENDIX 3

DENMARK SENIOR HIGH SCHOOL

RECORD OF INTERVIEW / TELEPHONE CONVERSATION

STUDENT:

YEAR:

PARENT:

RECORD OF

Face to Face

Telephone Conversation

Other _____

please specify

REQUEST BY

Parent/Guardian interview

Teacher

Year Leader

Other

ISSUE: Academic Progress Behaviour Attendance Health Dress
 Other

DETAIL

ACTION/RECOMMENDATION

RECORDED BY: _____ **DATE:** _____

Place original on student's file

APPENDIX 4

DENMARK SENIOR HIGH SCHOOL

RESOLUTION FORM

- All students have the right to learn and all teachers have the right to teach free from disruption
- All students and staff have the right to be treated courteously.

CLASS TEACHER TO COMPLETE

Student Name:		
Date:	Time Sent:	Room:
Agreed Meeting Time: (and comment if necessary)		

BUDDY ROOM TEACHER TO COMPLETE

Time Arrived:	Signature:
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STUDENT TO COMPLETE

1. Why was I excluded from class? (What behaviour was unacceptable?)

2. What do I need to do to be accepted back into the class?

(STUDENT TO RETURN THIS FORM TO CLASS TEACHER AT ARRANGED MEETING)

CLASS TEACHER TO COMPLETE AT MEETING

Record of notes and/or agreement made at meeting:

Copy of completed form to:

Student

Level 3

Parent (if appropriate)

APPENDIX 5

Student Behaviour Management Referral and Information

Student _____ **Form** _____ **Date** _____

Teacher _____ **Subject** _____

Referral to: _____ (**Head of Learning Area, Deputy, Principal etc**)

Area of concern

- In-class behaviour** **Yard behaviour** **Academic Concern**
 Personal Concern

Reason for Concern

Behaviour Management – What step are you at? (see summary)

ACTION	FOR THE FUTURE
<p>1. Positive Learning Environment</p> <p>2. Second Step Recurring misbehaviour</p> <p>3. Bluey</p> <p>4. Third Step</p> <p style="margin-left: 20px;"><input type="checkbox"/> Direct involvement of other staff/YC</p> <p style="margin-left: 20px;"><input type="checkbox"/> Parent Contact</p> <p style="margin-left: 20px;"><input type="checkbox"/> Class withdrawal</p> <p style="margin-left: 20px;"><input type="checkbox"/> Deputy Principal Contact</p> <p><input type="checkbox"/> Fourth Contact Referral to D.P.</p>	<p>5. No Action Required – Info only</p> <p><input type="checkbox"/> Please discuss further action with me.</p>

Further Action taken by Deputy Principal, Year Leader.

Signed

Date



BEHAVIOUR MANAGEMENT AND EDUCATION PLAN

STUDENT INFORMATION

STUDENT _____ M/F _____
ADDRESS _____ DATE OF BIRTH _____
CONTACT TELEPHONE NO. _____

SCHOOL INFORMATION

TEACHER _____
YEAR PERSON _____
PARENT/ CAREGIVER _____ DEPUTY _____

CONCERNS

SCHOOL _____

PARENT/CAREGIVER _____

STUDENT _____

APPENDIX 7

**CLARIFICATION AND RESOLUTION
OF PROBLEMS AND ISSUES:**

Identification of difficulties or areas of failure for this student.	Area	Relevant Information
Subject areas Members of staff Other activities Time of the day Peers		

Identification of strengths/areas of competence of this student	Area	Relevant Information
Subject areas Other activities Relationship with members of staff Staff Involved? Time of the day Peers that student relates to well.		
Relevance		

APPENDIX 8

**BEHAVIOUR MANAGEMENT CONFERENCE -
ACTION PLAN**

CONCERN	WHO	ACTION	BY WHEN

SIGNED: _____
Student

Parent/Caregiver

Teacher

Year Person/Deputy

DATE: _____

At Denmark Senior High School it is expected that students wear school uniform and treat staff, their fellow students and school property with respect. It is also expected that students adhere to the following rules.

Students:

1. who arrive after the commencement of form must sign in at the front office before going to class.
2. must sign out at the front office if leaving the school during the day.
3. are to follow the reasonable instructions of any member of teaching and non-teaching staff
4. may only enter a room when a teacher is present
5. must enter all classrooms from external doors only
6. are only permitted in designated areas of the school during breaks and do not use the bus lanes. (see map over page)
7. must not leave a class without permission of their teacher and must carry a pass or note from teacher or report directly to the Head of Learning Area or Front Office.
8. may only use their mobile phone for communication to parents during the school day at recess or lunchtime, unless under the direction of their teacher.
9. may only use an electronic device to play music at school during recess and lunch. Earphones are to be out of sight at all other times.
10. may only take photos as directed by a teacher during school hours and with the permission of the subject.
11. may only eat food in outside areas where bins are available. Food is not to be consumed on the oval or basketball courts.
12. Must not access lockers between/during classes
13. must comply with all Occupational Safety and Health regulations while at school. This includes (i) covered footwear, (ii) no large items of jewellery, (iii) hair tied up and (iv) always behaving in a safe manner.
14. may only access the change rooms in the Gymnasium during Physical or Outdoor Education lessons or whilst participating in supervised activities in the Gymnasium.
15. may not bring spray deodorants, alcohol, tobacco, illegal drugs, energy drinks or any type of weapon to school.

16. must not use skateboards, scooters or similar items while on the school grounds unless under the direction of a teacher during a break time.
17. Student vehicles will remain in the top car park and may not be accessed during the day.
18. must store bikes in the racks provided and must not visit the bike rack at any time during the school day.
19. may use sporting equipment (eg balls) only in the Gym, or on the bottom oval and basketball courts. Only students actively participating in sports at lunchtime are to be on the oval or courts. Contact sports are only to be played under the direction of a suitably qualified teacher and in age appropriate groups.
20. who travel on buses after school must wait in designated area at front of school under the supervision of the Bus Warden.
21. Must not leave the school along the Bus Lane roadway.

RIGHTS AND RESPONSIBILITIES WITHIN OUR SCHOOL COMMUNITY

<ul style="list-style-type: none"> 2. work in and enjoy a safe, secure and clean environment 3. teach and learn without disruption 4. achieve their educational potential 5. have their property respected 6. be proud of their achievements 7. participate without fear of ridicule or intimidation 	<ul style="list-style-type: none"> 2. keep our environment safe, secure and clean 3. ensure that there is no disruption to another person's teaching-learning environment 4. develop their potential and to assist others in doing the same 5. respect student, staff and school property 6. ensure that their actions do not discredit the school 7. be punctual and prepared for all classes 8. work to the best of their ability at all times
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Out of Bounds

The shaded areas on the map are out of bounds during school and breaks unless moving to and from a timetabled class. You will be notified **if** these areas change after all building works are completed.