



# Stella Maris Behaviour Support Plan

As a Catholic school founded in the Tradition of the Presentation Sisters, we hold at our core the values of compassion, commitment, creativity, confidence and courage demonstrated through love of the poor, love of children and love of learning.

## Vision Statement

Stella Maris aims to be an inclusive, high quality learning community where faith inspires action.

As such the safety and wellbeing of our students are paramount.

## Mission Statement

To achieve this Vision.....

- **Students** work confidently and happily to their potential through self-discipline, diligence and kindness;
- **Staff** commit to working in partnership with parents, students and each other and to actively pursue professional excellence and student wellbeing.
- **Learning and teaching** is holistic, rigorous, well-resourced and responsive to student needs of safety and wellbeing.
- **Parents and caregivers** support each other, all students and staff in living out our Catholic ethos as involved and valued partners in a collaborative and supportive network of caring community members.
- The **school environment** is inviting, is a safe and well-maintained space which meets the needs of the school community and enhances academic, social and emotional connectedness.

**We act justly, love tenderly and walk humbly with our God (Micah 6:8).**

Ultimately, our **Moral Purpose** is to ignite a passion in our students

- ❖ To desire and have the capacity to learn and achieve;
- ❖ To respond to the unfamiliar with hope and resilience; and
- ❖ To make meaning, collaborate and contribute in our world as children of a loving God.

## Beliefs about Learning and Behaviour

Student behaviour for learning is at the core of teacher business. Effective learning and teaching is supported by a safe, positive and productive learning environment, based on the principles of high expectations, consistency, fairness and engagement.

## Our learners are engaged, improve & achieve. Everyone succeeds.

Students will:

- ✓ Understand the Learning Process;
  - Articulate the purpose and where they are in the Learning Process;
  - Are reciprocal partners in construction of their learning;
  - Interact and are active in the learning process.
- ✓ Demonstrate depth in their learning;
- ✓ Understand Learning Intentions, co-construct Success Criteria and use these to monitor their progress.  
Our learners answer the questions:
  - Where am I going?
  - How am I going?
  - What can I do to improve?
  - Where to next?
  - Where do I go for help?
- ✓ Set, achieve and reflect upon their learning goals;
- ✓ Seek, receive, act upon and provide feedback to improve their learning;
- ✓ Provide accurate and appropriate peer- and self-assessment FOR learning and OF learning;
- ✓ Lead 3-way conferences to report on progress;
- ✓ Take risks, concentrate, persist and practise to achieve success, through EFFORT, in learning and life.

## Positive Behaviours 4 Learning

Extensive consultation has taken place to implement the Positive Behaviours 4 Learning Framework. Included is the Stella Maris Behaviour Matrix (APPENDIX 1) which is built upon our 5 Core Values of Compassion, Commitment, Creativity, Confidence and Courage which are drawn from the life of Nano Nagle, foundress of the Presentation Sisters. We also name these values as our Learner Dispositions.

We have defined each of these values /dispositions in relation to our faith and further developed our understanding of these by three life statements which we seek to live and teach in daily interactions with each other, with students and parents.

## Roles, Rights and Responsibilities of Community Members

Membership of any group or organisation carries with it certain expectations and responsibilities, and of course, the Stella Maris School community is no different. Outlined below are teacher, parent and student expectations and responsibilities which, when achieved, move this school towards achievement of its Vision.

### Expectation and Responsibilities of Teachers

- To keep students, parents and administration well-informed of what is happening at school;
- To have high but realistic expectations of each student;
- To provide a safe and supportive learning environment for students;
- To come to know and earnestly endeavour to meet the learning needs of all students;
- To work collaboratively with other school personnel, parents, students and outside school agencies to maximize student learning;
- To forgive students for lapses in behaviour;
- To be timely, open and honest in notifying parents and other school personnel of achievements and concerns held for a student's wellbeing and learning;
- To work through contentious issues with students, parents and school administration in a respectful and professional manner;
- To support the school's educational, religious and community-building mission.

