

## LEARNING

### Expectations

- Be persistent, have a go and do your best
- Seek help when needed
- Come to lessons prepared and organised for school day
- Actively participate in learning programs
- Meet work requirements in specified time limits

### Range of responses to responsible behaviour

- Verbal/non-verbal acknowledgement and feedback
- Class celebrations
- Diary/communication book
- Student/class awards



### Range of responses to irresponsible behaviour

- Finish work missed
- Organisational checklist
- Organisational charts
- Notes in diary/communication book

## ATTENDANCE

### Expectations

- Be punctual
- Attend regularly
- Parents to notify absences by phone/writing

### Range of responses to responsible behaviour

- Positive verbal or written feedback from staff
- Positive communication with parents/home
- Report number of days in attendance in reports
- Class attendance charts/awards

### Range of responses to irresponsible behaviour

- Communication with parents
- Adhere to Attendance Policy
- Document through roll book and record number of days attended in reporting process
- Attendance counsellors contacted

## COMMUNICATION

### Expectations

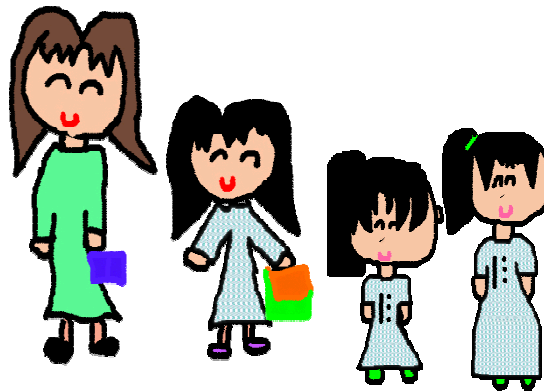
- Communication with other students, staff and visitors using appropriate oral language, body language and tone
- Be involved in taking responsibility for ensuring clear communication between home and school

### Range of responses to responsible behaviour

- Participate in special school activities
- Positive encouragement, verbal and non-verbal acknowledgements, certificates, peer awards, whole school assemblies, success awards
- Publish successes in newsletter
- Give added responsibility
- Give student choices about curriculum activities

### Range of responses to irresponsible behaviour

- Non-verbal/verbal reminders
- Direct instruction
- Students practise appropriate and suitable communication
- Behaviour plans
- Apology
- Buddy Class, Time Out,
- Communication with parents
- Take home, Suspension, Exclusion
- School Leadership intervention



## RELATIONSHIPS

### Expectations

- Keep our environment free of aggression, violence and all types of harassment, bullying and gang behaviour
- Respect others and their rights

### Range of responses to responsible behaviour

- Ongoing verbal/non-verbal feedback
- Acknowledge change/new behaviours
- Selection for positions of responsibility, e.g. Ambassadors, Student Voice
- Cross-age tutoring
- Success awards

### Range of responses to irresponsible behaviour

- Restorative justice procedures
- Grievance procedures
- Behaviour plans
- Apology
- Buddy Class, Time Out,
- Communication with parents
- Take home, Suspension, Exclusion
- Senior staff and community intervention



## PROPERTY

### Expectations

- Keep our environment free of litter, graffiti, vandalism and theft
- Leave personal property at home including mobile phones and toys, unless negotiated
- Care for the school and others' property

### Range of responses to irresponsible behaviour

- Return/replace/repair property
- Communication with parents
- Suspension/Exclusion
- Time Out/Take home
- Alert management of racist graffiti
- Community service
- Restricted use of equipment
- Removal for safe keeping, returned at the end of the day
- Police contact

## SAFETY

### Expectations

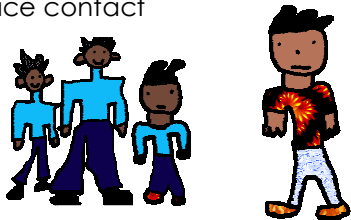
- Use equipment safely
- Be familiar with out-of-bounds areas
- No dangerous equipment or activities
- No bike riding in the school grounds
- Keep our environment alcohol and drug free

### Range of responses to responsible behaviour

- Verbal acknowledgement
- Newsletter
- Additional equipment
- Negotiated purchase of additional equipment

### Range of responses to irresponsible behaviour

- Rehearsal of safe behaviour
- Restricted use of equipment/play
- Community service
- Buddy Class, Time Out,
- Communication with parents
- Take home, Suspension, Exclusion
- Non-participation in future events
- Police contact



## MOVEMENT

### Expectations

- Move in a safe and appropriate manner throughout the school using established procedures
- Be aware of the way your movements affect others and their learning

### Range of responses to responsible behaviour

- Positive reinforcement and recognition at a classroom and school level

### Range of responses to irresponsible behaviour

- Practise the movement appropriately
- Movement restrictions
- Time Out (yard)
- Communication with parents
- Non-participation in lessons where students are at risk

## DRESS CODE

### Expectations

- Dress in uniform
- Footwear needs to meet safety standards
- School hats to be worn in Terms 1 and 4 when outdoors or play in shaded area
- No offensive or inappropriate makeup/clothing/jewellery
- Students wear dress code for all official functions, e.g. excursions, photos

### Range of responses to responsible behaviour

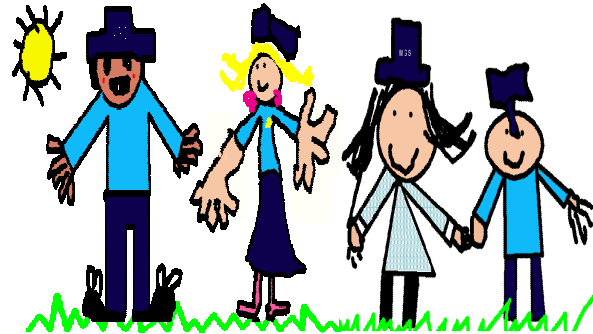
- Positive reinforcement and recognition

### Range of responses to irresponsible behaviour

- Alternative activity in shade
- Note home to parents

The response made to irresponsible behaviour will depend on the frequency and severity of behaviours.

When irresponsible behaviours are ongoing or severe, a systems response may involve referral to regional support services, e.g. Student Attendance Counsellor, Behaviour Support Team, Interagency Referral Manager.



Woodville Gardens  
School

**Fairness Respect Responsibility**

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## CODE OF BEHAVIOUR

- \* **Respect everyone**
- \* **Repair harm**
- \* **Restore relationships**

We aim to:

- ❖ **Create a safe, caring, orderly and quality learning community**
- ❖ **Provide students with opportunities and support to experience success**



Government of South Australia

Department for Education