NSW Department of Education

Mount St Thomas Public School
Behaviour Support and Management Plan

Overview

Mount St Thomas Public School is a vibrant school community where every student is celebrated for their unique strengths, perspectives, and experiences. We are committed to fostering an inclusive culture and a safe and welcoming space where students, educators, and families from all backgrounds feel valued, respected, and empowered to thrive.

Central to our vision is the promotion of holistic wellbeing for all members of our community. We believe that true learning cannot happen without prioritising the physical, emotional, and mental health of each individual. Our school provides support systems that prioritise self-care and emotional resilience. Through a blend of academic rigor and compassionate care, we empower our students to become confident, compassionate leaders who are equipped to navigate life's challenges with grace and resilience.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- Second Step - Social-Emotional Learning programs K-6
- Berry Street Education Model (BSEM)
- The Anxiety Project (TAP)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Mount St Thomas Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour. Partnerships with parents and the wider community are central to the success of addressing bullying when it occurs in our community. Our school encourages effective communication strategies whilst working together as a school community to change bullying behaviours. We will do this by educating targets, bystanders, Upstanders and those who are bullying in a range of strategies and interventions to prevent, intervene and respond to bullying behaviours.

Partnership with parents and carers

Mount St Thomas Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, parent workshops, focus student groups, consulting with the P & C and consulting with the local AECG
- using concerns raised through complaints procedures to review school systems, data and practices

Mount St Thomas Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

The following values from these integrated guidelines reflect the needs of our school and the fundamental ideals that underpin student wellbeing in our school.

The values at Mount St Thomas School are:

RESPECT	RESPONSIBILITY	SAFETY
Respect for yourself	Responsibility for yourself	Be safe
Respect for your teacher/s	Responsibility for your things	Play safe
Respect for each other	Responsibility for your school	Act safe

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

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

Whole school approach across the care continuum

We aim to be a place where all are free to learn, play and express themselves without fear of ridicule, intimidation or violence. At Mount St Thomas Public School quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment where students learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of positive student welfare. At our school, the wellbeing, safety and health of students is a cornerstone of all school policies, programs and practices.

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. (See Appendix 1)	All
Prevention	Second Step – Social Emotional Learning programs (SEL)	Second Step® program/s help students build social-emotional skills—like nurturing positive relationships, managing emotions, and meeting goals—so they can thrive in school and in life.	Students K - 6
Prevention	Berry Street Education Model (BSEM)	The Berry Street Education Model (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. Our education model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	All

Care Continuum	Strategy or Program	Details	Audience
Early intervention	The Anxiety Project	Through The Anxiety Project the NSWPPA provides an early intervention solution for childhood anxiety. The project is a two-year supported commitment and addresses a number of factors and populations.	All
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention	Attendance support	The LST monitor and track attendance. Students of concern will be referred to the Executive who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, LST, school Executive, parent/carer
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed (Behaviour referrals)– behaviour of concern is managed by school executive.

These behaviours align with our school behaviour matrix:

DISCIPLINE FLOW CHART (Simplified)

TEACHER MANAGED BEHAVIOUR

As per Behaviour Matrix

If behaviour continues progress to Minor Behaviour Referral (Entered on Sentral)

MINOR
(Behaviour Referral entered on Sentral)

As per Behaviour Matrix

MAJOR
(Behaviour Referral entered & AP referral)

As per Behaviour Matrix

Results in consult with Stage Supervisor. Minor Behaviour Referral entered on Sentral

Results in consult with Stage Supervisor. Major Behaviour Referral entered on Sentral.

Behaviour Referrals

Two Behaviour Referrals at Supervisor's discretion

Placed on Step One

Mentoring
The Stage Supervisors will follow up and mentor their respective stage groups in this process.

Each subsequent Behaviour Referral results in students moving forward a step at Stage Supervisor's discretion.

DISCIPLINE FLOW CHART
Refer to Behaviour Matrix

TEACHER MANAGED BEHAVIOUR
(Not entered on Sentral)

- Reminder of rules & expected behaviour
- Engage the student in a positive behaviour, eg. playing a game or accessing the library.
- Prompt
- Redirect with choice
- Tactical ignoring
- Non-verbal redirection
- Proximity to student
- Time out
- Shadow teacher

If behaviour continues progress to Minor Behaviour

MINOR (Behaviour referral entered on Sentral)

