

respect responsibility resilience



**Bowden Brompton**  
Community School

## *Student Development Plan*

*Year: 2021*

NAME: \_\_\_\_\_

CARE GROUP: \_\_\_\_\_



**BOWDEN BROMPTON COMMUNITY SCHOOL**  
**STUDENT RESPONSIBILITIES**  
**AGREEMENT**

As a student at Bowden Brompton Community School, I acknowledge and accept the values of the school as they are defined:

- **RESPECT:** Treating others the way you want to be treated, listening to my teachers
- **RESPONSIBILITY:** Knowing the right thing to do and then doing it
- **RESILIENCE:** Doing your best and not giving up when something is hard

I understand that Bowden Brompton Community School (BBCS) is an inclusive environment that is free from harassment and discrimination based on race, gender, sexuality and disability. This also includes physical intimidation, unlawful sexual harassment and victimisation.

**STUDENT RESPONSIBILITIES:**

1. Aim to learn and allow others to work without disturbance.
2. Work towards agreed goals.
3. Be safe
4. Ask permission before leaving the supervised area.
5. Respect yourself, others and property.

**CONNECTING HABITS:**

As a student you are asked to practice using the Connecting Habits and avoid the Disconnecting Habits. The Connecting Habits keep your communication positive with others and this is important especially when you want to be heard or are trying to sort out a problem.

**Practise using the Connecting Habits:**

Listening	Supporting	Encouraging	Negotiating
Respecting	Accepting	Trusting	

**Avoid using the Disconnecting Habits:**

Blaming	Criticising	Complaining	Threatening
Punishing	Nagging	Rewarding (to control)	

<b>Name:</b>	
<b>Campus:</b>	
<b>Care Group:</b>	
<b>Student Signature:</b>	
<b>Date:</b>	
<b>Parent/Carer Verbal acknowledgement:</b>  <i>*PLEASE SEE ENROLMENT FORM FOR PARENT/GUARDIAN SIGNATURE*</i>	<b>Date :</b> _____  _____ <b>Name of Staff Member</b>

Reviewed June 2021

# CODE OF COOPERATION

**As a student at Bowden Brompton Community School, I agree to the following specific expectations:**

**1. Respect yourself, others and property - this means in terms of Relationships:**

- You and every other person has the right to feel safe from intimidation and harassment
- Sort out anger/hassles without physical or verbal abuse
- Play fighting is unacceptable
- Use Connecting Habits at school ...
- Everybody has the right to be safe from harassment and discrimination based on race, gender, sexuality and disability

**2. Respect yourself, others and property - this means in terms of school dress code:**

- Wear appropriate school casual clothing
- Singlet tops are left at home
- Low cut tops and shorts are left at home
- Closed shoes at school, thongs stay at home

**3. Respect yourself, others and property - this means in terms of drugs:**

- A medication plan is to be provided to staff
- Prescription drugs require written notification from caregivers to the school
- Straight and sober while at school
- Illicit drugs will have serious consequences
- Smoking is not permitted

**4. Respect yourself, others and property - this means in terms of property:**

- Use equipment appropriately/safely
- Follow rules for using equipment
- Take care of school property and environment
- Graffiti disrespects school property.
- Follow safety procedures
- Markers, spray cans, crayons or marking instruments stay at home
- Take responsibility for bus tickets / metrocard

**5. Respect yourself, others and property - this means in terms of mobile phones, video & audio devices:**

- Electronic devices are used at recess and lunchtime
- Music is to be played using ear phones during break times away from the administration areas and classrooms
- *Image, audio & video taping of students or staff is illegal*

**6. Respect yourself, others and property - this means in terms of weapons:**

- Steel/plastic capped shoes/boots are not to be worn
- Instruments that can be used in an offensive manner are not to be carried

**7. Aim to Learn - this means:**

- Stay on task
- Follow teacher's instructions
- Maintain a portfolio of your best work
- Complete tasks and subject work contracts
- Actively participate in activities you have on your timetable
- Stay in class until allowed to leave

**8. Be safe and allow others to work without disturbance - this means when in school vehicles:**

- Stay in my seat and use my seat belt
- Speak quietly when in vehicles
- All body parts inside the vehicle
- Food and drink should not be consumed in the vehicle
- Spitting from vehicles is irresponsible
- Allow the bus driver to have full control of the vehicle.
- Use doors to enter and exit vehicles.

