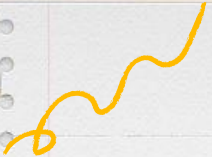


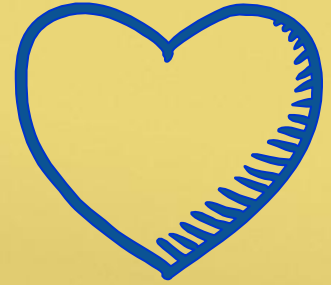
Welcome to Coffee and Connect





Today's Topics

1. Review previous school wide expectations matrix
2. Introduce new school wide expectations matrix
3. Introduce new "Circles of Respect" visual
4. Invite school community members to reflect



Our Process

- X All GSS staff reflecting on what we feel is important in our school
- X What successful and unsuccessful behaviours are we currently seeing – how can this be managed/encouraged
- X Establishing the “Review Crew”
- X Breaking down/reflecting on previous matrix – what do we want to keep or discard?
- X What message do we want to send, what do we value?
- X Development of new matrix with input from GSS staff
- X Creation of matching visuals that can be used school-wide
- X Feedback from wider school community



SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

	ALL AREAS	CLASSROOM	PLAYGROUND	WALKWAYS AND PATHS	TOILETS	Pick up Zone/BIKE RACKS
LAM RESPECTFUL Care for Myself and Others Do the Right Thing Speak Kindly Find Help Turn Things Around Be Brave Be a Peacemaker	- Respect others' personal space and property - Care for equipment - Clean up after yourself - Use polite language - Take turns - Consider others - Follow adult directions	- Walk - Follow the directions of adults. - Enter and exit room in an orderly manner	- Play fairly – take turns, invite others to join in and follow rules - Care for the environment. - Take care of equipment and the environment.	Walk quietly and orderly so that others are not disturbed.	Respect privacy of others	- Use own bike/scooter only - Walk bike/scooter to the gate - Wait inside the gate until the car stops. - Wait patiently and be attentive for the arrival of your pick up.
LAM RESPONSIBLE Care for Myself and Others Do the Right Thing Speak Kindly Find Help Turn Things Around Be Brave Be a Peacemaker	- Be an active learner - Have a go - Ask permission to leave the classroom - Be on time - Be in the right place at the right time - Follow instructions straight away - Be honest - Make good choices	- Be prepared - Complete set tasks - Take an active role in classroom activities - Keep work space tidy	- Be a problem solver - Return equipment borrowed - Collect lunch boxes after each break - Put rubbish in the bin. - Line up when the music plays - Be on time	Walk quietly around the school grounds so other may continue learning	- Use toilets in a sensible manner - Return to class promptly - Turn off the taps	- Leave school promptly - Sit and wait in the school grounds for collection - Follow the instructions of staff at the gate - Remain seated before school until an adult releases you
LAM SAFE Care for Myself and Others Do the Right Thing Speak Kindly Find Help Turn Things Around Be Brave Be a Peacemaker	- Use equipment appropriately - Keep hands - feet and objects to yourself - Make good choices	- Respect others' right to learn - Talk in turns - Be a good listener - Ask permission to leave the room.	- Participate in school approved games - Wear shoes and socks at all times - Be sun safe; wear a broad brimmed hat - Use equipment in the manner intended - Play in designated areas - Tidy up before you leave and take lunch box to designated area. - No access to play areas until directed by a staff member eg. hall.	- Rails are for hands - Walk one step at a time - Keep passage ways clear at all times	- Wash hands - Walk - Young students take buddy to the toilet and return to class together	- Wait your turn - Keep your belongings nearby - Do not leave the pick-up area until you are collected. - Go to office if not collected and no other adults or children are around - Leave the school grounds promptly after school unless you are with a supervising