- Disruptive behaviour
- Defiance (minor)
- Unsafe play
- Inappropriate use of banned equipment
- Minor damage to property
- Leaving area without permission
- Breaks Sports Code of Conduct (minor)
- Breaks ICT Code of Conduct (minor)
- Littering
- Out of Bounds
- Consistently late to class/lines
- Playing in the toilets
- Spitting
- Swearing (minor)
- Stealing (minor)
- Threatening behaviour (minor)
- Disrespectful behaviour (Minor)
- Name calling & teasing

MAJOR (Behaviour referral entered on Sentral)

- Defiance (major)
- Disrespectful behaviour
- Disruptive Behaviour
- Harrassment
- Bullying
- Breaking Sport Code of Conduct (major)
- Serious inappropriate use of ICT
- Major destruction of property
- Swearing (directed)
- Aggressive behaviour
- Absconding in school
- Leaving school grounds
- Threatening behaviour
- Stealing
- Spitting

All Settings - Minor Incident

- Behaviour Referral entered on Sentral

Step 1 - All Settings

- Two Behaviour Referrals in one term
- Withdrawal from classroom or playground
- Letter sent home to parents after two Behaviour Referrals
- Reflection Page completed
- Mentoring with Stage Supervisor for one lunch (after 1st Behaviour Referral)
- Mentoring with Stage Supervisor for one lunch & one recess period (after 2nd Behaviour Referral)
- Restitution made where applicable as determined by Stage Supervisor

Step 2 - Next Behaviour Referral

- Withdrawal from classroom / playground
- Reflection Page completed
- Mentoring with Stage Supervisor for 2 lunches and recesses
- Parents notified and / or meeting with Stage Supervisor
- Restitution made where applicable as determined by Stage Supervisor

Step 3 - Next Behaviour Referral

- Action as Step 2
- Referral behaviour card – 3 days mentoring & 2 days monitoring
- Parent Meeting Stage Supervisor / Principal
- Bronze, Silver, Gold and Platinum awards withheld until monitoring is complete

Classroom

1st Warning: Verbal Warning
2nd Warning: Name on board / Visual Warning
3rd Warning: Cross against name – Time Out in class
4th Warning: Time Out in buddy class Behaviour referral entered on Sentral
5th Warning: Time Out/Stage Supervisor – Behaviour referral entered on Sentral
6th Warning: Sent to Principal

Step 4 - Next Behaviour Referral

- Actions as Step 3
- Referral for Behaviour card for – 5 days mentoring & 5 days monitoring
- Behaviour Plan / Referral to LST

Suspendable Incident
Action as above plus
Pre Suspension letter option considered

Suspendable Incident
Action as above plus suspension from school with negotiated returns to school. (Fast track to suspension may occur)

Mount St Thomas Public School - Behaviour Matrix

TEACHER MANAGED (Not entered on Sentral)	STRATEGIES for teachers	MINOR (Behaviour referral entered on Sentral. AP referral)	MAJOR (Behaviour referral entered. AP Referral)
Defiance - refusal to follow teacher instructions.	Redirect with a choice Eg.'if you don't do this then this will happen' → move student → time out in class or buddy class.	**Defiance** - repeated refusal to follow teacher instructions.	**Defiance** - deliberately disobeying instructions, arguing, rudeness and/or continued non-compliance.
Disruptive behaviour - low intensity, but inappropriate disruption. Affects the teaching and learning, Eg. calling out, making noises.	Tactical ignoring, non verbal redirection, proximity, positive reinforcement, time out in class in classroom, time out in buddy class.	**Disruptive behaviour** - Repeated or constant interruptions in a class or activity resulting in the teacher/another student having to stop what they were doing. Disruption includes: sustained loud talk, yelling, noise with materials, out-of-seat behaviour.	**Disruptive behaviour** - Class cannot continue to work and must be removed from the area for their own safety.
Name calling / Teasing - minor: low level name calling, Eg. 'stupid, silly, dumb, I don't like you'.	Verbal reminders of school rules, individual close talk between student and teacher, apology and monitor.	**Name calling / Teasing** - name calling more directed towards the person in a negative way on more than one occasion or to a more serious nature, Eg. 'fat, ugly, retard'.	**Harassment** - Student delivers harassing messages (verbal or by gestures) to another person that includes negative comments based on sexuality, race, gender, physical appearance, religion, disabilities.
		Bullying- Often being unkind to children.	**Bullying** - Continued and sustained threats or harassment directed towards a student.
Unsafe play - playing too rough or accidentally hurting someone. Eg. wrestling, tackling, swinging around.	Verbal reminder, revision of school rules.	**Unsafe behaviour** - playing too rough and / or intentionally hurting someone.	**Aggressive behaviour** - serious physical contact where injury may occur Eg. hitting, punching, kicking, scratching.
Disrespectful behaviour - rolling eyes towards a teacher, defensive body language, turning back on teacher, disrespectful tone of voice.	Verbal reminders of school rules, individual close talk between student and teacher, apology and monitor, redirect with a choice.	**Disrespectful behaviour** - back chatting, disrespectful tone of voice, not engaging in discussion.	**Disrespectful behaviour** - walking away from the teacher when they are speaking, escalating with tone of voice/attitude, arguing with teacher, lying
Threatening behaviour - low level threats Eg. 'If you play with Bob at recess I'm not going to be your friend, you're not invited to my birthday party'.	Verbal reminders of school rules, individual close talk between student and teacher, apology and monitor, redirect with a choice.	**Threatening behaviour** - more serious threats that do not involve violence, Eg. 'I'm going to make sure no one plays with you ever again, I'm going to take your hat and flush it down the toilet'.	**Threatening behaviour** - serious threats made towards a teacher or student. (threatening violence, Eg. 'I'm going to punch you out after school').
Stealing - taking someone else's belongings without asking Eg. a rubber/pencil but return it afterwards.	Reminder not to touch other people's belongings without asking first.	**Stealing** - taking someone else's belongings and keeping it, writing their name on it.	**Stealing** - taking teacher's/school property, taking belongings with the intent of upsetting another person.

