



Classroom and behaviour standards

St John's Grammar School Culture

With the St John's Spirit in mind, forged by parents' aspirations for a school that provides the best learning experience, nurturing free spirit and promoting collaboration; in conjunction with our vision and mission to be a community where all learn to soar within an inclusive community of creative and passionate learners, we have the foundation upon which to continually build our culture and standards.

Culture is integral to collective and individual student soaring. Research supports that when the environment is inviting, safe, inclusive and supportive of all, the students, teachers, staff and parents soar. Teachers are more dedicated, students achieve more.

Our culture is the responsibility of the entire school community: leaders, staff, parents and students. It is through continual commitment, purposeful action, communication and collaboration, every day, on the little points and moments, as we deal with the thinking, work, emotions, challenges and opportunities that arise and we create.

Our culture is for all of us, by all of us and is focused on the present and the future.

Involving and communicating with families in the education of their children

Continuing parental involvement is vital in the Secondary years for culture and student achievement. Through a series of actions St John's Grammar School is committed to fostering our family-centred community and moreover, to doing so in our First Class Service manner. These include but are not limited to:

- Open gate, door, email and phone for communication with FCS standard
- Canvas for continual information and feedback with FCS standard
- Reporting and parent-teacher interviews
- e Newsletters, Inflight magazine, Eagle Yearbook, website and Facebook
- Flight Check-in parent feedback sessions
- P and F connection and associated events
- Showcasing of learning occasions across the year
- Extra-curricular parent involvement
- Parent support sessions
- Assemblies and special ceremonies
- Parents as guest educators

Learning to Soar

Wellbeing

Wellbeing is a function of, and contributes to our culture. A comprehensive approach and set of initiatives is in place to support community wellbeing including but not limited to:

- Wellbeing framework
- Wings program for the education of wellbeing
- Pastoral layers of care involving House, Home Group, Buddies, Heads of House and Heads of School
- Counselling
- Wellbeing check-ins – by adult advocates such as HoH, but student nomination both individually and for peers
- Chaplaincy
- Focus on the whole child by every teacher and staff member

Classroom environment and management standards

Whilst learning occurs anywhere, anytime including the school yard, home, the community and online, the classroom remains the central environment for the face to face connection and support of learning involving the student with teacher and peers. As such, it is of critical importance to have the physical environment and the human interactions conducive to optimal learning conditions.

Classrooms must be:

- Safe - including to move about within for the purposes of the lesson
- Clean and tidy – free of clutter, desks and chairs in place, left in a manner appropriate for the next class. Lessons need to be concluded allowing time for the entire class to support this tidying – this builds respect for others and the culture of the school. The last class in a room each day is expected to close windows and doors, turn off lights, screens, air-conditioners, etc.
- Inviting and inclusive – light, bright, welcoming – an environment that reflects the value of learning and of each learner that as a school we are about
- Demonstrate a sense and overt message of Home for the Home Group housed in that room including welcoming signs, student names, House and Wellbeing schedules
- Stimulate learning for the subject/s taught in the space using appropriate display areas and leaving windows and doors free
- Maintenance issues are to be reported by any staff who observe the issue (don't assume someone else has done this)

When these standards are in place, students' pride in their learning spaces and their learning is nurtured, culture strengthens and achievement increases.

Classroom management:

To support the development of our culture of learning for all, the classroom needs to be lead by the teacher.

- Teachers must make reasonable efforts to be punctual
- Students should wait outside the classroom until the teacher has arrived and invited them in
- Teachers should create seating plans where appropriate and in all instances have final oversight on the seating arrangement for each lesson

- Teachers should insist on a settled beginning to every lesson including setting the scene – refer to overall program, the prior lesson and link to this lesson’s intention. It is beneficial to have students prompted to do this thinking first
- Teachers need to lead the learning throughout the lesson by interacting with students, using movement and proximity to always have a gauge on what all students are doing as reasonably can and be available to support all students
- Students should not be off-task nor disrupt the learning of others during a lesson and teachers must proactively insist on this – drawing on strategies of praise, reminders, 1:1 communication, teacher-led consequences, withdrawal to break-out spaces such as Pargeter foyer, TLC
- All learners must have their learning conditions respected by their peers and teachers need to proactively manage this
- Student mobile phones are not to be used during lessons, in line with the policy
- Each lesson needs to be concluded in a manner whereby any follow-up homework is developmentally appropriate, considers other demands on the student and communicated appropriately to support student organisation

Student Behaviour Support

After the application of the Classroom environment and management standards, further student behaviour support may be required.

