

# STUDENT MANAGEMENT PLAN

**Policy date:** May 2017

## **Policy statement**

Granville South Creative and Performing Arts High School is committed to providing an inclusive, respectful and engaging learning environment. To achieve this, we implement a student management plan that is consistent with the NSW government public education "[Student Discipline in Government Schools](#)" policy.<sup>1</sup> All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, discrimination or harassment. We have a shared commitment to work together with our community to provide quality learning environments which are:

- inclusive
- safe and secure
- staffed with highly skilled teachers who provide engaging learning experiences for all students and encourage all to reach their potential
- nurturing for all students as they develop their personal and social identity and attributes which will enable them to be responsible, positive and valued members of our society
- committed to teaching students to take responsibility for their actions, their learning and their future

## **This is enhanced by:**

- our core values and expectations based on Positive Behaviour for Learning (PBL)
- a fair and structured code of behaviour with high expectations, consistent with our daily practices
- continually focusing on the positive aspects of learning, which in turn encourage students to actively participate in class
- teachers with diverse skills, expertise and values who have a consistent and positive approach towards maximising students' learning
- strong partnerships and close links with the wider community

## **Positive Behaviour for Learning (PBL)**

At Granville South, we maximise students' learning outcomes, promote positive student behaviour and have high expectations for all students. Through practices which foster a climate of mutual respect, we:

- recognise and reinforce students' achievements, including our Merit System documented on Sentral
- use strategies and practices to promote positive student behaviour, including our Behaviour Monitoring Cards
- apply behaviour management interventions and structures when appropriate, including support through our Wellbeing and Learning & Support Teams.

---

<sup>1</sup> <https://education.nsw.gov.au/policy-library/policy-groups/whs-and-wellbeing?refid=285789>

At the core of our PBL philosophy are the **LEARN expectations**, which we explicitly teach and reinforce across all settings:

- |                       |  |
|-----------------------|--|
| <b>Listen</b>         | ▪ Follow instructions of staff and allow all to learn            |
| <b>Equipped</b>       | ▪ Bring all necessary equipment and wear full school uniform     |
| <b>Achieve</b>        | ▪ Be on time, on task and prepared to achieve your personal best |
| <b>Respect &amp;</b>  | ▪ Respect yourself, others, property and community               |
| <b>Responsibility</b> | ▪ Be responsible in the classroom, playground and the community  |
| <b>Never give up</b>  | ▪ Be proactive and ask for help.                                 |

**The school's LEARN expectations are in all school settings including:**

- classroom
- canteen
- assembly
- playground
- travelling to and from school
- when representing the school on excursions, incursions or sporting commitments

## **Classroom Behaviour Management 3x3x3 interventions**

At Granville South, we provide an inclusive, safe, positive learning environment to enable students to feel happy, secure and engaged.

3x3x3 Interventions refers to the process of interventions or consequences for breaches of behaviour expectations. Teachers will implement 3 interventions before referral to head teachers. Head teachers will implement 3 interventions before referral to Deputy Principals. Deputy Principals will implement 3 interventions. This is for persistent disobedience. Significant breaches of behaviour expectations can be referred directly to the next level.

### **Prior to implementing the 3x3x3 interventions**

Teachers use pre-emptive strategies to minimise the need for formal interventions such as:

- rapport building
- seating plans
- assertive discipline
- provision of well planned, and engaging lessons