TEACHER MANAGED (Not entered on Sentral)	STRATEGIES for teachers	MINOR (Behaviour referral entered on Sentral)	MAJOR (Behaviour referral entered & AP Referral)
Non-directed swearing - like when they kick their toe.	Reminder of expected behaviour.	**Minor swearing** - about someone & not to them.	**Swearing** - directed towards someone & can include threats.
Spitting - spitting water on the ground/ wall.	Reminder of expected behaviour.	**Spitting** - spitting water	**Spitting**- Spitting on a person purposely
Out of Bounds - Not staying within the designated play areas.	Reminder of school rules and designated play areas, warning possible time out in the playground.	**Out of Bounds** - not staying within the designated play areas on repeated occasions or playing in an unsafe area.	
Playing in the toilets - one off.	Teacher redirection and reminder of expected behaviour expectations.	**Playing in the toilets** - playing in and around the toilet area, urinating on other students, looking under/over the toilet doors, mistreating toilet equipment.	
Being late to class/lines	Teacher reminder of rules. Name recorded in 'Late to Lines log'.	**Consistently late to class/lines** - repeated entries (more than 3 entries) in the 'Late to Lines' log.	
		Breaks the ICT Code of Conduct - using the computer at a time they are not allowed to, using somebody else's device, doing something else when they are supposed to be completing a task.	**Serious inappropriate use of ICT** - cyberbullying, hacking into other people's accounts, sending inappropriate images/messages, accessing inappropriate content or websites.
		Breaks the Sport Code of Conduct - Not playing safely, not playing by the rules, not following instructions of teachers/referees, damaging equipment.	**Breaks the Sport Code of Conduct** - Being disrespectful to teachers/students from other schools, arguing with referees.
Littering - low level, not putting rubbish in the bin, leaving rubbish where they have eaten.	Teacher reminder - appropriate place for rubbish to be placed, student asked to put rubbish in the bin.	**Littering** - purposefully leaving rubbish even after being reminded by the teacher to do it.	
		Leaving the area without permission - can be in class or playground.	**Absconding in school/leaving the school grounds**
Non intentional damage to property - student accidently breaks other student or school property.	Reminders about how to look after other people's belongings and being respectful of others things. Possible phone call to parents.	**Minor damage to property** - intentionally breaks student or school property (ruler, pen, pulling out school plants, drawing on desks or walls).	**Major destruction of property** - intentionally damages school property including graffiti and vandalism.
Inappropriate use of equipment - inappropriate use of sporting, class, gardening equipment.	Reminders about school rules and how to use equipment, respecting equipment that doesn't belong to them.	**Inappropriate use of banned equipment** - bringing phones/devices to school and not placing them in the office.	