### Expectations and Responsibilities of Parents

- To be proactive and prompt in sharing information and flagging concerns with relevant school personnel;
- To build Christian community through support of other students, parents, staff members and community activities;
- To operate from a position of trust in school personnel and their care, goodwill and professional knowledge and judgement;
- To get students to school regularly and punctually for the full school day, in correct uniform and with necessary supplies;
- To work through contentious issues with the school in a respectful manner;
- To meet all financial and educational responsibilities in a timely manner or to initiate communication with the Principal when this is not possible.

### Expectations and Responsibilities of Students

- To attend school regularly, on time, in correct uniform and well-prepared for the day's learning;
- To be punctual in returning to class after lunch breaks;
- To learn to the best of their abilities by engaging fully in activities and opportunities;
- To complete homework and other set tasks, on time, and to the best of their abilities;
- To accept others as they are and treat all students, staff members - indeed EVERYONE - with courtesy and respect;
- To care for the total school environment and clean up after themselves;
- To bravely take responsibility by owning up truthfully and accepting the consequences of their behaviour choices:

## PYRAMID OF SUPPORT: BEHAVIOUR

	TIER 1 – UNIVERSAL SUPPORT	TIER 2 – TARGETTED SUPPORT	TIER 3 – INTERVENTION SUPPORT	TIER 4 – INDIVIDUAL CASE MANAGEMENT
<b>EXPECTATIONS</b>	<ul style="list-style-type: none"> <li>• Teach school expectations in all contexts</li> <li>• Teach learner dispositions (explicitly and implicitly)</li> <li>• SBSS data entry</li> <li>• De-escalating approaches</li> <li>• Systemised procedures and processes that support behaviour expectations (developmentally appropriate)</li> <li>• Clear learning intentions</li> <li>• Differentiated and engaging learning</li> <li>• Opportunities to develop General Capabilities are evident in planning and preparations</li> <li>• Lunch time clubs and activities – self-directed</li> <li>• Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support a positive school culture, including</li> <li>• Feedback/encouragement (verbal/non-verbal/written)</li> <li>• Phone calls, emails, or communication to parents</li> <li>• Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy</li> </ul>	<ul style="list-style-type: none"> <li>• For students at risk of disengagement (small group and individual)</li> <li>• Re-teaching cycle – re-teach expected behaviour, practise in context, reflection (student and teacher) and feedback</li> <li>• Mediation (teacher or Administration led)</li> <li>• HUG (Hello-Update-Goodbye)</li> <li>• Anxiety management strategies</li> <li>• Check and Connect</li> <li>• Social stories</li> <li>• Visual aides to support behaviour</li> <li>• Lunch time clubs and activities – directed</li> <li>• Reflection processes</li> <li>• Rainbow program in consultation with parents</li> <li>• Reflection, Repair, and Restitution “Making things better, paying back and moving on.”</li> <li>• Social Skills programs</li> <li>• Adjustments to Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering evidence through classroom observation, diagnostic testing, further investigation etc</li> <li>• IBP Individual Behaviour Plan created</li> <li>• Parent communication</li> <li>• Teacher comes off class for meetings as required</li> <li>• GC investigates and facilitates the documentation to request behaviour support funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have a verification and present with significant behaviour needs are supported by the GC</li> <li>• Collaborative approach involving GC, student, parent, classroom teacher, support team and outside specialists to ensure student progress and well-being.</li> <li>• Classroom teacher plans off class as required: eg: CAP paper work completion Additional support strategies advice</li> <li>• Student has an on-going IBP based on Functional Behaviour Assessment Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)</li> <li>• Wrap Around with outside agencies / specialists</li> </ul>

