



Grey Mountain Primary School

School Growth Plan

2017-18

Last Updated: June 5, 2017

PART 1: Context, Priorities, Response to School Review, Recommendations, Processes and Connections

Context:

GMP is a small primary school with approximately 70 students ranging from Kindergarten to Grade 3. Many of the children live within the Riverdale area and there is no busing at the school. The children come from a wide range of cultural and socio-economic backgrounds and there is an increasing number of single parent families and families with both parents working. We are also seeing an increasing number of children entering the school with significant physical, behavioural, and academic challenges and/or delays. Over the past several years, the staff has remained fairly stable with low teacher turnover. The school had the same administrator from 2005-2015. In 2015, a long time staff member became the new administrator.

The school is learning-focused with many supportive parents and hosts a number of academic and community-building gatherings that are well attended. Many parents volunteer at the school to help with art projects, field trips and sharing expertise. Character education, empathy building, and Positive Behaviour Interventions and Supports (PBIS) are an integrated part of the school culture. The school atmosphere is caring, safe, and welcoming.

The **school motto**, “Respect, Responsibility and Reaching for Your Best”, reflects the school values.

Mission Statement: At GMP, we work together to be respectful, responsible and reach for our best.

Our school is **proud** of:

- our **collegial** and **cooperative** staff that operates as a team
- our “**open mind set**” that allows for flexibility in scheduling and use of EA support
- a **narrow school focus** of reading with an emphasis on “reading comprehension” and the PD experiences that support our one school goal
- the **common language** used between the classes as outlined in Foundations, 6+1 Traits of Writing, Daily Five, Reading Power and Behaviour Matrix
- our **Professional Learning Community** and the strong desire of all staff for lifelong learning. Teachers meet once a week to discuss professional books, curriculum implementation, and school wide concerns.
- our progress with exploring ways to embed **First Nations culture**
- the many **experiential opportunities** we provide for our students including school wide field trips to Long Ago People’s Place and Caribou Crossing, French and First Nations cultural experiences, Elder visits, forest schooling, wilderness experiences, Arts EdVenture and Artist In The School programs

- **reaching out and engaging our families/caregivers** through:
 - electronic distribution of newsletters, in the hopes that parents will access that information in a more convenient way. School newsletters include updates and invitations to participate regarding the School Growth Plan as well as monthly calendar highlights.
 - informal contacts teachers make before and after school with parents and making ourselves readily available to parents
 - Welcome Back to School BBQ/Open House/Respect Assembly
 - Terry Fox Run
 - Run for Mom
 - Christmas concert
 - parent Math night
 - Education Week activities - which includes a First Nations cultural afternoon, a multicultural fair, a math arcade, a reading morning for families with muffins provided by staff, a school spirit day and opening and closing assemblies
 - annual hot breakfast in January for our school community
 - Family Picnic and Grade 3 Farewell

Priorities:

Although the school has one goal, there are several priorities that ensure that necessary learning conditions are in place for each student's success.

Numeracy – All staff use the following resources: Math Makes Sense and Numeracy Nets. From 2012-2014, we invited math consultant, Carole Fullerton to model math lessons using an open-ended, problem-based framework. We are using her resources to teach mental math strategies for numeracy. She will be working with our staff in September 2017 as the curriculum redesign is implemented. In particular, we will be learning how to embed First Nations ways of knowing and doing into mathematics.

Social Responsibility – We build safe, caring, respectful working environments at our school. We make sure that each student is intentionally connected with at least one staff member. We are teaching expected student behaviours using a school developed "Behaviour Matrix". The focus is on modelling, teaching, practicing, and acknowledging expected behaviours as outlined in the PBIS framework. In 2015-16, our school voted unanimously to follow a PBIS approach. We have committed to a 3-5 year implementation plan. A PBIS committee meets monthly to reflect and plan next steps for implementation. This year, we had monthly themes as a school wide focus (ex. Peace, generosity, gratitude, honesty, etc.) Our motto is "Respect, Responsibility and Reaching For Our Best". The students know the motto and are making progress at living it. Staff are teaching self-regulation strategies such as body breaks, MindUp, classroom calming spots, fidget tools and *Zones of Regulation*. In 2016-17, a new sensory room was created as a dedicated space for self-regulation. Teachers have collaborated with consultants and have received support from the community (CATS, F&CS, FSCD, LDAY). We have made a conscious decision to de-clutter common areas, knowing that this environment helps students to self-regulate. For the 2017-18 year, more attention will be given to classroom de-cluttering. For the 2017-18 year, a school-based Safe and

Caring Schools policy will be revised in collaboration with staff, parents and Department of Education.