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HEARD



KNOWN



WELCOMED



LOVED



INVOLVED



Our focus at
GSS:
Belonging



NEEDED



SUPPORTED



ACCEPTED



BEFRIENDED



INVITED



PRESENT



Updated Expectations Matrix

Setting	Respect for Self	Respect for Others	Respect for Place
At school we...	- Be the best we can be - Are ready to learn - Ask for help - Move around safely - Are in the right place, at the right time, doing the right thing	- Use our manners and kindness - Communicate respectfully - Follow instructions - Keep our hands, feet and objects to ourselves - Are in the right place, at the right time, doing the right thing	- Follow the school uniform policy - Use equipment appropriately - Keep the school clean
Inside we...	- Are ready to learn - Be an active participant - Take care of our belongings	- Move around carefully - Ask others before using their property - Take care of others' belongings - Wait for our turn - Help others to do their best	Take care of learning spaces
Outside we...	- Play in the right area at the right time - Wear a hat in the sun - Sit down to eat in eating areas - Move around school safely	- Play fairly - Use a quiet voice during eating time - Eat at eating time and play at playing time - Ask permission to leave the eating area - Move around the school quietly during learning time	- Place belongings in the correct area (lunch boxes, bags, hats etc) - Take care of play spaces - Are responsible for rubbish
In the toilets we...	- Go, flush, wash - Leave the toilet block when finished	- Allow privacy of others - Use toilets before school, at break time and after school	- Keep the toilets clean - Use the toilets properly

Our goal was to include...

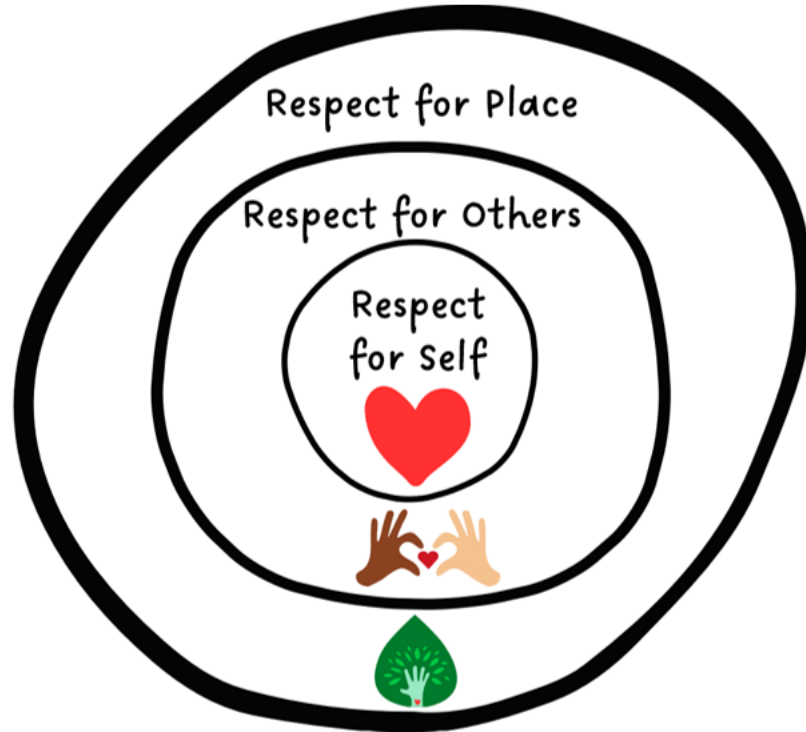
- X Simple, easy to understand statements
- X Consistent language e.g. "move," "safely," and "right place, right time, doing the right thing"
- X Inclusive/community-focussed language e.g. "we," "us," and "our"
- X Aspects that focus on ourselves, others, and our shared spaces
- X Statements that help to create a sense of belonging and shared responsibility



Visual – Circles of Respect

Everyone belongs at Graceville State School

We show



We want your reflections!

What is something about our new Code of Conduct that...

Connect	Enrich	Challenge
You can connect your understanding and experiences to? You found you connected with/agreed with?	You can enrich with new ideas or perspectives?	Challenges your understanding and/or experiences?