<b>RESPONSIBILITY</b>	Class Teacher	Class Teacher	Guidance Counsellor Support Team	Guidance Counsellor Support Team
<b>SUPPORTED BY</b>	<ul style="list-style-type: none"> <li>• Year Level Team</li> <li>• Universal Support Team</li> <li>• Learning and Teaching Team</li> <li>• Parent partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted Behaviour Support Team</li> <li>• Teaching Colleagues</li> <li>• Administration</li> <li>• Parent partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Class teacher</li> <li>• Parents</li> <li>• Outside specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Class teacher</li> <li>• Parents</li> <li>• Outside specialists</li> </ul>
<b>MONITORED THROUGH</b>	<ul style="list-style-type: none"> <li>• SBSS data review and analysis</li> <li>• Learning Walks and Talks by Administration Team members</li> </ul>	<ul style="list-style-type: none"> <li>• SBSS data</li> <li>• Targeted Behaviour Support Team</li> <li>• Teacher observations</li> <li>• Parent feedback to the Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Support Meetings (minutes)</li> <li>• Systematised organisation and feedback procedures eg: (IBP Individual Behaviour Plan and CAP, emails, notes from telephone calls, meeting minutes, classroom observation and SBSS data, safety alerts, specialists reports)</li> </ul>	<ul style="list-style-type: none"> <li>• Systematised organisation and feedback procedures eg.( IBP and CAP, emails, notes from telephone calls, meeting minutes, classroom observation and behaviour data, safety alerts, specialists reports)</li> <li>• BCE processes eg (EIMS, Application and verification forms, SBSS, parent consent and emails, notes from telephone calls)</li> <li>• Support Team Meetings (Minutes)</li> </ul>

<b>IMPLICATIONS AND REFERRAL PROCESS</b>	<ul style="list-style-type: none"> <li>• Identified by teacher analysis of SBSS data</li> <li>• Universal Team respond to trending data in SBSS register</li> <li>• Request for Support to Targeted Support Team</li> <li>• Communication with parents and all stakeholders.</li> <li>• Feeds into Strategic Renewal Plan</li> <li>• Feedback to teachers</li> <li>• Impacts Professional Learning</li> <li>• Resourcing – human and material</li> <li>• Budget implications</li> <li>• Questions surface for further investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted Behaviour Meetings and data reveal impact of strategies and inform on-going decisions</li> <li>• Identification for student/s who have not made expected progress after use of targeted strategies have FBA implemented if required</li> <li>• Referral made by Targeted Behaviour Team for the Support Team’s consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• Support meetings and data reveal impact of strategies and inform ongoing support decisions.</li> <li>• Communication and feedback between school and parents</li> <li>• FBA implemented as required</li> </ul>	<ul style="list-style-type: none"> <li>• Administration and parent meeting to consider long term future at school</li> <li>• Transition process to Secondary School</li> </ul>
<b>OTHER NOTES</b>	<ul style="list-style-type: none"> <li>• Parent /Teacher Conferences</li> <li>• Home strategy &amp; support as identified in conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent communication</li> <li>• Set reviews regularly or as required</li> </ul>	<ul style="list-style-type: none"> <li>• Set reviews each term or as required</li> </ul>	<ul style="list-style-type: none"> <li>• Set reviews each term or as required</li> </ul>

# Teaching PB4L Universal Expectations

## Implement Curriculum and Effective Pedagogy

- Use Model of Pedagogy
- Clear Learning Intentions and Success Criteria
- Differentiated learning opportunities
- Engagement strategies
- Gradual Release of Responsibility Model
- Developmentally appropriate learning opportunities
- Opportunities to develop personal and social capabilities



## Create a Supportive Classroom Environment

- Developing mutually respectful relationships
- Explicit teaching of expectations
- Explicit teaching of routines and procedures
- Explicit teaching of learner dispositions
- Planning classroom layout and learning spaces
  - Positive reinforcement
  - De-escalating approaches

