

Burraneer Bay Public School

BURRANEER BAY PUBLIC SCHOOL



STUDENT BEHAVIOUR POLICY

Introduction

Students need to learn how to connect with others, learn new skills and how to behave in positive ways. Burraneer Bay Public School and its community work together to provide a quality-learning environment that is:

- inclusive where everyone can take part.
- a place where students learn how to connect with others.
- where all students can learn new skills and how to behave in positive ways.

BBPS staff should understand what a student needs and how to support them. Staff:

- must follow laws about being inclusive and supporting students with disability, from different backgrounds, with different beliefs, of any gender – what you feel and understand about who you are as a person.
- must follow a list of rules about making fair decisions, be clear about the decisions they make and how they will fix problems.
- People must be able to get a fair decision, get information about what is happening and talk about what they think. People have a chance to appeal a decision they make.
- must collect information about student behaviour.
- keep information about student behaviour.

We support students to learn how to behave at different times, in different places and with different people. This includes supporting students to behave in positive ways if they move to a new school or different school. Behaviours of concern are things someone does that might put themselves in danger and/or other people in danger. BBPS staff must follow the plan to support students who show behaviours of concern.

Burraneer Bay Public School Behaviour Support and Management Plan

Burraneer Bay Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Values Education, Peer Support, Buddy Program, Peer Mediation, Growth Mindset, Restorative Practices and Zones of Regulation.

Promoting and reinforcing positive student behaviour and school-wide expectations

Burraneer Bay Public School has the following school-wide expectations:

- We share voice space by listening attentively.
- We follow instructions by being in the right place at the right time doing the right thing.
- We use build ups by saying positive things to others.
- We keep our hands, feet and objects to ourselves.
- We own our own behaviour because we choose how we behave

Burraneer Bay Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations by implementing:

- Values Education program
- School Award system
- Discipline system
- Restorative Practice
- Peer Support

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Student Wellbeing Officer	A mentoring program for students K- 6 who display emerging wellbeing concerns such as anxiety, friendship and social issues connecting with families.	Targeted students and families
Prevention	Defence Force Mentor	A mentoring program for Defence Force students and their families to link to support services and agencies within the community.	Defence Force families
Prevention	Peer Support/ Buddy programs	A whole school program providing positive peer influences and increased self-esteem and self-acceptance.	Whole School
Prevention	Zones of Regulation	A framework to develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.	Whole School
Early Intervention	Values Education	Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
Early Intervention	Growth Mindset	Incorporated into the PD/H/PE lessons across K-6 to foster a positive mindset, improve learning, reduce stress and anxiety whilst boosting emotional intelligence.	Whole School
Targeted Intervention	Learning and Support	The Learning and Support teamwork with teachers, students and families to support students who require a behaviour response plan and support in order to achieve short- and long-term goals. This includes connecting with external agencies such as Cool Kids and Be You anxiety programs.	Individual students, families and staff. Teacher to include behaviour risk assessment in consultation with support personnel
Targeted Intervention	Personal Pathways	This program has a strong cultural focus and is designed to inspire and motivate Aboriginal and Torres Strait Islander people about the importance of education and culture in helping them to achieve their personal goals.	Aboriginal and Torres Strait Islander young people.
Individual Intervention	Secret Agent Society	Where available, this program aims to support students to increase stronger connections to school and learning. Students are supported to build on personal and social capabilities.	Trained staff, parents and identified students.

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher directed time-out after eating time	Up to 10 minutes following the incident	Teacher	Recorded in Behaviour Book
Reflection Room	20 minutes after eating time	Executive	Recorded in online platform by relevant executive member
Restorative Practices	Immediately after incident	Executive	In Restorative Practices Booklet (Stage based)

Guidelines for Use of Reflection Time

- Reflection Time may be used to help students regulate and/or control their behaviour choices. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on the impact of their behaviour choices on others and to give them time to think about how they could respond restoratively.
- It is to be used when a student is behaving inappropriately and a temporary separation from that environment may assist in supporting the student to demonstrate appropriate behaviour.

It is recognised that some children are on individual programs and the behaviour code will be modified to suit their individual needs.

Partnership with parents/carers

Burraneer Bay Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies that proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

Burraneer Bay Public School will communicate these expectations to parents/carers through parent information sessions, school website and newsletters.

School Anti-bullying Plan

[BBPS Anti-bullying Plan](#)

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Anti-Bullying Plan

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours. The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour. Our 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. Executive 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 will actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture.

- Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Week 2, Term 1	Behaviour code for students
Term 1	National day of action activities and presentation at assembly
Wk 6, Term 1	Respect is Key program delivered to Stage 3 students about building respectful relationships
Week 5, Term 2	Anti Bullying incursion; all classes attending

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

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- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	SDD; Behaviour and Wellbeing approach at BBPS
Term 1	Professional learning self paced PowerPoint Part 1, Professional learning self paced PowerPoint Part 2
Term 2-4	Project to improve Student voice

- New and casual staff: New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

Information is provided in a handout to new and casual staff when they enter on duty at the school. The deputy principal speaks to new and casual staff when they enter on duty at the school. The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

All staff are provided with an updated 'Staff Information' folder at the beginning of each year, outlining school procedures.

Partnerships with families and community: Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

- Website: Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website:

- Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	Website access to BBPS policy and procedure documents
Each term	Newsletter updates each term
Term 3	P&C meeting agenda item to inform community of updated policy

Support for wellbeing and positive behaviours: Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE). Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Respecting the diversity of the school community and implementing proactive strategies to build a cohesive and culturally safe school for all students
- Incorporating student voice in decision-making is a key contributor to a positive school culture. Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- Engaging in professional learning to build staff capacity for preventing and responding to bullying behaviour.
- Develop a shared understanding across the school community of what bullying is and understanding how to prevent and respond to bullying behaviour.
- Promoting safe student upstander behaviour.
- Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum.
- Collaborate with students and families to enhance wellbeing, promote safety, and counter violence, bullying and abuse in all online and physical spaces.
- Developing strategies to sustain culturally respectful partnerships with families and communities
- Building links with community organisations, services, and agencies such as 'The Family Co'.

Suspension

Principals may think about suspending a student when they have already tried to manage that student's behaviours of concern in other ways. Principals can only suspend a student if they think a student's behaviour of concern will harm someone or put someone in danger. Principals must think about why they want to suspend the student. They need to think about the behaviour of concern, what the student needs, the student's background and situation and how the student will keep learning. Before a principal suspends a student, they must give a formal caution to the student and parents or carers. A formal caution talks about how a student's behaviour puts them in danger and other people in danger. When a principal gives a formal caution, they should talk with the student and parents or carers about how to support the student to behave in positive ways. Students in Kindergarten to Year 2 may be suspended for up to 5 school days. Students in Year 3 to Year 12 may be suspended for up to 10 school days. Principals can't suspend a student again before they have the chance to return to school. Principals usually can't suspend a student more than 3 times each year. A suspension can't keep going from the end of one year into the start of the next year. Sometimes a principal can suspend a student for more than 5 or 10 days, 3 times a year. But the principal must talk to their leader about the decision.

Suspending a student

Within 24 hours of deciding to suspend a student, the principal must tell the student, the parents or carers and Department of Education. The principal must give everyone a chance to meet and talk about the suspension. Principals must make a support plan for the student. They should work with the student, the parents or carers and other school staff. Principals must record every suspension in our online system. The school must check in with the student while they are suspended. The student must have support to keep learning. Principals must let the student come back to school either on the day suspension ends or before the day suspension ends. They must also have a meeting to talk about the student coming back to school. Principals must plan how the school will support the student before, during and after the suspension. There are things principals must do if problems with a student's behaviour aren't fixed after 3 suspensions, in one year and before the suspension ends.

Expulsion

Principals can expel students who show serious behaviours of concern and when plans to manage how they behave don't work. There are things a principal must do if they expel a student. Within 24 hours of deciding to expel a student, they must tell the student and the parents or carers. Principals must record every expulsion in our online system. The student and parents or carers should find a new school if the student is over 17 years old and didn't take part in their learning. They can also find another place for the student to keep learning. The principal must find a new school if they expel a student because of their behaviour. Principals must find a new school within 15 school days.

Appeals

Students, parents and carers can appeal a principal's decision. They must fill out an appeal form. They can ask the school for help with the appeal form. People can only make one appeal for each decision. If the appeal is for a suspension, it takes 15 school days from when the school gets the appeal form. If the appeal is for an expulsion, it takes 20 school days from when the school gets the appeal form. What can happen when you make an appeal? If we support an appeal of a suspension, the student must go back to school as soon as possible. If we support an appeal of an expulsion, the principal must let the student go back to that school if the student wants to.

