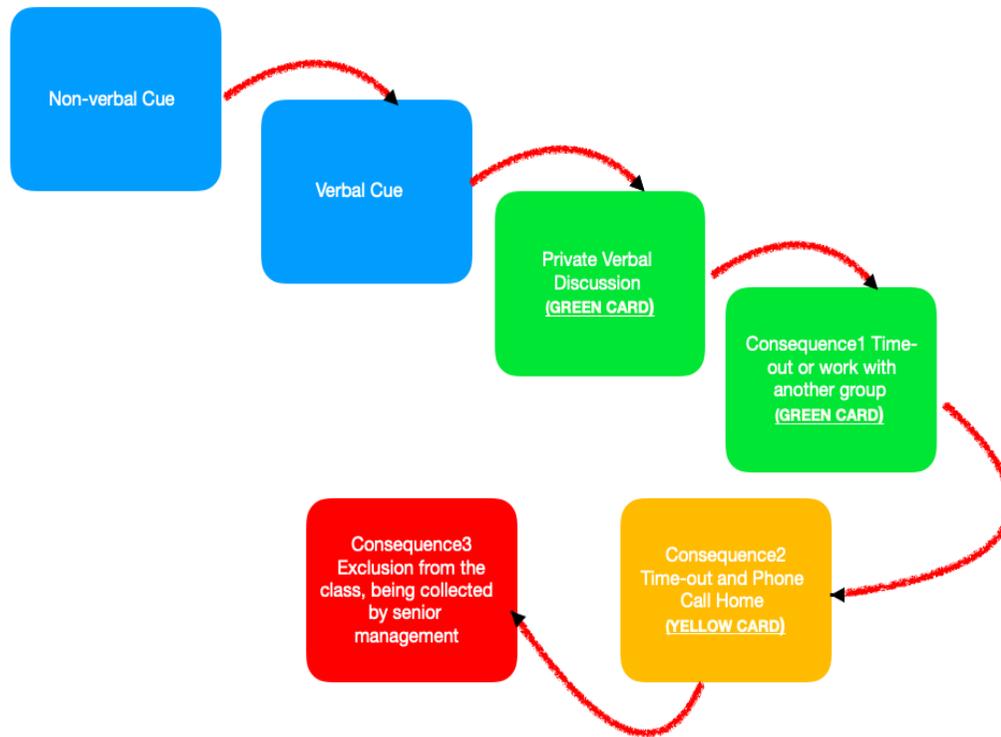


Physical Education Expectations



Behavioural expectations for PE are similar to classroom expectations of attentiveness, willingness to try new skills, acting responsibly, safe and being respectful to others and sport equipment are required of students every lesson. These expectations are to ensure that all students remain safe and benefit from lessons. Students who are found not following behavioural expectations will be given a non-verbal cue in the first instance to change their behaviour. In the second instance, students are given a direct or indirect verbal cue such as, 'We are still waiting on one more person'. In the third instance, students will be counselled about their behaviour in a private discussion. If the inappropriate or unsafe behaviour continues there will be a phone call home to parents, and in the final instance and for severe misbehaviour, students will be excluded from participating in PE for a definitive period of time.

Syed Ahmad

The Performing Arts Expectations

Positive behaviours are reinforced not only verbally, but through the awarding of 'Shout outs' and raffle tickets, the latter which are placed in each cohort's designated raffle box. Tickets are drawn regularly, and small prizes are awarded to each winner.

For those times when a student struggles to behave in the expected manner, I have a positive behaviour support structure in place which follows a stepped approach for warnings thus providing the student with the opportunity to think about their behaviour and self-manage. If needed, there is also a designated 'calm down spot' within the classroom where the student may be asked to complete a reflection on their behaviour choices. Should their behaviour continue to diverge from what is expected the student will be sent to 'time out' in another classroom before being able to join in again with their own class.

Latham School Values and Classroom Expectations

Collaboration	<ul style="list-style-type: none"> Be inclusive. Work as a team.
Respect	<ul style="list-style-type: none"> Keep the classroom environment clean and tidy. Treat others the way you would like to be treated. <u>Always</u> listen to the speaker. Treat <u>all</u> property with care and only touch other people's things when given permission. Let <u>everybody</u> learn. <u>Always</u> move about the classroom safely.
Resilience	<ul style="list-style-type: none"> If at first you don't succeed, try again – don't give up.
Positivity	<ul style="list-style-type: none"> Use positive language. Have a 'Can do' attitude.
Motivation	<ul style="list-style-type: none"> <u>Always</u> try your hardest.

Amanda Bray

Japanese Expectations

When students visit the Japanese classroom, we have a choice of working options, this includes bench seating with stools, low tables with chairs and Japanese style low-ered tables to work at with cushions. The low seating allows students to develop an awareness and understanding of some of the cultural aspects of Japan and the difference between Australian and Japanese lifestyles.

As in other classroom settings at Latham Primary, students follow a step procedure for warnings to think about behaviour and self management. If needed, there is a calm down spot, where students may be asked to complete a reflection on their behaviour choices.

The expectations for the Japanese room are consistent with the whole school and are clearly displayed and referred to throughout learning times, to provide students with the opportunity to self-manage. In Japanese we will also make reference to the Samurai warrior code of 'Bushido' - loyalty, courage, truth, compassion and honour.

Bushido - Samurai Warrior's Way	
Loyalty	Respect: Be a good friend and support people around you.
Courage	Resilience, Positivity and Motivation: Attempt all tasks, even when they appear hard or you are nervous.
Truth	Respect: Be truthful to yourself and others.
Compassion	Collaboration: Support your peers especially when they make mistakes.
Honour	Respect: Be respectful to yourself and others.