	Type of Behaviour	Response	Responsibility
<b>Universal Behaviour Support</b> <b>Tier 1 RESPONSES to unproductive behaviours</b>	<ul style="list-style-type: none"> <li>• Inappropriate verbal language</li> <li>• Non-serious, but inappropriate contact</li> <li>• Defiance/non-compliance</li> <li>• Low intensity, but inappropriate disruption</li> <li>• Non-serious but inappropriate use of technology</li> <li>• Low intensity misuse of property Misuse of playground equipment</li> <li>• Unsafe play</li> <li>• Late to class</li> <li>• Out of bounds</li> <li>• Lying/Cheating-White Lies</li> <li>• Isolated inappropriate comments to others</li> </ul>	<p><b>PRO ACTIVE APPROACHES</b></p> <ul style="list-style-type: none"> <li>○ Teach school expectations (refer to matrix)</li> <li>○ Teach Learner Dispositions</li> </ul> <p><b>DE ESCALATING APPROACHES</b></p> <ul style="list-style-type: none"> <li>○ Proximity</li> <li>○ Signal non-verbal cue-learn disposition actions?, eye contact, visual cue</li> <li>○ Ignore/attend/praise</li> <li>○ Restitution</li> <li>○ Redirect</li> </ul>	Teacher
<b>MINOR BEHAVIOURS</b> <b>Tier 2 RESPONSES to unproductive behaviours</b>	<ul style="list-style-type: none"> <li>• Continued minor behaviours from above</li> <li>• Repeated defiance</li> <li>• Continued minor behaviours from a year level group</li> </ul>	<p>Add Student Behaviour data on Support Database on Kweb</p> <p><b>PROBLEM SOLVING RESPONSES</b></p> <ul style="list-style-type: none"> <li>○ Re-teaching of positive behaviours (Y charts, example/non-example, role play in context, class goal setting, photos, posters, practise)</li> <li>○ Decreasing Demands (in class sensory breaks, now and then strategy, increased support for tasks)</li> <li>○ Provide choice</li> <li>○ Time In (must be timely, safe place inside classroom, walk with teacher on duty)</li> <li>○ Parent Notified</li> <li>○ Student-Teacher Conference &amp;</li> <li>○ Collaborative problem solving with students and teacher (structured play, group goal setting, check ins)</li> <li>○ FOR WHOLE YEAR LEVEL BEHAVIOUR: Year level meeting (teachers meet with whole cohort, possibly with support from Admin)</li> <li>○</li> </ul>	Teacher Review & Response Team



<b>MAJOR BEHAVIOURS RESPONSES to unproductive behaviours</b>	<p><b>If any of the following behaviours are displayed by a student:</b></p> <ul style="list-style-type: none"> <li>• Major defiance</li> <li>• Verbal aggression</li> <li>• Serious physical contact</li> <li>• Bullying and Harassment</li> <li>• Major Disruption-persistent and intentional</li> <li>• Damages property-substantial damage</li> <li>• Leaves school grounds</li> <li>• Stealing</li> <li>• Major inappropriate use of technology</li> <li>• Drugs</li> <li>• Violent behaviour that can cause harm to self or to others</li> <li>•</li> </ul>	<p><b>CONTACT ADMIN/OFFICE IMMEDIATELY</b> to deal with the situation</p> <ul style="list-style-type: none"> <li>○ Ensure safety of other students</li> <li>○ Remove students from the room</li> <li>○ Monitor student exhibiting major behaviours</li> </ul> <p>After situation defused, Admin will refer student to Tier 3 or 4</p>	<p>Teacher Admin</p>
<b>MAJOR BEHAVIOURS Tier 3 RESPONSES of unproductive behaviours</b>	<p><b>Behaviours ongoing after Review &amp; Response actions IN ADDITION TO:</b></p> <ul style="list-style-type: none"> <li>• Major defiance</li> <li>• Verbal aggression</li> <li>• Serious physical contact</li> <li>• Bullying and Harassment</li> <li>• Major Disruption-persistent and intentional</li> <li>• Damages property-substantial damage</li> <li>• Leaves school grounds</li> <li>• Stealing</li> <li>• Major inappropriate use of technology</li> <li>• Drugs</li> </ul>	<p>Refer to PB4L Team</p> <p>Behaviour Education Program (BEP)/Check in/Check Out Monitoring program to establish behavioural goals (facilitated by PB4L team)</p> <p>Parent Notified</p> <p>PB4L review and response</p>	<p>Teacher Parent PB4L Team Admin</p>
<b>MAJOR BEHAVIOURS Tier 4 RESPONSES</b>	<p>Students who do not respond to BEP</p>	<p>Individualised support with a case manager</p> <p>Functional Behaviour Assessment</p> <p>Parent notified</p> <p>Suspension – in school or at home</p>	<p>Teacher Parent PB4L Team Principal</p>

## Universal Supports for Productive Behaviours:

- Teach Core Values and Learner Dispositions/Expectations
  - Practice Learner Dispositions/ Expectations
- Reinforce expected behaviours through positive reinforcement



At Stella Maris we have a multi-faceted, whole school approach to teaching and supporting the development of positive and productive learning behaviours. These supports encompass the core values that underpin our Stella Maris Community to help students grow to be compassionate, committed, creative, confident and courageous.