Reporting unsafe behaviours

If there is an emergency at school, you can call Triple Zero. 000 If something dangerous happened at school, you can contact the Incident Report and Support Hotline. 1800 811 523 If you think a child is at risk of serious harm, you can contact the Child Protection Hotline 132 111

School Expectations

- We share voice space by listening attentively
- We follow instructions by being in the right place at the right time doing the right thing
- We use build ups by saying positive things to others
- We keep our hands, feet and objects to ourselves
- We own our own behaviour because we choose how we behave

Be Safe, Be Respectful, Be Engaged

Each classroom will have on display

- A set of school rules and our BBPS Values Statements
- A Restorative Practice Poster (Restorative Questions)
- Student Behaviour Flowchart

BBPS implements the following initiatives to support students:

Growth Mindset is focused on acquiring learner dispositions to be able to be a lifelong learner that understands what is needed to move their own learning forward. The learner dispositions will be used for students to be able to set new learning goals with an understanding of what they need to be doing to do this.

Peer Support is a program aimed to provide students with a supportive learning environment in which to develop the skills, understandings, attitudes, and strategies to improve wellbeing. These skills include resilience, assertiveness, decision making, problem solving and leadership. Year 6 students are trained and mentored to lead this whole-school program. Peer Support empowers young people to support each other and contribute positively to society.

The Student Representative Council (SRC) is coordinated by school staff. It aims at improving the school and raising money for charities in our community. One student from each class is elected by fellow students each semester and is presented with a badge. SRC members represent all students in the school and organise ways for students to participate and contribute to their school community. These students attend meetings to discuss any issues.

Peer Mediation is a leadership program that aims to give Year 6 students the opportunity to lead and influence fellow students, and promote respectful relationships, resilience and a safe and enjoyable school environment. The program runs at recess and lunchtime daily. Students are rostered on to patrol the playground in pairs and may be involved in handling minor conflicts that might arise, assisting students who may be hurt or upset, and leading games and activities with peers. Year 6 students are all Peer Mediators. They participate in training sessions with the Year 6 teachers, which aim to equip them with the necessary leadership skills and knowledge, such as conflict resolution, decision making, observation skills and communication skills. This allows the Year 6 students to thrive in a supportive environment and contribute positively to the school.

Teachers also create lessons and activities to promote the wellbeing of students and our community throughout the year. They support events including but not limited to Harmony Day, Clean Up Australia Day, Walk Safely to School Day, ANZAC Day, NAIDOC week and Remembrance Day. Further Personal Development/Health programs implemented at our school include Child Protection, Sun Smart, Drug Education, Road Safety, Transition to School and whole school Buddy System.

RESTORATIVE PRACTICE

Burraneer Bay Public School uses a restorative approach to behaviour management. This approach is based on a 'Restorative Practices Framework'. The aim of Restorative Practices in a school community is to manage conflict and tensions by repairing harm and strengthening relationships. In the restorative approach the focus is on "What happened, what harm has resulted and what needs to happen to make things right?"

Restorative Practice:

- uses an explicit framework
- is designed to re-establish significant relationships following behavioural incidents
- seeks to ensure that the consequences for misbehaviour have relevance and meaning within the school community context
- fosters individual responsibility and helps develop empathy.

The Restorative Framework uses two sets of questions that focus on a fair process.

K-2:

- | |
|---|
| <ul style="list-style-type: none">• What happened?• Who has been hurt?• What can you do to make things right? |
|---|

3-6

- | |
|--|
| <ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you been thinking about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right? |
|--|

OUR VALUES

Values influence how students learn and what they learn, the way they speak, think and behave. At Burraneer Bay Public School we have a highly effective values education program that promotes an interest in lifelong learning and contributes to positive outcomes throughout the school and wider community.

