



## Appendix 3 to Moorefield Girls High School Behaviour Support and Management Plan

### Level System (revised 6 March 2023)

Moorefield Girls High School uses a three-level strategy to help students to gain a sense of personal responsibility for their behaviour and learning. The level system is designed to support students to become responsible young adults and successful learners. As an important part of our school student management system, it reinforces a positive environment and supports classrooms free from disruption.

The three-level system at Moorefield Girls High School:

- values and encourages a positive learning environment
- engages students in goal setting towards solutions
- is based on consistent and known procedures and consequences.

The Levels	
<p><b>Pre - Level 1</b>  prevention and early intervention</p>	<p>Teachers seek to understand and support each student's individual circumstances, needs and the reasons for their behaviour and respond accordingly. Teachers review our school strategies including Creating a Positive Learning Environment and Classroom Expectations, and actively teach desired behaviours and expectations to support student behaviour and learning.</p> <p>The teacher supports a student to reflect upon and improve their behaviour of low-level disengagement and/or disruption.</p>
<p><b>Level 1</b></p>	<p><b>Classroom Teacher monitoring level</b> supports a student to reflect upon what happened and how to improve.</p> <p>If the behaviour/s that were of concern at Pre - Level 1 have continued or misbehaviour is more serious or is a combination of minor misbehaviours a student is placed on Level 1 (Green).</p> <p>Student has a conversation with the teacher and uses the goal setting card to plan how they might work towards improving their behaviour to meet class expectations. The teacher monitors and reminds the student for 6 lessons using the green monitoring card. Sentral letter to parent is emailed home and HT notified.</p>
<p><b>Level 2</b></p>	<p><b>Head Teacher monitoring level</b> supports a student to reflect upon what happened and how to improve. The HT helps the student identify what additional supports may be required to meet expectations.</p> <p>Student is placed on Level 2 (Amber) if they have not successfully improved their behaviour at Level 1 or demonstrate unacceptable behaviour that is beyond Level 1.</p> <ul style="list-style-type: none"> <li>• Student will meet with the Teacher and Head Teacher and placed on Level 2, reflect upon Level 1 achievements, and develop the goals the student needs to work towards. Level 1 card is attached to Level 2 card.</li> <li>• The HT will inform parents via Sentral emailed letter and will include HT return email for ease of communication. Parent may be requested to meet HT to discuss further.</li> <li>• Classroom teacher keeps Amber card, reminds and monitors student lesson by lesson for 6 lessons (which may be extended), and seeks HT support at points of need. Teacher signs; no parent signature.</li> </ul> <p>Deputy Principal will intervene if student is simultaneously on more than two Level 2.</p>
<p><b>Level 3</b></p>	<p><b>Deputy Principal monitoring level</b> supports a student to reflect upon what happened and how to improve with additional assistance including check-in with DP each morning, daily parent signature and ongoing mentoring.</p> <p>Level 3 (Red) is a result of persistent ongoing misbehaviour or unacceptable behaviour in or outside of class that poses a risk to the safety, health and/or wellbeing of others. If movement is from Level 2, HTs to provide DP with Level 1 and 2 cards to attach to Red card. Placement on Level 3 will result in a level 3 letter emailed and a phone interview with parent. A formal interview and warning of suspension may also be considered</p>