**I agree to follow this Code of Cooperation:**

Student signed:	Date:	*PLEASE SEE ENROLMENT FORMS FOR PARENT SIGNATURE
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## Mobile Device, Cyber Bullying & Electronic Crime Policy

***These rules come from the Education Department's  
"Keeping Safe Child Protection Curriculum".***

***All students must follow these rules.***

### **I can bring my phone to school but I understand that:**

- I am responsible for my phone at school. The school is not responsible for my phone.
- I should not give my phone to other students.
- if other students use my mobile data to connect to social media and other information not allowed at school, I will be partly responsible.
- I am not allowed to use my phone during the school day or on school camps.
- my teacher will give my phone back to me when I leave school for the day
- my parent/carer should call the office if they want to speak to me during class time.
- I should ask the teacher for permission if I need to call my parent/carer.

### **I understand that:**

- the principal may suspend or exclude me when I use my phone and other electronic devices that make staff or other students feel unsafe or unhappy at school and outside of school.
- I will have to give my phone to staff when they believe that I used my phone to record a crime. Staff will not look at my phone, but they will give my phone to the police. The police will decide what will happen next.

### **I agree to:**

- give my phone to staff in the morning before lessons begin (e.g. during check-in).
- use only audio and images on my phone that are good enough for school. Words and pictures that are rude, violent and criminal are not allowed at school.
- not use my phone to record images or audio at school, class events or excursions.
- follow teacher instructions when using electronic devices to record images and audio as part of school activities.
- use headphones when using electronic devices during class time.
- turn the volume down when I am not wearing headphones.
- not use my mobile phone internet data to let other students hotspot or connect to the internet.

Student signature: .....

Name: .....

Date: .....

*Please see enrolment form  
for parent/guardian signature.*

# Computer Network and Internet Acceptable Use Policy

## Student Agreement

I .....  
(name)

- have read the School's Computer Network and Internet Acceptable Use Policy;
- have talked about the policy with my parent / guardian;
- agree to follow the policy rules;

**In particular, I agree that:**

1. I will use all computer equipment carefully;
2. I will never try to get into any part of the school's network, or log into someone else's account;
3. I will not partly or completely: delete, add, or edit school network files;
4. **I will not partly or completely load any programs (e.g. games, music, software) onto any school computer or my home directory, unless I have permission; ie. no flash drives, thumb drives or CD's etc.**
5. I will not go into a computer room and I will not use a computer unless I have teacher permission;
6. I will not eat or drink near computers; I will not bring food and drink into a computer room;
7. I will not change settings on any school computer (e.g. desktop appearance, screen savers, printer set up, hiding the task bar, etc);
8. I will not let somebody else log into my account; I will not give anyone my password; I will take responsibility for my own account; I will keep my password secret; I will change my password if I have to so that it stays secret;
9. **I will not use the school's internet to download or upload: pornography, information that is illegal (e.g. drugs), racist, or defamatory (saying something bad and not true about someone); and not information that encourages violence and treats other people less fairly (discrimination);**
10. I will not send rude emails that will cause problems and upset other people (e.g. hate mail, spam, etc);
11. **I will not give out personal information (e.g. photos, addresses, telephone numbers) about myself, my parents/caregivers, or other students;**
12. I will tell a teacher immediately if I: enter an internet site that is not acceptable in the policy; get messages that upset me or make me feel uncomfortable; I will show the teacher;
13. **I agree for teachers to check how I use the computer and the internet;**
14. **I understand that if I do not follow these rules I may get into trouble. This could involve the police. If I break the rules, I might not be allowed to use the computer and the internet. If I break the rules really badly, I might be suspended, excluded, or charged by the police.**

Signature: .....