PERSONAL BEST Orange	Striving for the highest Personal achievement in all aspects of schooling and individual and community action, work and lifelong learning	<ul style="list-style-type: none"> • Trying your best even when the task is challenging • Having a go and never giving up • Trying to improve
FRIENDLINESS Blue	Taking a genuine interest in people and making others feel welcome, whether they are part of our school community or not	<ul style="list-style-type: none"> • Being helpful and kind to all people who come to our school • Offering a smile and a welcoming hand • Encouraging and supporting others
RESPECT Green	Treating yourself and others with equal consideration, acceptance and courtesy	<ul style="list-style-type: none"> • Treating others how you would like to be treated • Being respectful and considerate of others • Be non-violent in all contexts (on the sporting field, at school, in relationships) - be a white ribbon ambassador • Be willing to speak out about violence • Listening when someone else is talking
FAIRNESS Purple	Treating people equally without showing any favouritism and accepting that everyone is different	<ul style="list-style-type: none"> • Always playing fairly and being a good sport • Never criticising or making fun of others because of their difference • Including everyone equally
INTEGRITY Red	Doing what is morally right, and striving to be honest, understanding and considerate at all times	<ul style="list-style-type: none"> • Being honest and owning up if you have done something wrong • Being loyal to your friends and others • Considering the feelings of others and not just your own.
RESPONSIBILITY Yellow	Being accountable for your actions towards others, the wider community and the environment	<ul style="list-style-type: none"> • Always setting a good example • Being responsible for your own behaviour and belongings • Stopping to think before you act

Before School

Playground supervision begins at 8.40am. Children who arrive prior to 8.40am are to remain seated on the silver seats between the canteen and the administration building. All students who arrive late need to report to the office for a late arrival slip. Students cannot sign themselves in, they must be signed in by a parent /carer. School bags are placed neatly outside classrooms in a designated area before school. Students who have permission to place their bags in the bag room do so and then leave the room. Handball is the only ball game permitted in the K-2 and 3-6 playgrounds in the morning. Tennis balls only. Before school music (3 min) is sounded prior to classes commencing to give children time to line up or assemble (this is not a time to go to the toilets). At 9.10am 3-6 students line up outside their classrooms or in a designated area. K-2 students line up under the K-2 COLA.

Recess (11:10am – 11:40am)

There primary playground areas are – the oval, 3-4 asphalt, 5-6 asphalt and the synthetic grass.

- The use of the oval at recess is rostered between Stage 2 and 3 students each day. If the oval is closed only the asphalt and the synthetic grass is used as a 3-6 play area.
- There are 2 separate infants playground areas – Adventure Playground (Kindergarten only) and the K-2 COLA area (Years 1 and 2 only)

Handball is the only ball game permitted in the K-2 and 3-6 asphalt playground at recess. Students are not to be in classrooms without a supervising teacher at any time. At the end of recess a bell is sounded to let the children know that it is time to line up or assemble. 3-6 students line up in an area designated by the class teacher. At 11.45am, K-2 assemble under the K-2 Cola for brief messages and forward off in lines to their classrooms.

Lunch (1.00pm-1.50pm)

Teachers supervise children when they eat their lunch (1.00pm). Students in Years 3-6 eat their lunch inside their classroom. If they choose to eat outside, they are to be seated on seats and supervised. First half lunch (1.10-1.30pm) 3-6 children line up at the compass before going to the canteen (from 1.05pm). The K-2 teacher on Cola duty monitors canteen lines. There are separate primary playground areas for 1st half and 2nd half lunch – oval, 3-4 asphalt, 5-6 asphalt and the synthetic grass. The use of the oval at lunch is rostered between Stage 2 and 3 students each day. Students are not to go onto the oval until the teacher on duty gives them permission to do so. If the oval is closed, the asphalt and synthetic grass are used as a 3-6 play area. The asphalt outside the library and Year 3 and 4 classrooms is used by Year 3 & 4; the Hall COLA and the handball courts at bottom of the steps are used by Year 6 and the asphalt under the covered walkway outside the Year 5 block is used by Year 5. The 1.45pm bell signals the end of lunch and time for students to line up.

Out of Bounds Areas (morning, recess and lunch)

All classrooms, verandahs and bag rooms

All garden areas and water tanks.

The thoroughfare/steps

The area at the back of the hall (kitchenette)

Carparks

The area at the back of the cricket nets

The bike rack area

The area at the front of the school

Stairs and steps

Inside the canteen

Injured Children

- ♦ All teachers on duty are expected to carry a first aid bag. These contain band-aids and other items that can be used to address slight scrapes.
- ♦ Injured children who are able to move without further injury should be sent with another child to the office for first aid attention.
- ♦ In the event of a serious injury, staff need to remain with the child and send for an Executive staff member. Mrs. Fava and Mr. Fisher are trained in first aid.

Playground Supervision

- ♦ All staff on playground duty are to wear a high visibility vest.
- ♦ Be vigilant, mobile, visible and pro-active whilst on duty. A gentle word of prevention or re-direction is far more effective than problem solving after the event.
- ♦ Ensure regular visits to 'high potential problem areas'. i.e. between buildings and near toilets etc.
- ♦ The duty teacher will advise children to clean up before leaving an area.
- ♦ Teachers on duty must notify Executive staff and classroom teacher of serious inappropriate behaviour
- ♦ Implement behaviour system that causes or threatens harm.