Corrective responses are recorded on the Sentral system. These include:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly as part of our school PBL system. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive via Sentral before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a behaviour referral is applied. (See Discipline flow chart)	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught.	4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	**Teacher/parent contact**	**Teacher/parent contact**
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given weekly to all students who meet school expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are addressed according to the PBL Discipline Flow Chart and the Behaviour Matrix, then recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Reporting and recording behaviours of concern

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

Incident Notification and Response Policy

Incident Notification and Response Procedures

Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

When withdrawal from free choice play occurs as a response to behaviour, toilet and food breaks are always avoided. The restorative practice session occurs only during play time. The maximum length of time is approximately 20 minutes for a minor behaviour referral and 40 minutes (across 2 days) for a major behaviour referral.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection and Restorative practice	Scheduled for either lunch or recess break, as close to the behaviour incident as possible. A conversation takes place with the Assistant Principal about the behaviour/s of concern, time is given for reflection, and a plan is made utilising positive strategies that align with school expectations.	Assistant Principal	Documented in Sentral

Appendix 1: Strategies for recognising and reinforcing student achievement

Our Merit and Award System is a positive approach to the management of students and aims to promote and maintain acceptable behaviour by recognising and commending student achievement in all aspects of school life. All students are given support in achieving success through the provision of quality teaching and learning programs.

Positive behaviour is based on school rules and is rewarded by using a variety of strategies such as:

- Verbal, non-verbal praise
- Stickers and stamps
- Awards
- Weekly recognition on Bronze, Silver & Gold cards
- Mountso tickets
- Special class privileges
- Fortnightly recognition via Merit Certificates at assembly
- Names printed in weekly newsletter and published on the school website

Bronze, Silver, Gold, Platinum Awards:

Mountso Merit awards:

All students can work towards achieving a Mountso Merit award at the end of each week. These awards are glued onto an awards card and add towards students receiving Bronze, Silver, Gold and Platinum awards.

The criteria for students to be eligible for the weekly Mountso Merit award include:

- Observing school and class rules
- Being friendly, considerate and tolerant
- Displaying good citizenship and responsibility
- Being respectful
- Being hardworking and enthusiastic
- Displaying fair play, sportsmanship and school spirit
- Trying one's best
- Being well-mannered
- Displaying our school values in the classroom and playground consistently

Students will not be eligible to receive a Mountso Merit award if they have:

- Received a time out in any class;
- Received a Behaviour Referral during that week;
- Three or more days absent in a week;
- Had their name in the Playground folder 2 or more times in one week; or
- Consistently not followed the class expectations
- Or a combination of the above including classroom and playground

Special Note:

If students receive a minor behaviour referral they will lose the weekly Mountso Merit award for that week.

If students receive a major behaviour referral, they will lose 2 weekly Mountso Merit awards. If students receive a major behaviour referral, Students will lose the Mountso Merit for that week and teachers will write +1 and date the Bronze, Silver, Gold or Platinum award card for the extra one lost.

The weekly Mountso Merit award should not be given out until the end of the week or they can be given out on the Monday of the next week. Assistant Principals will report on any major behaviour referrals at the staff meeting. Bronze, Silver and Gold awards should then be given to the front office

staff by Monday of the following week to go into the newsletter. At the end of each term, teachers can access Sentral to see behaviour referrals for their students.

Students who are on a Yellow Behaviour monitoring card are still eligible to earn the Mountso Merit awards each week in their class while on the monitoring card. However, they are not eligible to receive their Bronze, Silver, Gold or Platinum awards until they are no longer on a yellow card.

Mountso Merit Plus (+) awards:

These merit awards are given to students for significant positive achievement considered appropriate by the issuing teacher. Awards can be for the categories of academic, behaviour, citizenship or school service.

Each teacher will have a limit of 10 per week that can be handed out and are encouraged to include awards from each of the categories. These do not have to only be given to students in their home class. Teachers should be keeping accurate records of who the Mountso Merit awards have been given to.

The Teacher Librarian and RFF teacher will be able to hand out 1 per class per week if deemed appropriate. These must not be given to the same child each week and the Teacher Librarian / RFF teacher must keep accurate records of who the Mountso Merit awards have been given to.

Students are to glue their Mountso Merit + awards onto their Bronze, Silver, Gold or Platinum award's cards as they receive them. They are not to keep them for later in the year.

Examples of how a Mountso Merit + may be awarded:

Type of Merit Award	How to earn the award
Academic	DISPLAYING CONTINUING EXCELLENCE AND PERSEVERANCE IN SCHOOL WORK BY: • Working hard to achieve your potential • Having pride in your work • Always striving to do your best • Improved performance in class work, assessments or class tests • Academic achievement • Excellent assignments or homework tasks
Behaviour	DISPLAYING RESPONSIBILITY, RESPECT AND SAFETY BY: • Ensuring your behaviour reflects our Mount St Thomas school values • Being honest and trustworthy • Making positive informed choices about your behaviour

