

CASTLE COVE PUBLIC SCHOOL School Expectations

Our school expectations are:

- be safe
- be respectful
- be engaged.

This conduct applies to students when they are:

- in any classroom
- in all playgrounds
- on excursions
- while travelling to and from school
- representing the school at all events e.g. sport.



Our expectations align with the [NSW Department of Education Behaviour Code for Students](#). Specific requirements for classroom and playground areas are outlined on the following page.

CASTLE COVE PUBLIC SCHOOL

School Expectations



These expectations are for:



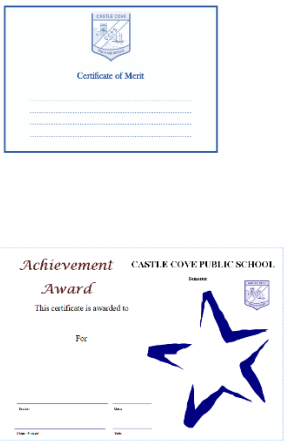

- playgrounds
- classrooms
- assemblies
- sport
- excursions and events.

| Be Safe | Be Respectful | Be Engaged |
|---|---|--|
| <ul style="list-style-type: none">• Keep your hands and feet to yourself.• Move safely.• Listen to and follow instructions.• Be in the right place at the right time.• Put things away.• Be responsible for your choices and actions.• Use equipment correctly. | <ul style="list-style-type: none">• Be kind and respectful of differences.• Listen to and follow instructions.• Listen, speak and act respectfully.• Take turns.• Take care of property and equipment.• Wear the correct uniform.• Play fairly and follow the school rules of the game (e.g. handball, class games).• Help others when needed. | <ul style="list-style-type: none">• Actively participate.• Strive to do your best.• Include others.• Work as a team.• Work together to solve problems calmly.• Persevere.• Be prepared.• Be punctual. |

These expectations were compiled by staff and students from K-6.

CASLTE COVE PUBLIC SCHOOL

Award System

| Level 1 | | Class based and individualised reward systems |
|---|--|--|
|  | | Students are encouraged to exhibit positive behaviour aligned with the School Expectations and can receive rewards such as praise, house points, table points, class dojo points, non-verbal actions (thumbs up), class money, marble jars, choice boards and class games. |
| Level 2 | | Castle Cards |
|  | | Acquisition of Level 1 rewards may be used to redeem a Castle Card. Castle Cards are also awarded for positive behaviour in the classroom and playground. |
| Level 3 | | Merit Certificate and A-Day Awards |
|  | | <p>Students trade 10 Castle Cards with their teacher for one Merit Certificate. Merit Certificates are also awarded at fortnightly assemblies for positive behaviour in the classroom.</p> <p>A-Day awards are given at the end of each semester for two of the following themes:</p> <ul style="list-style-type: none"> - Citizenship - Attitude and Approach to Learning - Creativity - Academic Achievement and Excellence |
| Level 4 | | Bronze, Silver and Gold Awards |
|  | | <p>Students trade 10 Merit Certificates or A-Day Awards at the office to receive a Bronze Award at a school assembly.</p> <p>When 10 more Merit or A-Day Awards are traded in, the student receives a Silver Award.</p> <p>When 10 more Merit or A-Day Awards are traded in, the student receives a Gold Award. The Gold Awards are awarded at the end of each term at the Gold Assembly. Students also receive a school patch and attend a morning tea with the principal and their families.</p> |
| | | Award Cycle Two |
| | | Once a Gold Award has been awarded, the cycle starts again, and students are awarded with Bronze 2 Award, Silver 2 Award and Gold 2 Award. Each subsequent Gold Award is issued with a badge and students and families are invited to a celebratory morning tea with the principal. |

CASTLE COVE PUBLIC SCHOOL

School Expectations

High expectations for student behaviour are established through effective role modelling and explicit teaching. Students from Kindergarten to Year 6 engage in learning experiences to learn about and practise behaviour in line with the Castle Cove Public School Expectations. Copies are displayed in classrooms and on the playground. Teachers teach and discuss these expectations with their students regularly to encourage future behaviour and to help students reflect on their actions.

Along with conversations about expectations, teachers may help students manage their behaviour by organising seating in the classroom, giving time out sessions for reflection or directing the student to a safe spot to calm down and refocus. Social and emotional learning experiences are used to help students manage emotions, make friends and resolve conflict. Students take part in role plays where appropriate responses to more challenging situations are modelled, taught and practised.

Students require most support during unstructured times such as recess and lunch as they learn to interact appropriately, share resources, make decisions and solve problems with their peers. Playground disputes or 'friendship fires' are usually resolved on the spot by the duty teacher. Teachers follow [restorative practices](#) to help students identify their responsibility, recognise offense or harm caused, apologise for their actions and make plans to manage themselves in future situations.

Longer or ongoing restorative teaching may be needed for some students. School counselling, one-on-one sessions with a teacher or small-group social lessons may be used for students needing more comprehensive support.