Behaviour Code for Travelling to and from School, Excursions and Other School Outings

For any school excursion each student at Burraneer Bay Public School who wishes to attend must have returned a signed permission note from either parent or guardian. Verbal confirmation is subject to principal approval. Students are to respect others' rights on public transport and venues outside the school by walking in an orderly fashion, leaving areas clean, behaving sensibly in public and always using appropriate and polite language. School uniform (including a school hat) is to be worn on excursions unless otherwise specified by the teachers involved. Sport uniform (including a school hat) is to be worn to all designated sports events. Jewellery should not be worn to school or in PSSA competition sport for safety reasons. Best behaviour is always essential by Burraneer Bay students when travelling in the wider community so a good impression can be gained by the public about our school and its' students. Students are to take pride in being a representative of our school and always give their best in the wider community.

Players Code of Conduct (Primary Schools Sports Association)

Students who represent the school as part of a PSSA team sign an agreement to comply with the following code of behaviour:

- Play for the fun of it.
- Work equally hard for yourself and your team.
- Encourage your fellow team members and demonstrate good sportsmanship.
- Always co-operate with your coach, teammates, and opponents.
- Compete by the rules and always abide by referees/umpires or touch judge decisions.
- Be encouraging to others.

These expectations apply to all students during sporting activities.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Years K – 6 Individual Positive Reward System

Positive recognition, as part of the school merit system, is a valuable component of our Student Wellbeing and Good Discipline Policy. This system is cumulative and continues from Kindergarten to Year 6 as follows:

K-6		Monitored by
3 Stars on Chart	1 Star Card	Class Teachers
3 Star Cards	1 Bronze Award	Class Teachers
3 Bronze Awards	1 Silver Award	K-2 AP / 3 – 6 DP
3 Silver Awards	Gold Award + Star Patch	K-2 AP / 3 – 6 DP
3 Gold Awards	1 Principal's Merit Award + BBPS Bar	K-2 AP / 3 – 6 DP

SCHOOL ASSEMBLIES

- Student leadership responsibilities and privileges
- Presentation of Silver & Gold Awards and Certificates of Merit
- Presentation of Merit Awards, Values Certificates and Book Awards
- Presentation of White Ribbon Awards – Fostering Positive Relationships
- Class/individual displays
- Opportunities to give information
- Update and reinforce coming events
- Verbal praise

CLASSROOMS

- Material rewards (badges, star charts, award certificates)
- Special responsibilities and privileges
- Leadership opportunities and recognition
- House Point awards
- Displays of special work by all children
- Displays of work to other classes, teachers, members of the school executive.
- Reinforcement of class rules using the above praise/reward activities.

PENNANTS

- The opportunity to acknowledge outstanding achievement across a variety of areas.
K-6 awards one pennant per term per class for the first three terms. Additional pennants are given for Computer, Library, Reading Support and Music.

VALUES CERTIFICATES

- The opportunity to acknowledge demonstration of our 6 school values- Integrity, Respect, Responsibility, Fairness, Friendliness and Personal Best
K-6 award one Values certificate per term per class for each of the four terms
Additional values awards are for Library, Reading Support, Computer and Music.

WHOLE SCHOOL ASSEMBLIES (K-6)

- Recognition of the achievement of K-6 children – Gold Awards and Bars.
- Pennant Award recipients.
- Values Award.
- Displays by the b recipients and, choir and dance troupes.
- Recognition of Regional Representatives in Band, Sport and Dance (if applicable).
- Public Speaking opportunities.
- Presentation to individual pupils and staff.
- Performances of individual and group items before a large, live audience.

PRESENTATION DAYS K-2 and 3 - 6

- Recognition of Achievement – Excellence, Consistency & Student Achievement.
- Recognition of Achievement in Creative Arts, Sports and Technology.
- Performances of individual and group items before an audience.
- Announcement of student leaders - School Captains, Vice Captains and Prefects for the following year.

Reviewing dates

Last review date: Day 10, Term 1, 2023.

Next review date: Day 10, Term 1, 2024.



BURRANEER BAY PUBLIC SCHOOL

STUDENT BEHAVIOUR FLOWCHART