Differentiation – We have a common literacy framework. (see attachment) Teachers are using open-ended learning tasks with several entry points. For example, each student has a book box with appropriate text levels. Our teachers use a variety of Assessment for Learning (AFL) strategies to guide their teaching. Our goal is to move all students forward in their learning. We use the literacy framework outlined in Daily Five across the grades. We use exploration centers/stations as a way to differentiate in the classroom across all subjects.

First Nations Integration – We are working with the Department of Education's First Nations Partnership and Planning (FNPP) Unit to explore ways to support First Nations and all learners. In 2016-17, a Cultural Committee was formed and consulted with Danielle Sheldon and Tammy Stoneman. This year, we focussed on building relationships and networking with our First Nations families. Several parents/relatives accepted our invitation to share Yukon First Nations culture with us. Teachers are integrating First Nations learning and practice with on-going curriculum studies, where possible, including working with First Nations Elders and Artists. This year, our staff participated in the Blanket Exercise as per recommendations in the Truth and Reconciliation Commission (TRC) Report. The administrator took First Nations 101 and the rest of the staff will take the course in the 2017-18 school year.

Using Data to guide school goals – In 2013-14, we began following cohorts using two templates measuring Reading Levels and Reading Comprehension. We will continue to follow these cohorts so that we have a clear picture of our students. We establish a baseline at the beginning of the school year and continue to collect data at the end of each reporting period. This data helps us determine where to put Educational Assistants (EA) and Learning Assistance Teacher (LAT) support. In 2016-17, we examined the reading comprehension template, wrestling with how to make that data more reliable and consistent. As a result, we've decided to track data on one template, evaluating decoding and comprehension together.

Assessment for Learning (AFL) – Teachers are using AFL strategies to guide their teaching. They are collecting evidence of student learning from products, observations, and conversations. We have built weekly 1 hour assessment blocks into each teacher's schedule. This allows for individual conferences with students. AFL strategies that are partially to fully in place at GMP include:

- co-constructing criteria for behavioural and academic expectations (following the Sandra Herbst model)
- using exemplars such as a writing continuum, teacher-modelled reading and writing
- teaching students to self-assess including using 2 coloured sticky notes indicating strengths and areas requiring growth, thumbs up/thumbs down, yes/no, and rubrics
- conversations with students during independent work

- guided reading
- specific, descriptive, timely feedback
- setting goals with students
- using technology (iPads, photos, Explain Everything) which allows students to explain their thinking and to share their learning with parents (FreshGrade Pilot)
- student presentations of their learning with peer feedback (show and tell, author's chair, oral presentations, etc.)

Attached:

- ◆ Literacy Framework
- ◆ Behaviour Matrix

Response to School Review Recommendations:

Our school intends to implement the following recommendations from the April 2014 external review:

1. Norms and Culture:

Recommendation: **Continue to include First Nations culture at GMP.**

Our efforts with First Nations integration continues to improve. We have continued to include more Yukon First Nations culture into the school. We have expanded our Culture Committee to explore a variety of strategies and activities for inclusion of First Nations Culture. We will continue to invite Elders into the school. We will continue to integrate First Nations learning and practices as is expected with the curriculum redesign. In our current experiential outdoor pursuits, students learn about local plants and animals. First Nations guests share their traditional knowledge and stories. GMP students have participated in Arctic Winter Games and activities with instruction provided by a First Nations athlete. On the land learning environments have been created and utilized including an outdoor, circular gathering area, forest walks and community garden beds. The students were involved in building, painting and planting the garden beds.

2. School And Community:

Recommendation: **Seek ways to engage parents in order to get them to be more involved with the school and their child's learning.**

We will continue with our electronic distribution of newsletters in the hopes that parents will access school information in a more convenient way. Monthly newsletters will continue to invite all parents to School Council meetings. We will continue to invite school council members to be a part of the School Growth Plan Team for 2017-18. We have a recently redesigned school website that allows parents to easily access information and important dates. We will continue to host events that draw parents into our school (Christmas concert, Welcome back BBQ, Kindergarten orientation, January breakfast, Education Week activities, Parent/Teacher/Student conferences, First Nations Storytelling Festival and Feast, classroom special events, field trips, Grey

Mountain Gallop). We are actively working to make connections with our First Nations community.