Date: .....

*\*PLEASE SEE ENROLMENT FORM FOR PARENT/GUARDIAN SIGNATURE\**

**BOWDEN BROMPTON COMMUNITY SCHOOL**  
**MUTUAL CODE OF COOPERATION**

**At BBCS we focus on two main things:**

1. Positive relationships
2. Engagement in learning

**POSITIVE RELATIONSHIPS**

Positive relationships are connections with others that are positive, caring and respectful. They are very important; they help to improve wellbeing, resilience, belonging and enjoyment in school/life.

**Positive relationships:**



There are certain expectations on both students and teachers to ensure we can build positive relationships while at BBCS.

**What you can expect from teachers:**

- Forgiveness – we will recognise when we make a mistake, work with you to repair relationships and find a mutually acceptable way forward.
- Kindness - we will care for you and show kindness
- We will work alongside you, helping, encouraging and supporting you to achieve your goals
- We will respect and understand your needs, giving you space when needed and listening to your concerns.

Teacher signature	Date
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**What we expect from students:**

- Gratitude – notice and appreciate the good things your teachers, school and others in your life are doing for you.
- Forgiveness - Forgive the mistake of teachers and peers and be committed to work through issues by communicating feelings and problems appropriately
- Kindness - Show kindness to all members of BBCS, through kind words, encouragement and helping others. “Treat others how you want to be treated”
- Show respect for yourself, teachers and school by follow instructions, working alongside your teachers and looking after school equipment.
- 

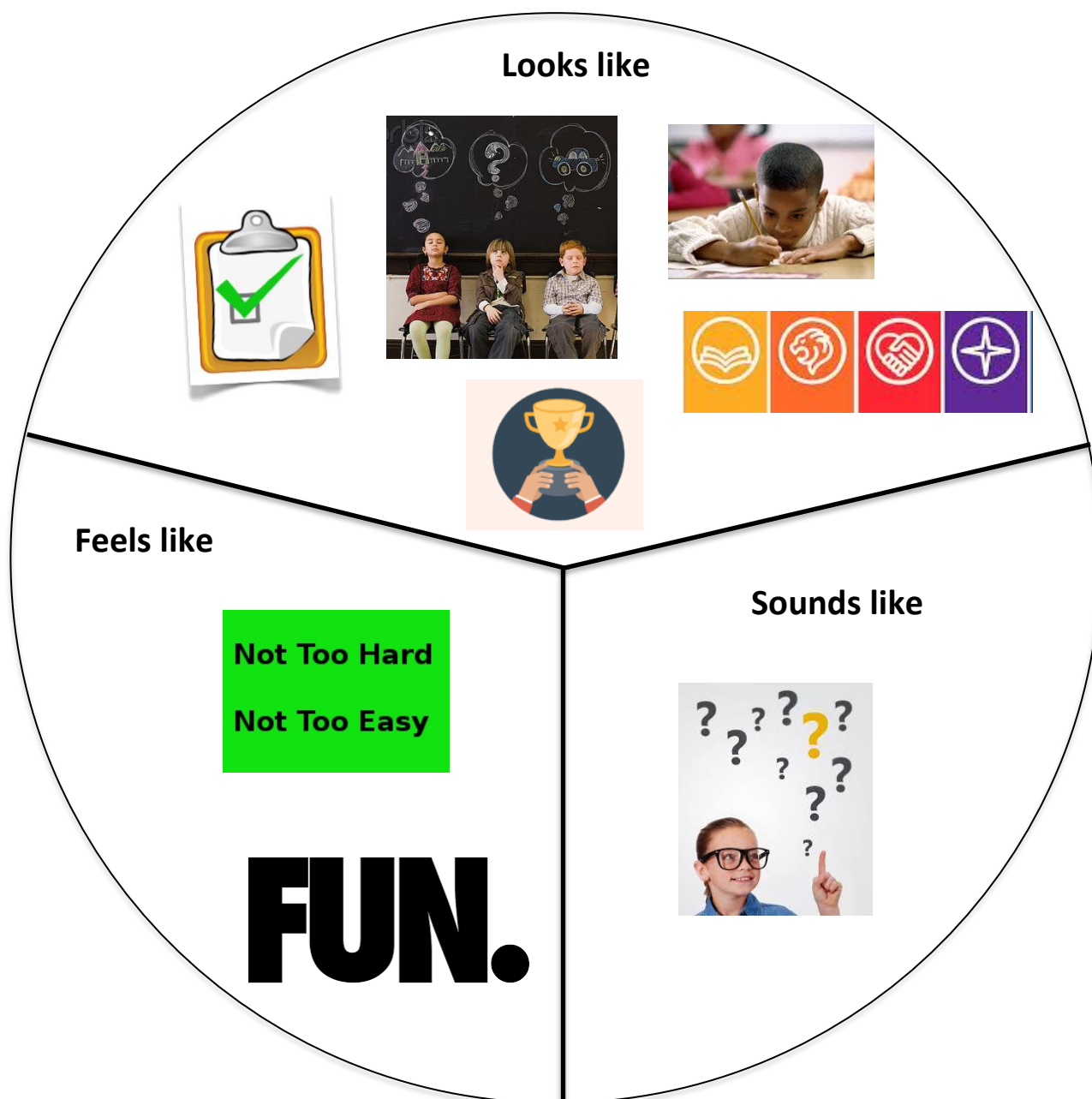
Student signature	Date
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## ENGAGEMENT IN LEARNING