	• Displaying our school values of Responsibility, Respect or Safety
Citizenship	DISPLAY THE VALUES OF KINDNESS, TOLERANCE AND DEMOCRACY BY: • Constantly caring for yourself, others and the school environment • Having positive interactions with others • Treating others fairly and displaying a fair go for all • Being a responsible student • Acting as a positive role model for the other students of this school • Showing particular consideration and helpfulness to others
School Service	DISPLAYING PARTICIPATION AND CO-OPERATION BY: • Acting as a positive role model when selected to represent this school • Successfully undertaking additional responsibilities within the school (ie-SRC rep, Library monitor, electrician) • Showing leadership initiatives • Fundraising efforts
School Representation	DISPLAYING PARTICIPATION AND COMMITMENT: • Positively representing the school at a Regional and/or State level in sport, creative arts or competitions such as Premier's Spelling Bee or Public Speaking • Positively representing the school at Southern Stars, Illawarra Music Festival and Illawarra Instrumental Festival • Being chosen as a school entry in external competitions (Example: Operation Art) • There is to be a limit of 1 Mountso Merit + award per activity

<u>Stipulations Mountso Merit + awards:</u>

- Students completing the Home Reading scheme will be eligible to receive a Mountso Merit + award when they have read for 100 nights and 200 nights reading K-6.
- Teachers are not restricted to a number given out for behaviour. This must be within their weekly quota.
- High academic achievement/ results-based awards- these will be limited to 2 per child per term. Teachers must keep accurate records of this.
- Teachers are not restricted to a number given out for attitude and application. This must be within their weekly quota.

Number of awards needed to complete awards:

Bronze = 5 awards

Silver = 10 awards

Gold = 20 awards

Platinum = 20 awards (with Stipulations) 3-6 and 15 awards (with stipulations) K-2

Once students receive their Gold award, they will be able to attend Gold Morning Tea with the Principal. There will be three times throughout the year that students can attend the Gold Morning Tea. These will be end of Term 3, Mid Term 4 and end of Term 4. As students complete their Gold award, they will attend the next available Gold Morning Tea.

Once students receive their Platinum award they will receive a special badge and Platinum certificate and badge at a Special Platinum Award Assembly at the end of the year. Students will also be able to attend a Platinum Morning Tea with the Principal.

Recognitions

- Bronze – School goal would be to have most / if not all students receiving a Bronze certificate per year.

- Silver - School goal would be to have most of students receiving a Silver certificate per year.

- Gold – As a guide, the majority of students should qualify for a Gold certificate each year.

- Platinum – Only outstanding students would receive a Platinum certificate.

Stipulations Platinum award:

- To qualify for a Platinum award, a student will require a combination of 20 Mountso Merit awards 3-6 and 15 Mountso Merit awards K-2 and should not have received any major behaviour referrals throughout the year. Students are still eligible for a Platinum award if they have received one minor behaviour referral only.

- Platinum awards should only have 1 of each of the following Mountso Merit + awards to be valid:

- 1 x reading
- 1 x 100% in assessments
- 1 x extra curricula activity
- 1 x homework (including K-2 word programs)
- 1 x Scripture
- 1 x Numeracy Ninjas (Stage 3)
- 1 x Post Test
- 1 x RFF / Library

- They must include 3 out of 5 Mountso Merit + awards K-2 and 5 out of 5 Mountso Merit + awards 3-6 from the following categories:
- 1 Citizenship award
- 1 Behaviour based award
- 1 Academic based award
- 1 award from someone beside his or her class teacher
- 1 award for School Service

Once a student has completed their Platinum card, the completed Platinum card must be given to the Principal to validate that all of the criteria have been met. This process must be completed before the student is told that they have successfully completed their Platinum award.

Certificate of Achievement Awards:

These awards are presented at the fortnightly assembly. Each teacher can give three awards per fortnight and are presented by the principal. The RFF teacher and LaST can also give one award per week if deemed appropriate. These are given to students who have earned recognition through their efforts in class. Teachers should keep accurate records of who has received these awards,

MOUNTSO TICKETS

The Mountso tickets are given to students in class and in the playground for following our school rules and displaying behaviours that reflect our 3 values of Respect, Responsibility and Safety. They are

given out by staff at their discretion and are our school's PBL fast and frequent reward. The Mountso tickets go towards a class reward system within each teacher's classroom.

Mountso tickets will be put into a Perspex box/tube by week 10 of each term. There will be a whole school reward given to all students once the target amount of tickets are reached. This could be at any time through a term.

Review dates

Last review date: [28.6.2024: Week 9, Term 3, 2024]

Next review date: [28.2.2025: Week 5, Term 1, 2025]