

# CRAIGSLEA STATE SCHOOL BEHAVIOUR RUBRIC

	<b>A</b> <b>Redirection almost never required</b>	<b>B</b> <b>Redirection required monthly</b>	<b>C</b> <b>Redirection required weekly.</b>	<b>D</b> <b>Redirection required daily</b>	<b>E</b> <b>Redirection required each session</b>
<b>LEARNING</b> <b>Be an Active Learner</b>	Class and home tasks always completed to the best of your ability. Active participant and listener in all activities- seeking mastery or extension of work. Work effectively in whole class, group and individual learning situations. Reflect and self assess, setting goals for improvement. Seek and use teacher feedback.	Class and home tasks mostly completed to the best of your ability. Active participant and listener in most activities- seeking mastery or extension of work. Mostly works effectively in whole class, group and individual learning situations. Reflect and self assess, setting goals for improvement. Mostly seeks and uses teacher feedback.	Class and home tasks completed satisfactorily. Usually participates and listens in activities. Works satisfactorily in whole class, group and individual learning situations. Reflect and self assess when requested, setting goals for improvement. Seeks and uses teacher feedback.	Class and home tasks sometimes completed to the best of your ability. Sometimes participates and listens in some activities. Sometimes work effectively in whole class, group and individual learning situations. Sometimes reflect and self assess, setting goals for improvement. Sometimes seeks and uses teacher feedback.	Class and home tasks rarely completed. Rare participant and listener in activities. Rarely work effectively in whole class, group and individual learning situations. Needs significant guidance to reflect and self assess to set goals for improvement. Rarely seek and use teacher feedback.
<b>INDIVIDUALS</b> <b>Be Responsible</b>	Take responsibility for all my own actions. Can resolve issues independently. Always demonstrate excellent self-management skills – use my emotions appropriately. Encourages all school students.	Take responsibility for most of my own actions. Can mostly resolve issues independently. Mostly demonstrate great self-management skills – mostly use my emotions appropriately. Encourages team members.	Usually take responsibility for my own actions. Can usually resolve issues independently. Demonstrates satisfactory self-management skills –use my emotions appropriately. Encourages friends	Take responsibility for some of my own actions. Can resolve some issues with support. Demonstrate some self-management skills – can use my emotions appropriately. Encourage others occasionally.	Take responsibility for few of my own actions. Easily drawn into conflict and often unwilling to resolve issues, even with support. Demonstrate few self-management skills – rarely use my emotions appropriately. Ego-centric – poor social skills
<b>FRIENDSHIPS</b> <b>Be Respectful</b>	.Always seek to resolve or improve situations. Always take turns, share things. Seek to include everyone. Always follow directions. Always listen when others are speaking and respond appropriately. Always use manners. Always move quietly Resilient – forgive and move on when all conflicts are resolved. Seeks and empathises with all points of view.	Mostly seek to resolve or improve situations. Mostly take turns, share things. Seek to include most people. Mostly follow directions. Mostly listen when others are speaking and respond appropriately.  Mostly use manners. Mostly move quietly Mostly resilient – forgive and move on when most conflicts are resolved. Seeks and empathises with most points of view.	.Usually seek to resolve or improve situations. Usually take turns, share things. Seek to include my friends. Follow directions of known adults. Usually listen when others are speaking and respond appropriately. Usually use manners. Usually move quietly Usually resilient – forgive and move on when conflicts are resolved. Usually listens and cares for others points of view	Sometimes seek to resolve or improve situations. Sometimes take turns, share things. Sometimes seek to include others Sometimes follow directions. Sometimes listen when others are speaking and respond appropriately. Sometimes use manners. Sometimes move quietly Sometimes resilient – often blames others or situation Sometimes listens and cares for others points of view.	Rarely seek to resolve or improve situations. Rarely take turns, share things. Seek to include few people.  Rarely follow directions. Rarely listen when others are speaking and respond appropriately. Rarely use manners. Rarely move quietly Rarely resilient – unwilling to resolve issues, blaming others Disregards others opinion
<b>ENVIRONMENT</b> <b>Be Safe</b>	Always respect property and environment. Always clean up after myself. Actively seeks to improve school environment Always wear correct uniform. Always have equipment ready to use. Always use equipment safely.	Always respect property and environment. Mostly clean up after myself. Mostly seek to improve school environment Mostly wear correct uniform. Mostly have equipment ready to use. Always use equipment safely.	Respect property and environment. Usually clean up after myself. Usually seek to improve school environment Usually wear correct uniform. Usually have equipment ready to use. Usually use equipment safely.	Sometimes respect property and environment. Sometimes clean up after myself. Sometimes seek to improve school environment Sometimes wear correct uniform. Sometimes have equipment ready to use. Sometimes use equipment safely.	Rarely respects property and environment. Rarely clean up after myself. Rarely seek to improve school environment Rarely wear correct uniform. Rarely have equipment ready to use. Rarely use equipment safely.

**EVERY DAY COUNTS – Being at school every day gives you the best chance of being successful!**

## CRAIGSLEA STATE SCHOOL BEHAVIOUR STANDARD

	<b>EFFORT RATING (All Key Learning Areas)</b>	<b>BEHAVIOUR RATING</b>		
<b>LIFE</b>	<b>LEARNING Be an active learner</b>	<b>INDIVIDUALS Be Responsible</b>	<b>FRIENDSHIPS Be Respectful</b>	<b>ENVIRONMENT Be Safe</b>
<b>Indicators</b>	Class and home tasks completed. Participates and listens in activities. Works in whole class, group and individual learning situations. Reflect and self assess- setting goals for improvement. Seeks and uses teacher feedback.	Take responsibility for my own actions. Avoids conflict- adults, peers, Can resolve issues. Demonstrates self-management skills – use my emotions appropriately. Encourages all school students.	Seek to resolve or improve situations. Take turns, share things. Seek to include everyone. Follows directions. Listens when others are speaking and respond appropriately. Uses manners. Move quietly - transitions Resilient – forgive and move on when conflicts are resolved. Listens and cares for others points of view.	Respect property and environment. Clean up after myself. Seek to improve school environment Wear correct uniform. Have equipment ready to use. Use equipment safely.

STANDARD	Descriptor
A	Redirection required almost never – approximately once per semester
B	Redirection require d approximately once per month
C	Redirection required approximately once per week
D	Redirection required approximately once per day
E	Redirection required approximately once per session

Redirection is teacher intervention where child is guided to timeout or buddy classroom or office.

Children who gain a C rating or higher will be eligible for Craigslea Stars celebration day each term.

Significant Behaviour Incidents requiring time out in supported play, internal or external suspensions could make children ineligible for Craigslea Stars even if their usual behaviour rating is C or higher.

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