Engagement means to be curious, interested, and enjoying your learning. It is important because engagement results in better learning outcomes and wellbeing.

### Engagement in learning:



There are certain expectations on both students and teachers to ensure you are engaged in your learning while at BBCS.

**What you can expect from teachers:**

- We will get to know you as a student, your interest and strengths and use these where we can in your learning
- We will match your current skill and knowledge to the complexity and challenge of the learning task
- We will work with you, through obstacles and challenges to achieve your goals
- We will acknowledge your efforts

Teacher signature	Date
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**What we expect from students:**

- Come to school with the aim to learn and work towards agreed goals
- Give all learning tasks a reasonable go
- Go to the correct class and do your best to stay in there
- Display appropriate behaviours in the classroom, on the school vehicles and on excursions. Always be safe and ask permission before leaving supervised areas.
- Work alongside staff and communicate with staff your interests, ideas, strengths and passions.

Student signature	Date
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**IN CLASS ACTIONS:**

**Think time** provides you with the opportunity to think through your actions before you act in an irresponsible way and it occurs within your classroom supervised by your staff member.

**Decision Time** provides you with time to make a decision about changing your actions and it often involves the Floating Counsellor working with you to get you back into class.

**OUT OF CLASS ACTIONS:**

Early Dismissal (13 years or older with signed parent/carer consent), Take Home, Suspension and Exclusion may occur if your actions are considered irresponsible.

**Restitution**

- Restitution means to make good or do your best to make right.
- The school implements Restitution in Exclusion issues.
- Periods of exclusion may be reduced subject to entering into a Restitution agreement.
- Agreements are to be kept if Restitution is to work otherwise the Exclusion period is reinstated.

**STUDENT GRIEVANCE:**

In a situation where you believe you have a grievance, you need to follow the guidelines for addressing a grievance. Using the Connecting Habits:

- Speak to the person concerned to positively resolve the issue.
- If there is no satisfactory outcome, speak to a teacher or the Floating Counsellor.
- If the matter is still not resolved, speak to your Home Group Teacher if available.
- Finally approach a Coordinator or the Head of Campus or the Principal.