The Behaviour Support Policy is framed to support the culture of the school and ultimately the soaring of all learners through the fostering of respect, inclusion and personal responsibility in all members of the student community. It intends to provide a consistent approach for teachers to assist students to develop appropriate behaviours and life skills, which are highly valued both within the school and in the wider community. A foundational objective is to establish and maintain learning environments of the highest quality.

Any action of a teacher in addressing a behaviour concern needs to be implemented through management strategies. These strategies need to generate within our students;

- meaningful connections with teachers, other students and with home
- positive and purposeful learning experiences
- long term behaviour resolutions including developing individual responsibility

Our focus revolves around reinforcing and applauding positive, appropriate behaviour. It’s beneficial when students and parents are informed as regularly with ‘good news’ as they might be with the concerning. Successful behaviour management and change relies on effective, ongoing communication between all people involved; expectations of behaviour are discussed with students.

School leaders use forums such as assemblies and year level meetings to reinforce standards and expectations.

This **Behaviour Support Action Framework** should be referred to in helping guide staff for effective and consistent student support.

Level 1:

Where there is recurring general misconduct despite the teacher implementing their suite of classroom management strategies - uniform issues, general off-task or disruptive behaviour in class or the wider school area, swearing, lateness and littering.

Actions: Teacher-student discussion, inform the parents ensuring their support, register the student for Friday afternoon detention and cc HoH.

Nb. If the concerns relate to behaviour in the classroom with poor work outcomes the Head of Department needs to also be included in discussions and if the behaviour has impacted negatively on student learning outcomes the teacher can also book the student into Study Support after school.

Level 2:

For continued Level 1 issues (persistent classroom disturbance) despite parental support and Friday afternoon detentions or more serious breaches of behaviour (truancy, violence, bullying)

Actions: reporting teacher will inform the Head of House of the concern and parents will be invited for an interview. The Head of School must be informed.

Further Friday detentions, Formal Positive Behavioural Learning Agreement with parental inclusion, withdrawal of privileges, exclusion from some events, internal

Level 3:

For significantly serious misbehaviour: sustained disruption to the classroom with minimal attempt to correct, significant violence, ongoing bullying, substantial vandalism, drug/alcohol use.

Actions: Head of School to lead, including communication with Head of House and Deputy Principal or Principal.

Parents will be asked to participate in a conference with key staff to discuss concerns and plan positive action.

This may eventuate in a school referral to an outside agency for additional counselling and support. SAPOL must be informed immediately whenever there is a drug related incident.

External suspension, returning from suspension will involve the student meeting with the HoS / D Principal or Principal and being placed on probation.

*** Records**

All Level 2 and above behaviour concerns and incidents needed to be entered into the pastoral database.

*** Friday Detentions**

Friday Afterschool Detentions apply to students who do not meet school expectations repeatedly with:

classroom and school area behaviour

uniform

punctuality

appropriate use of school and other students' property

Students are booked using the intranet link and parents and HoH informed. This is a time to sit and reflect, being withdrawn from free time. The reflection document should be completed by the student at the time and asks questions such as:

Reason for detention:

Who did your actions negatively affect:

What do you need to do to repair this?

What will you do next time you are in a similar situation?

*** HoS may adjust the actions relating to the behaviour levels at their discretion to best support the student/s and staff.**

*** HoH and Learning Support may adjust steps to include withdrawal to break-out spaces to support student self-management and preserving the learning environment for others.**