2. **School Organization:**

a) *Recommendation:* **Examine the role of technology in the school across the K-3 continuum in order to plan ahead with regards to space utilization and equipment purchases.**

We received an Innovation Grant for the 2014-15 year and each classroom teacher has an iPad and Apple TV. We will continue to access eBooks, software applications and explore the many ways we can use this new technology effectively with our students. This will develop student's reading comprehension using current technology. In 2016-17, our school received a computer refresh/update. Each classroom has several iPads for student use, and in 2016-17, each classroom had an interactive whiteboard. Students have started working towards the Applied Skills and Designs (ASD) standards, including coding.

b) *Recommendation:* **Continue to dedicate our Growth Plan focus on Reading Comprehension.**

We will continue to follow cohorts and disaggregate the data from our reading template to enable staff to evaluate most effective teaching strategies and determine where to add support.

3. **School Processes and Progress:**

Recommendation: **Track GMP students as they transition to Grade 4.**

We will conduct interviews with receiving teachers of our former students, asking for feedback about how they are doing in reading. We will access the FSA reading scores of former GMP students. We will contact receiving schools and discuss the ways to best prepare our students as they transition to grade 4.

Processes and Connections:

Who was involved:

- All staff
- School Growth plan members
- Parents
- School Council
- Students (through classroom discussions and conferences)

Our school growth team includes:

- Kim Ramsay - Principal
- Ann Larnder - teacher
- Lorraine Taillefer - Superintendent

For the 2016-17 year, our Superintendent was more involved in the process compared to other years. The Superintendent attended growth plan committee meetings and providing support and recommendations. The school growth plan is a standing item at staff meetings and school council meetings. From September – December 2016, weekly PLC meetings were dedicated to reviewing the school growth plan.

PART 2: Focus

Progress and Evidence:

Looking Back at 2016-2017:

What we know about the students at our school based on our data:

Our grade 3s: (very small cohort – 5 students)

- 3/5 (60%) of grade 3s are decoding and comprehending at grade level. They are comprehending text that they are able to decode.
- of the 2 students who are not reading at grade level in grade 3, one student is working on English Language Learners (ELL) goals. The other student is working on the reading goals outlined in a Student Learning Plan. These two students receive LAT and EA support in literacy.
- 1/3 (33%) of the grade 3 students that received Reading Recovery (RR) in grade 1, is currently reading above grade level at the end of grade 3. The RR students not reading at grade level receives LAT and EA support.
- this cohort is so small (5 students) and therefore percentages can be misleading
- of the 5 students in this cohort, 4 of them began at this school in Kindergarten

Our grade 2s:

- 16/21 (76%) of grade 2s are reading at or above grade level
- The 5 students that are not reading at grade level are working on the reading goals outlined in their Student Learning Plans. These 5 students receive LAT and EA support in literacy.
- 3/7 (43%) of the grade 2 students that received Reading Recovery in grade 1, are reading at or above grade level at the end of grade 2; the remaining 4 students receive LAT and EA support.
- of the students in grade 2 that are not reading at grade level, 80% (4/5) are girls
- This cohort regressed significantly from the end of grade 1 to the beginning of grade 2 (as shown with an asterisk on the reading data template)
- This cohort displayed strong reading skills in Kindergarten. Their progress in grade 1 was not what was expected. Some students in this cohort did not demonstrate a strong motivation to read in their grade 1 year. Three new students joined this cohort in grade 1 and in grade 2 with low literacy skills and they are not reading at grade 2 level.

Our grade 1s:

- 9/18 (50%) grade 1 students are reading at or above grade level. Six of those nine students not reading at grade level are currently receiving Reading Recovery and some will be carry-overs in grade 2.
- the students in grade 1 that are not reading at grade level are 33% girls and 67% boys
- There has been an extra Reading Recovery Teacher providing support to students in this cohort. 8/18 (44%) grade 1 students have received Reading Recovery this year.

In general:

- giving short term EA/LAT support, improves reading
- the most significant gain in reading levels is made at the grade 1 level

How the work we did in 2015-16 helped us guide our planning for the 2016-17 year:

- We learned that focusing on one goal of reading comprehension garners excellent results
- Our PD experiences in 2015-16 were connected to the single focus of “reading comprehension” and teachers were able to narrow their focus of instruction and continue using learned strategies.
- With regards to a staffing plan, it is beneficial for the school to have a Learning Assistance Teacher and a Teacher-Librarian in the school. In January 2015, we made a staffing assignment change and eliminated a Technology Support Teacher. We believe that this will further enhance reading comprehension.
- We have continued to build upon AFL strategies.