## INFORMATION YOU NEED TO KNOW

Reviewed June 2021

<b>Care Group Teacher:</b>	Their role as first point of contact. Your Staff Representative.
<b>Float:</b>	The Staff member available for support during each lesson.
<b>Morning Activities:</b>	One activity must be selected and stayed at / No wandering.
<b>Toilet Use:</b>	Toilets are always locked. Find <b>Float</b> to unlock for you.
<b>Boundaries:</b>	Going past the shops is out of bounds, as outlined by your HOC and staff
<b>Shop Use:</b>	Shop may only be used at breaks.
<b>Respectful Behaviour:</b>	Spitting into tissues is preferred; bins & the garden if you have to spit and you don't have a tissue.
<b>Front Office:</b>	Accessed through the student entrance. Appropriate behaviour at all time.
<b>Nutrition Program:</b>	Breakfast/ Lunch program.
<b>Computer Use:</b>	No downloading, inappropriate sites, personal disks, CD's or USB's.
<b>Resource Centre:</b>	Borrowing/ Computer Use/ Behaviour
<b>First Aid:</b>	The Front Office Staff.
<b>Lateness/ Absenteeism:</b>	Notifying your Care Group/ Doctor's certificates.
<b>Personal Learning Goals:</b>	Term-by-Term goal setting process.
<b>Lesson Agreement:</b>	A contractual document you sign each term, for each subject.
<b>SDP:</b>	Your folder holding - Term-by-Term Goals. Lesson Agreements/ Follow Up etc.
<b>Portfolio:</b>	The spiral bound folder used to house your lesson work. This is sent home at the end of term.
<b>Behavioural Contract:</b>	A contract, which must be signed each term, outlining non-negotiable behaviours.
<b>Informal Follow up:</b>	Chats, which are documented in S.D.P.
<b>Restitution:</b>	Agreement of making good something that has gone wrong and accepting responsibility for my actions.
<b>Self-Assessment Tool:</b>	Checking personal performance at school and progress.
<b>Focus Plan:</b>	An agreement to modify my behaviour to support my positive progress, used to target special behaviours and strategies.
<b>Take Home:</b>	An informal response to distance you from a school based situation.
<b>Suspension &amp; Exclusion:</b>	A formal response to unacceptable behaviours.
<b>Re-entry:</b>	The meeting that occurs when any time out is served.
<b>Case Conference:</b>	A review meeting including: Caregivers, Workers and Agencies.
<b>Trading:</b>	Goods/items are not to be brought in from home to sell or swap.
<b>Fire Evacuation:</b>	Alarm raised when air horn is blasted. You are to calmly head out to the reunion area. Meet in Care Groups for head count.
<b>Invacuation:</b>	If a Lock Down occurs remain calm and follow instructions.

**Signed:**

Term 1 \_\_\_\_\_

Term 2 \_\_\_\_\_

Term 3 \_\_\_\_\_

Term 4 \_\_\_\_\_

**BOWDEN BROMPTON COMMUNITY SCHOOL**

**Goal Setting Plan For:** \_\_\_\_\_

**term :** \_\_\_\_

**date:** \_\_\_\_\_

	<b>WHY?</b> Your current working level is ... your current level of understanding in this area is ... to progress in this area we need to work on ... it's important to work on this because ...	<b>OUTCOME</b> <b>What?</b>	<b>PROCESS</b> <b>How?</b>	<b>Additional strategies</b>	<b>Evaluation &amp; Review</b>
<b>Literacy</b>					
<b>Numeracy</b>					
<b>Personal &amp; Social</b>					

**BOWDEN BROMPTON COMMUNITY SCHOOL**

**Goal Setting Plan For:** \_\_\_\_\_

**term :** \_\_\_\_

**date:** \_\_\_\_\_

	<b>WHY?</b> Your current working level is ... your current level of understanding in this area is ... to progress in this area we need to work on ... it's important to work on this because ...	<b>OUTCOME</b> <b>What?</b>	<b>PROCESS</b> <b>How?</b>	<b>Additional strategies</b>	<b>Evaluation &amp; Review</b>
<b>Literacy</b>					
<b>Numeracy</b>					
<b>Personal &amp; Social</b>					