## Continuing Concerns for Repetitive Unproductive Behaviours:

- Complete a Request for Support in SBSS
  - Contact Admin about concerns
  - Contact Parents

## Responses to MINOR Unproductive Behaviour:

Use de-escalating strategies:

1. Redirect behaviour
2. Reminder of expectations
3. Setting limits
4. In Class Remove and Refocus
5. Restore the relationship

\*Data entry in SBSS

## Responses to MAJOR Unproductive Behaviour:

Use problem solving and restorative strategies:

1. Setting limits
2. Safe place (for student or others)
3. Out of Class Remove and Refocus
4. Debrief and reflection/taking responsibility
5. Re teaching of expected behaviour
6. Re entry process/Restore the relationship
7. Contact parents (teacher or Admin-context specific)

\*Data entry in SBSS

## Process for Appeals

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

## Bullying and Cyber Safety

### Definitions

**Bullying** is the "repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons" (Rigby, 1996). Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to 'pick on' someone, torment, them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A **Bystander** is a person who witnesses a bullying incident as an onlooker. At Stella Maris, we believe that if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include

- **Physical:** hitting, kicking, any form of violence, threat or intimidation that could cause physical harm;
- **Verbal:** name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone;
- **Emotional:** excluding, tormenting, ridiculing, humiliating, intimidating;
- **Racist:** taunts, graffiti, gestures, intimidation;
- **Sexual:** unwanted physical contact, abusive comments, intimidation;
- **Cyber:** unwanted text messages, emails, information technology, intimidation.

### Response

#### Investigating Potential Bullying

When an investigation of bullying is required, the following procedures will be followed:

1. Adopt a 'no blame' approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there may not be any consequences, and parents may not be notified. The incident, if deemed not to be bullying, will be referred to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

2. If bullying is identified, a leadership team members will use a combination of the following strategies with the students involved:
  - **Mediation** – Students are invited to take part in a session with a staff member to help resolve their differences.
  - **Restorative Practices**
  - **Support Group Method** – A process in which students who have offended attend a meeting together, at which the offender is required to reflect upon the harm that has been done, experience remorse and act restoratively towards the person/s offended.
  - **Refer to Guidance Counsellor**, with parental permission
  - Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences.
  - The incident is recorded in Student Behaviour Support System (SBSS) and entered in Bullying Register.
3. Continued bullying will result in a further action plan being devised, appropriate consequences for the student, and further dialogue with the parents. The Guidance Counsellor and / or Learning Support may be involved in formulating this action plan. Severe or ongoing bullying behaviour may result in suspension from school for between one and three days.

## Support for the target and perpetrator

We support the *target* in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;
- Informing the child's parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.
- Strengthening- Helping the person deal more effectively with the person seeking to bully him or her.

We support the *perpetrator* in the following ways:

- Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying;
- Informing the child's parents;
- Continuing to monitor the child's behaviour and offering appropriate support; and
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.
- Restorative practices including mediation and apology as appropriate.

## Restorative Strategies

Restorative strategies, when used, seek to strengthen relationships between students and between teachers and students, which lays the foundation for improved academic and personal outcomes in education. Social emotional wellbeing aims to develop quality relationships where students consistently demonstrate behaviour that reflects an integration of Gospel teachings. The link to restorative practices can be clearly articulated.

The aim of using restorative practices is to skill community members in the successful and peaceful resolution of conflict. This represents an important demonstration of the Catholic values of forgiveness, equity, respect and inclusivity, as well as restoration of community members after breaches in relationships.