Progress made in achieving 2016-17 targets as of May 2017:

- 50% of grade 1 students are reading with comprehension at or above grade level (or meeting IEP/Student Learning Plan goals)
- 76% of grade 2 students are reading with comprehension at or above grade level (or meeting IEP/Student Learning Plan goals)
- 60% of grade 3 students are reading with comprehension at or above grade level (or meeting IEP/Student Learning Plan goals)

Actions/Strategies that were implemented in 2016-17:

- we focused tracking cohorts on 1 template (reading level with comprehension)
- the Learning Assistance Teacher and Teacher-Librarian are supporting grade 1-3 students
- we reviewed our school’s literacy framework across the grades from Sept-Dec 2016
- we used differentiation in all classrooms
- we dedicated 1 school PD day to work on reading comprehension strategies with Department Of Education consultant Darcy LeBlanc in 2014-15 and implemented these strategies more fully in the 2016-17 year
- teachers continue utilizing the new Dragonflies Guided Reading books and resources
- teachers utilized a weekly “assessment block” to conference with students and use AFL strategies
- we taught student independence through Daily Five, so that teachers can work with individual or small-groups of students while others are working independently
- we taught and re-enforced the “Behaviour Matrix” and self-regulation strategies to set up positive conditions for learning
- there was strong collaboration between the Learning Assistance Teacher, Teacher-Librarian, Reading Recovery Teacher and classroom teachers

Are the strategies working?

- Based on our data (each student progressed in their learning), these strategies were successful this year and we need more time to determine if the success will be sustained over several years
- We believe sustaining these strategies for the 2017-18 year is important to ensure continued success
- Every student that did not meet their target received either Reading Recovery, Learning Assistance, or EA support

Actions already in place that are effective in improving the success for those students:

- a) Not meeting Expectations – Reading Recovery, Learning Assistance, flexible re-scheduling of EAs, one-on-one teacher time while other students are working independently, small group practice and instruction, open-ended activities with many entry points
- b) Minimally meeting Expectations – Reading Recovery, Learning Assistance, flexible re-scheduling of EAs, one-on-one teacher time while other students are working independently, small group practice and instruction, open-ended activities with many entry points
- c) Meeting Expectations– one-on-one teacher time while other students are working independently, small group practice and instruction, open-ended activities with many entry points
- d) Exceeding Expectations– one-on-one teacher time while other students are working independently, small group practice and instruction, flexible grouping of students into other classrooms (such as guided reading), open-ended activities with many entry points

Looking Forward:**Rationale for goals and objectives:**

Data used: (see attachment)
-Reading Level template

Goal: All students will meet or exceed their reading level expectation (or Individualized Educational Plan/Student Learning Plan goal) by the end of the 2017-2018 school year. In reading, all students will comprehend at or above grade level. If students enter a grade already meeting or exceeding reading expectations, they will continue to move forward.

In considering the curriculum re-design beginning in 2017-18 and in considering that the school has been working on the same Reading Goal for 4 years, it is likely that a new goal or inquiry question will be developed in the 2017-18 year around embedding First Nations ways of knowing and doing.

Objectives to support the goal:

Will students improve their fiction and non-fiction reading level and comprehension?

Our school has developed, and continues to work on, a Literacy Framework that is sound. It is research based, directed towards primary students, is complete in terms of listing resources and strategies, is supported by our weekly PLC sessions, and is effective in moving children forward. It is used school wide and supported by our School Council.

We know that reading skills are necessary for successful lifelong learning and focusing on this goal ensures success for our students across the curriculum.

Target:

By May 2018, all students will meet or exceed reading expectations according to the BC Performance Standards or according to their IEP/Student Learning Plan expectations.

PART 3 – ACT

Goal: How many students in each grade are reading and comprehending at the expected grade level?

Objective: To increase reading comprehension of all students to meet or exceed their grade level or IEP/Student Learning Plan expectations by the end of the 2017-2018 school year.