**BOWDEN BROMPTON COMMUNITY SCHOOL**

**Goal Setting Plan For:** \_\_\_\_\_

**term :** \_\_\_\_

**date:** \_\_\_\_\_

	<b>WHY?</b> Your current working level is ... your current level of understanding in this area is ... to progress in this area we need to work on ... it's important to work on this because ...	<b>OUTCOME</b> <b>What?</b>	<b>PROCESS</b> <b>How?</b>	<b>Additional strategies</b>	<b>Evaluation &amp; Review</b>
<b>Literacy</b>					
<b>Numeracy</b>					
<b>Personal &amp; Social</b>					

**BOWDEN BROMPTON COMMUNITY SCHOOL**

**Goal Setting Plan For:** \_\_\_\_\_

**term :** \_\_\_\_

**date:** \_\_\_\_\_

	<b>WHY?</b> Your current working level is ... your current level of understanding in this area is ... to progress in this area we need to work on ... it's important to work on this because ...	<b>OUTCOME</b> <b>What?</b>	<b>PROCESS</b> <b>How?</b>	<b>Additional strategies</b>	<b>Evaluation &amp; Review</b>
<b>Literacy</b>					
<b>Numeracy</b>					
<b>Personal &amp; Social</b>					

**Bowden Brompton Community School**  
Teacher Summary Case Notes - ie. chats, calls etc.

Name:

Date:

Comment / Outcome

code

-ve (what didn't work well) - +ve (what worked well)

**I** - incident report - **K** - send home - **M** - mandatory report - **P** - police report - **ph.** - phone carer - **S** - suspension



## STUDENT SELF ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Care Group: \_\_\_\_\_ Teacher: \_\_\_\_\_

<b>Respect</b>	Student Score	/5	Teacher Score	/5	<b>Responsibility</b>	Student Score	/5	Teacher Score	/5	<b>Resilience</b>	Student Score	/5	Teacher Score	/5
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Learning Improvement Goal	Learning Improvement Goal				Learning Improvement Goal	Learning Improvement Goal				Learning Improvement Goal	Learning Improvement Goal			
(What do I want to achieve?)	(What do I want to achieve?)				(What do I want to achieve?)	(What do I want to achieve?)				(What do I want to achieve?)	(What do I want to achieve?)			
What strategies can I use?	What strategies can I use?				What strategies can I use?	What strategies can I use?				What strategies can I use?	What strategies can I use?			
(What can I do to reach my goal?)	(What can I do to reach my goal?)				(What can I do to reach my goal?)	(What can I do to reach my goal?)				(What can I do to reach my goal?)	(What can I do to reach my goal?)			

<b>Attendance</b>	Student Score	/5	Teacher Score	/5	<b>Goal Outcomes</b>	Student Score	/5	Teacher Score	/5
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Learning Improvement Goal	Learning Improvement Goal				Learning Improvement Goal	Learning Improvement Goal			
(What do I want to achieve?)	(What do I want to achieve?)				(What do I want to achieve?)	(What do I want to achieve?)			
What strategies can I use?	What strategies can I use?				What strategies can I use?	What strategies can I use?			
(What can I do to reach my goal?)	(What can I do to reach my goal?)				(What can I do to reach my goal?)	(What can I do to reach my goal?)			



<b>Total Score</b>	
Student	Teacher
<b>/25</b>	<b>/25</b>

<b>Total</b>	<b>Achievement</b>	<b>Grade</b>
21 to 25	Excellent	A
16 to 20	Good	B
11 to 15	Okay	C
6 to 10	Nearly there	D
1 to 5	Not good	E

