

Barcaldine Prep-12 State School – Reporting Effort & Behaviour Matrix

			Effort	Behaviour
Meritorious Zone	EX	Excellent	<p>Consistently/Independently:</p> <ul style="list-style-type: none"> Remains on task, focused and manages time effectively while working. Applies effort consistently and is very diligent. Seeks and uses teacher feedback via drafting and other means. Contributes to class discussions and takes responsibility for own learning. Is punctual and prepared with all necessary equipment as per the high expectations of our school. Is organised and presents book work neatly as per the high expectations of our school. Submits all assessment and work on time. 	<p>Consistently/Independently:</p> <ul style="list-style-type: none"> Self-managed in all areas including attitude to work always behaving as per SCOC & behaviour management flow chart. Shows respect and consideration for others in all settings. Co-operates in all situations and settings. Demonstrates appropriate conflict resolution strategies. Works very well with all staff and visiting teachers. Works very well with limited supervision and employs safe practices. Received NO detentions or referrals. Upholds School mantras
	VG	Very Good	<p>Often:</p> <ul style="list-style-type: none"> Remains on task and manages time effectively. Applies effort consistently. Seeks and uses teacher feedback. Contributes to class discussions and engages in learning. Is punctual and has necessary equipment as per high expectations. Is organised and book work is neat. Submits assessment on time. 	<p>Often:</p> <ul style="list-style-type: none"> Self-managed in most areas including attitude to work. Shows respect and consideration for others in most situations and settings. Co-operates in most situations and settings. Demonstrates appropriate conflict resolution strategies. Works well with staff and visiting teachers. Works well with limited supervision and employs safe practices. Only 1-2 behaviour breaches in a 6-month period. Upholds School mantras.
Expected Standard	S	Satisfactory	<p>Generally:</p> <ul style="list-style-type: none"> Participates in active learning. Applies effort and works to potential. Will seek teacher assistance if needed. Takes responsibility for own learning. Is punctual and has necessary equipment. Keeps book work neat and notes in a satisfactory format as per high expectations of our school. Will attempt new tasks/difficult work. Submits assessment work on time. Values and responds to feedback. 	<p>Generally:</p> <ul style="list-style-type: none"> Self-managed in many areas including work with some teachers and/or parent support as per SCOC & behaviour management flow chart. Is respectful in a variety of situations and settings. Co-operates with others and acts in a safe manner. Works well with staff and visiting teachers. Works well with limited supervision in a safe manner. Attends limited lunchtime detentions without concerns. Upholds School mantras.
Contact Home Made by Classroom Teacher & Leadership	NA	Needs Attention	<p>Sometimes/Occasionally:</p> <ul style="list-style-type: none"> Works without distracting others but needs teacher monitoring. Applies effort and contributes to class discussions. Manages time to complete set tasks. Seeks/accepts teacher assistance to improve work. Attempts some difficult/new tasks. Presents bookwork neatly or keeps appropriate notes. Attends punctually and has equipment ready. Values or responds to feedback. Completes tasks and assessment on time, needing frequent prompting. 	<p>Usually:</p> <ul style="list-style-type: none"> Requires teacher support to assist in managing behaviours and attitude to work moving to support from leadership. Requires regular communication between home and school to assist with behaviour choices. Needs reminding to attend lunch time detentions. Needs reminding to employ safe practices. Needs reminding to treat others respectfully. Chooses not to work with unfamiliar staff. Disregards some of school's mantras.
	U	Unacceptable	<p>Rarely:</p> <ul style="list-style-type: none"> Works, distracting others (and often disrupts the learning environment). Completes set tasks and/or applies effort. Seeks teacher assistance or applies feedback to improve work. Attends punctually or has necessary equipment. Presents bookwork neatly or keeps appropriate notes. Manages time effectively. Submits assessment/competencies on time even with frequent prompting from staff. Values or responds to feedback. 	<p>Consistently:</p> <ul style="list-style-type: none"> Requires leadership support to assist in managing behaviours and regular communications between home and school to monitor behaviours as per SCOC & behaviour management flow chart. Has lunch time detentions, is referred to leadership or is sent out of class. Needs reminding to employ safe practices and has had to be withdrawn from activities due to safety breaches. Needs reminding to be respectful of others. Needs constant supervision to work cooperatively. Chooses not to work with unfamiliar staff. Disregards school's mantras.

Teachers are to use their professional knowledge of students to make judgements. Students may not hit every single standard and will make mistakes, but a judgement on best fit can be made. The qualifying term at the beginning of each section outlines the regularity of behaviours. It is expected that contact will be made home by the teacher if the student's behaviour is needing attention or is unacceptable on first call, with leadership to follow where necessary. Homework and study skills will be added after further consultation with the community.