*'Restorative practices is a strategy that seeks to repair relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.*






*Once identified, the students who have been bullying meet with a member of Administration Team and other students who have been selected because they are expected to be supportive of the person who has been bullied (who is not present).*

*Knowledge of the distress experienced by the person is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored.'*  
*This information is from "Bullying. No Way'*

# Appendix 1



## At Stella Maris, We Act Justly, Love Tenderly and Walk Humbly with our God

	In Every Encounter	Learning Times	Break Times	Assemblies, Prayer and Liturgies	Using Technologies	Transitions
 <p>God's love shining through us.</p>	<ul style="list-style-type: none"> <li>✓ I bring love, understanding and kindness rather than judgement;</li> <li>✓ I feel empathy for others and have the desire to help;</li> <li>✓ I enable others to be successful.</li> </ul>	<p>I offer encouragement and feedback that helps others to improve.</p>	<p>I welcome and invite others to play.</p>	<p>I participate peacefully, respectfully and reverently.</p>	<p>I THINK: Is it... True? Helpful? Inspiring? Necessary? Kind?</p>	<p>I consider others by moving quietly and safely.</p> <p>I show I am ready by giving my full attention. STOP. LOOK. LISTEN.</p>
 <p>Holding strong to our faith and beliefs.</p>	<ul style="list-style-type: none"> <li>✓ I support worthy causes and purposes;</li> <li>✓ I am faithful and trustworthy;</li> <li>✓ I demonstrate effort through concentration, persistence and practice.</li> </ul>	<p>I am responsible for being on task.</p> <p>I seek help and feedback to improve my learning.</p> <p>I work to improve and make progress everyday.</p>	<p>I am where I am expected to be.</p> <p>I use equipment and facilities safely and responsibly.</p> <p>I put things where they belong.</p>	<p>I volunteer to help.</p> <p>I pay attention to what is happening.</p>	<p>I take care of equipment and report damages.</p> <p>I ask permission to take and use photos and videos.</p>	<p>I move promptly and carefully in response to instructions/bells/alarms.</p> <p>I sit and wait quietly after breaks.</p>
 <p>Using God's spark within us.</p>	<ul style="list-style-type: none"> <li>✓ I bring new ways and new ideas into the world;</li> <li>✓ I use my ideas and imagination to respond for the greater good;</li> <li>✓ I accept 'what is' and step forward in new and positive ways.</li> </ul>	<p>I learn from my mistakes and generate new ideas to move forward.</p> <p>I collaborate with others to learn.</p>	<p>I use respectful words and actions to solve problems peacefully.</p>	<p>I find ways to help others.</p>	<p>I teach and learn from others.</p>	<p>I know what needs to be done and I find ways to do it.</p>
 <p>Acting with strength, assurance and humility, as children of God.</p>	<ul style="list-style-type: none"> <li>✓ I respond to the possibilities for growth in all that life brings;</li> <li>✓ I welcome challenge, and progress with purpose;</li> <li>✓ I know when to speak and act and when to listen and wait.</li> </ul>	<p>I set goals and try my hardest.</p> <p>I acknowledge and celebrate others' contributions and successes.</p>	<p>I know when to take action myself and when to seek support.</p> <p>I support others to do the right thing through my words and actions.</p>	<p>I add my voice when singing and responding.</p> <p>I respond sensibly and return to silence and stillness.</p>	<p>I use digital devices and resources to complete <b>learning</b> activities.</p>	<p>I support others to do the right thing through my words and actions.</p>
 <p>Demonstrating the inner strength to act out of God's love.</p>	<ul style="list-style-type: none"> <li>✓ I am hopeful and resilient in the face of fear and doubt;</li> <li>✓ I do what is right, good and kind;</li> <li>✓ I know God is there to help.</li> </ul>	<p>I contribute ideas and ask questions.</p> <p>I consider and respond respectfully to others' ideas.</p> <p>I see mistakes as an opportunity to learn.</p>	<p>I play fairly and by the rules.</p> <p>I speak up and step up when I notice something isn't right.</p> <p>I admit when I'm at fault and try to make it right.</p>	<p>I am prayerful and share my faith.</p>	<p>I turn off and report inappropriate words or images.</p>	<p>I approach activities with a positive attitude and self-belief.</p>