Actions: Strategies/Interventions	Evidence to Track Progress	Person (s) Responsible
<p>Teachers will continue to:</p> <ul style="list-style-type: none"> • closely follow the strategies and resources outlined in our Literacy Framework • continue to use differentiation in the classroom to meet the needs of all students • teach students AFL strategies how to self-assess for comprehension • teach the expectations outlined in the GMP Behaviour Matrix • establish a baseline in September for reading levels and comprehension • attend PD related to reading comprehension • inform parents of reading comprehension strategies taught at school through emails, newsletters and P/T/S interviews <p>All parents will continue to:</p> <ul style="list-style-type: none"> • read daily with their children • read newsletters for home-reading tips <p>School Council will:</p> <ul style="list-style-type: none"> • co-host (with the Literacy Support Teacher) a literacy informational event at school 	BC Performance Standards	Classroom teachers
	Reading Power rubric	
	DART	Grade 2 &3 Classroom teachers
	Teacher-student Conferences	Classroom teachers
	Daily 5 anchor charts	Teachers
	PM Benchmarks	Teachers
	Foundations assessment	Teachers
	DIBELS	Kindergarten teacher
	Dragonflies	Classroom teachers and EAs
	Reading Level Data Template	Principal
	Reading Comprehension Data Template	Principal
	Reading Logs	Parents/Students
	Class/School Newsletters	Teachers/Principal/Parents

PART 4: Monitoring and Adjusting the Plan

Dates for monitoring progress:

A reading comprehension and reading level baseline for students (grade 1-3) will be established in September. Further data will be collected and recorded on the reading template at the end of each reporting term. When reviewing this data, we will look at individual progress and decide if intervention is necessary.

Communications Plan:

During the school year, at staff meetings and on school-based PD days, the plan will be reviewed and modified based on changing data and student needs. The School Growth Plan Committee will review the plan in October, January and May.

All staff, school council members, and any interested parents will be involved with any changes that are made to the Growth Plan during the school year. During the 2017-2018 school year, we will be communicating with the larger community through school newsletters, class newsletters, School Council meetings and our school website.

The undersigned as members of the School Planning Team authorize this 2017/2018 School Plan and submit it on behalf of the school community:

Kim Ramsay
Principal

Date

Ann Larnder
Teacher Representative

Date

Kim Thompson
School Council Chair

Date

Literacy Framework 2017-2018

Dedicated time for Literacy in the school is during the morning
Reading Recovery and Learning Assistance is during this time.

Rationale

Research shows a direct link between reading and writing. Common language will be used across all classes.

Resources

Organization/Framework

- The Daily 5 (Boushey & Moser)
- Literacy rich classroom environments
- Word walls
- Integrated themes

Writing

- 6 + 1 Traits of Writing (Culham)
- The 6+1 Trait Crate
- Foundations
- 20 step writing continuum
- BC Performance Standards for writing
- school-wide writes

Reading

- reading comprehension - Reading Power (Gear), Non-fiction Reading Power (Gear)
- reading comprehension – Reading For Meaning – Debbie Miller
- PM Benchmarks
- Levelled books
- Book boxes based on interests and reading levels
- Buddy reading within classroom and school wide
- Individual book boxes
- Nelson Reading Program
- PM books
- Scholastic book sets
- Guided reading sets
- Home reading programs
- Class-made books
- Books which support traits and powers
- Fluency rubric from Reading Recovery
- BC Performance Standards for reading
- DART(grade 2&3)
- Dolch sight words (high frequency words)
- Differentiated learning through Guided Reading Groups where fluency and comprehension are also emphasized
- Steck-Vaughan reading (grade 2&3)
- Tumblebooks
- Dragonflies guided reading sets

“The Daily 5” is the framework which we use for our literacy program. This states that there are 5 tasks that students should be doing in literacy every day.

I. Read to Self “The best way to become a better reader is to practice each day, with books you choose, on your just-right reading level. It soon becomes a habit.”

- a. student book box with good fit books
- b. anchor charts in classroom

II. Read to Someone “Reading to someone allows for more time to practice strategies, helping you work on fluency and expression, check for understanding, hear your own voice, and share in the learning community.”