Personal and Social Goal Questionnaire					Never		Sometimes		Always	Skill num.	P+S Cap Rubric
Skills for Friendship Making	Is it easy for me to start a conversation with someone?	1	2	3	4	5				15	Sel.A - 1, 4 Sel.M - 1 Soc.A - 3 Soc.M - 1, 3
	When I have something else I have to do, do I end a conversation with someone in a nice way?	1	2	3	4	5				16	
	Do I ask to join in a game or activity in a friendly way?	1	2	3	4	5				17	
	When someone says something nice about me, do I accept what the person says?	1	2	3	4	5				22	
	Do I tell others I'm sorry after I do something wrong?	1	2	3	4	5				25	
Skills for Dealing with Feelings	Do I know how I feel about different things that happen?	1	2	3	4	5				26	Sel.A - 1, 4 Sel.M - 1 Soc.M - 1
	Do I let others know what I am feeling and do it in a good way?	1	2	3	4	5				27	
	Do I try to tell how other people are feeling?	1	2	3	4	5				28	
	When I am angry, do I deal with it in ways that won't hurt other people?	1	2	3	4	5				31	
	Do I try to understand other people's angry feelings?	1	2	3	4	5				32	
Skills Alternatives to Aggression	Do I keep my temper when I am upset?	1	2	3	4	5				36	Sel.A -1,4 Sel.M - 1 Soc.A - 1 Soc.M - 1,3
	When somebody teases me, do I stay in control?	1	2	3	4	5				38	
	Do I think of ways to deal with a problem and what might happen if I use these ways?	1	2	3	4	5				41	
	When I do something I shouldn't have done, do I accept what happens then?	1	2	3	4	5				42	
	When I don't agree with somebody, do I help think of a plan to make both of us happy?	1	2	3	4	5				44	
Skills for Dealing with Stress	Do I know when a problem happened because of something I did?	1	2	3	4	5				46	Sel.A - 1, 4 Sel.M - 1 Soc.M - 1,3 Soc.A - 1
	Do I do things that will help me feel less embarrassed?	1	2	3	4	5				52	
	When I don't do well on something (on a test, doing my chores), do I decide ways I could do better next time?	1	2	3	4	5				53	
	When I am told no, can I keep from becoming upset?	1	2	3	4	5				54	
	When a group of kids wants me to do something that might get me into trouble or that is wrong, do I say no?	1	2	3	4	5				57	

#### Next Step:

Identify the skills that the student score lowest in (there might be several).

What skill can we have an immediate impact on?

Find the steps for that skill.

Use the steps to create the Personal and Social goal, GAS and program for the student

Sel.A - Self Awareness	Sel.M - Self Management
1. Recognise Emotions	1. Express Emotions
4. Develop Reflective Practice	
Soc.M - Social Management	Soc.A - Social Awareness
1. Communicate Effectively	1. Appreciate Diverse Perspectives
3. Make Decisions	3. Understand Relationships

# 2021 Attendance Plan

2020 – Attendance Data												
Name	RC	Total	U	N	Z	I	C	F	K	S	X	P

Attendees at the meeting:		Date:	
Where does the student live:			
How do they get to school:			
How long does it take to get to school:			
Concerns/barrier to attending school:			

	<b>Why</b> Your current attendance is ... to make progress with your learning you need to attend ... days	<b>OUTCOME:</b> WHAT?	<b>Process</b> How What does more than, expected and less than expected look like	<b>Additional Strategies</b> Student will... Staff will... Carer will..
<b>Attendance</b>				
<b>Goal:</b>				

Student signature	Carer signature	Staff signature

# Focus Plan

<b>Name:</b>	<b>Date:</b>	(2 week max.)
<b>Focus/Goals</b>		
<b>Triggers/micro-moments</b> (what to look for, early warning signs)		
<b>Check-in – routine + plan out the day (make the day predictable)</b> <small>This process can happen several times a day if students are engaging in conversations and their strategies</small>		
<b>Negotiated strategies</b> (for the day, or week? Can change daily)		
<b>Strategies that work for me</b> (create a toolkit of strategies for students to use in different situations)		
<b>Moments of success</b> (note of when students use strategies and celebrate)		

Keep any notes about the focus plan, keep track of days attended and if days were successful or not. Track progress.

1		2		3		4		5	
6		7		8		9		10	