- a. Reading Comprehension
- b. Fluency
- c. Levelled reading, PM and Scholastic books
- d. Dolch words
- e. Guided reading groups using levelled book sets in hall (PM books, Dragonflies)
- f. Buddy reading and individual student book boxes
- g. Assessment – Benchmarks, BC Performance Standards, DART, fluency rubric from Reading Recovery
- h. Reading homework

III. Listen to Someone Read expands our vocabulary, we hear examples of good literature and fluent reading

- a. Buddy reading
- b. Book boxes
- c. EEKK (Eye to Eye, Knee to Knee)
- d. Voice level
- e. Check for understanding
- f. Teacher read alouds
- g. Tumblebooks

IV. Work on Writing “Just like reading, the best way to become a better writer is to practice writing daily.”

- a. Use 6 + 1 Traits of Writing and accompanying Trait Crate
- b. Every student will be given daily opportunities to write in the areas of personal writing, informational writing and/or imaginative writing
- c. Assessment – BC Performance Standards, school-wide writes, rubrics at the end of each chapter, informal on-going conferences
- d. Need a baseline at the beginning of the year using BC Performance Standards, then one formal summative assessment for each term

V. Work on Word Work

- a. Foundations - Spelling and core writing conventions
- b. Word families and Word walls
- c. Writing conventions
- d. Assessment – probes (Kindergarten and Grade 1), unit tests (Kinder - grade 3)

Teachers:

- 1) establish a gathering place
- 2) select good-fit books initially, then teach students to select good-fit books
 - a) use PM Benchmarks to establish child's reading level
 - b) teach students how to pick good-fit books, with purpose, interest, comprehension and word knowledge
 - c) set up book boxes
- 3) anchor charts in the classroom reflecting Daily 5 practice
- 4) use AFL strategies including conferencing with students

Student Data Folders – may be used to organize data for each student including: charting student progress, setting goals, use during conferences with students and/or parents

- 1) Dolch word levels
- 2) Writing level using BC Performance Standards and school wide writes
- 3) Reading levels using PM Benchmarks
- 4) Social Responsibility rubric (Growing Stronger rubric)
- 5) Numeracy Nets
- 6) Boehm tests (Kindergarten)

Professional development:

2010 (spring): All-day in-service with Judy Irwin on 6 + 1 Traits of Writing.

2010-11: Professional Book study, 6+1 Traits of Writing and Teach Like A Champ

2011-12: Professional Book Study, Reading Power

2012-13: Professional Book Study – review 6+1 Traits of Writing, Reading Power

2013-14: Professional Book study, Daily Five and Reading For Meaning

2014-15: Professional Book Study, Non-Fiction Reading Power and Choice Words

2015-16: Professional Book Study, Zones of Regulation

2016-17: Prepare for upcoming Curriculum Redesign

Using agreed upon common resources is beneficial in that:

- we are able to use a common language with all students
- reduces the time teachers spend researching other programs and strategies
- students are very clear on routines and expectations
- we have found it much easier and more productive to have focused conversations about student progress, assessment, data, and how to improve our teaching

Plans for 2017-18

- 1) Establish a schedule at the beginning of the school year for Thursday morning PLC meetings.
- 2) Schedule times when teachers can do visitations in each other's classrooms during Literacy Time

GMP Behaviour Matrix

	Respectful	Responsible	Reaching for our Best
Classrooms	Kind, helpful language (polite). Be aware of personal space (hands and feet). Take turns talking. Listen to others. Work cooperatively.	Be organized and keep your workspace tidy. Use an inside voice. Be prepared. Try your best.	Share ideas. Be cooperative. Keep self and peers safe. Challenge yourself. Help others.
Halls and entrances	Line up appropriately. Walk with marshmallow feet. Respect personal space. Respect other people's things.	Line up right away. Keep coat area neat and tidy. Use inside voices. Wear inside shoes.	Help others.
Outside lunch, recess, and other times	Be friendly. Take turns. Share equipment. Use respectful hands and feet.	Keep the yard clean. Follow game rules. Know when to find a teacher. Play safely. Use equipment responsibly.	Invite others to play. Use kind words. Show good sportsmanship.
Gym	Listen to instructions. Think "safety first". Admit if you bump. Look after each other. Play fair.	Keep your personal space. Look after the equipment. Follow hand signals (freeze, freeze-all in). Show good sportsmanship. Wear appropriate shoes.	Support others. Lead game. Try, try, try, again. Improve on trying your personal best. Use encouraging words to team-mates.
Eating times	Use manners. Whisper. Sit in your seat. Eat your own food.	Wash hands. Recycle and compost. Clean up. Take uneaten food home. No nuts.	Encourage healthy food. Be on the Green Team.
Assemblies and Performances	Sit nicely. Be polite. Whisper if necessary. Be attentive (eyes on performer).	Represent our school positively in public. Keep your belongings together.	Clap and participate appropriately. Use positive language. Make connections so you can ask meaningful questions and make thoughtful comments.