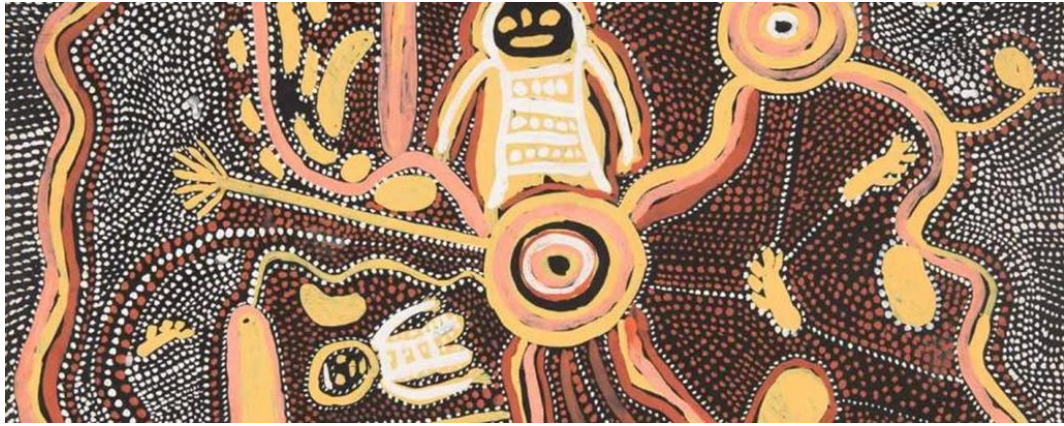




SWPBS Family Handbook



Be Awesome - **Respect** / **Resilience** / **Responsibility**



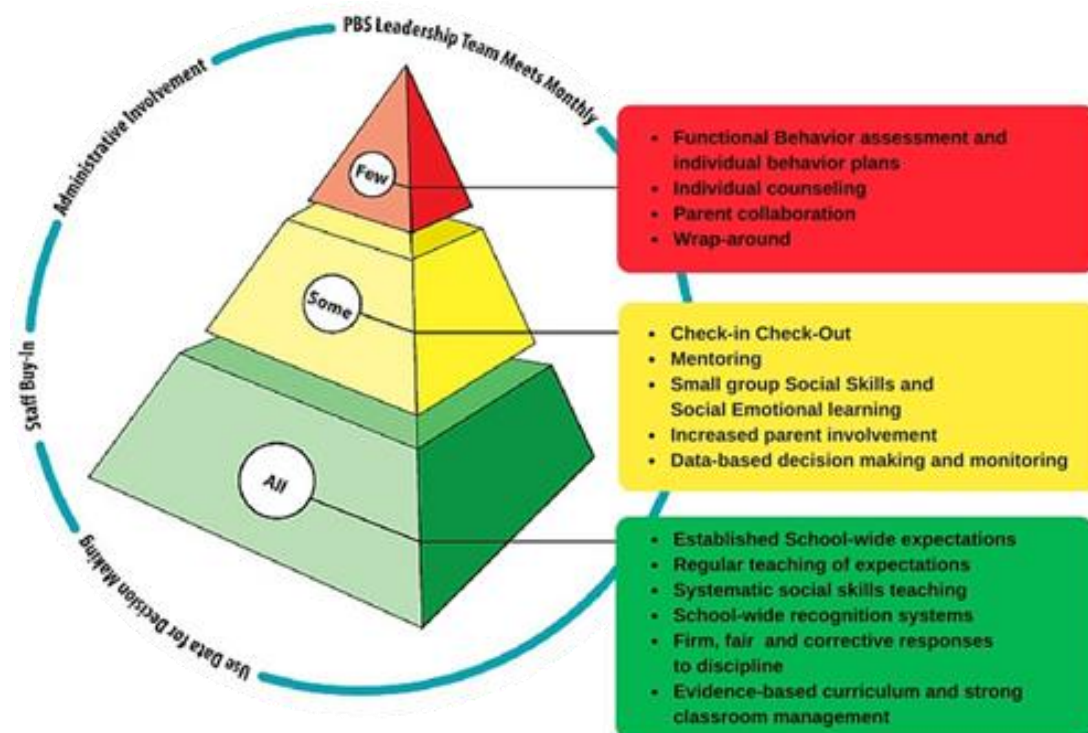
At Spring Gully Primary School we acknowledge the Dja Dja Wurrung people, the traditional custodians of this land and pay our respects to the elders past, present and emerging. We know that this land has been walked upon and cared for by them for thousands of generations and we ask them to walk with us today as we share and learn together.

What is SWPBS

School-wide Positive Behaviour Support (SWPBS) is a whole-school framework which provides a research based approach to promote positive behaviour at our school. The SWPBS approach has been developed from evidence and data, demonstrating the most effective ways to prevent and respond to problem behaviour, improve school culture and increase academic performance.

SWPBS provides a consistent approach and common language to engage, guide and support students to be the best they can be.

SWPBS runs along a continuum from Tier 1 for all students, Tier 2 for a small cohort of students to Tier 3 for individual students. Students may move up and down these tiers throughout their time at school.

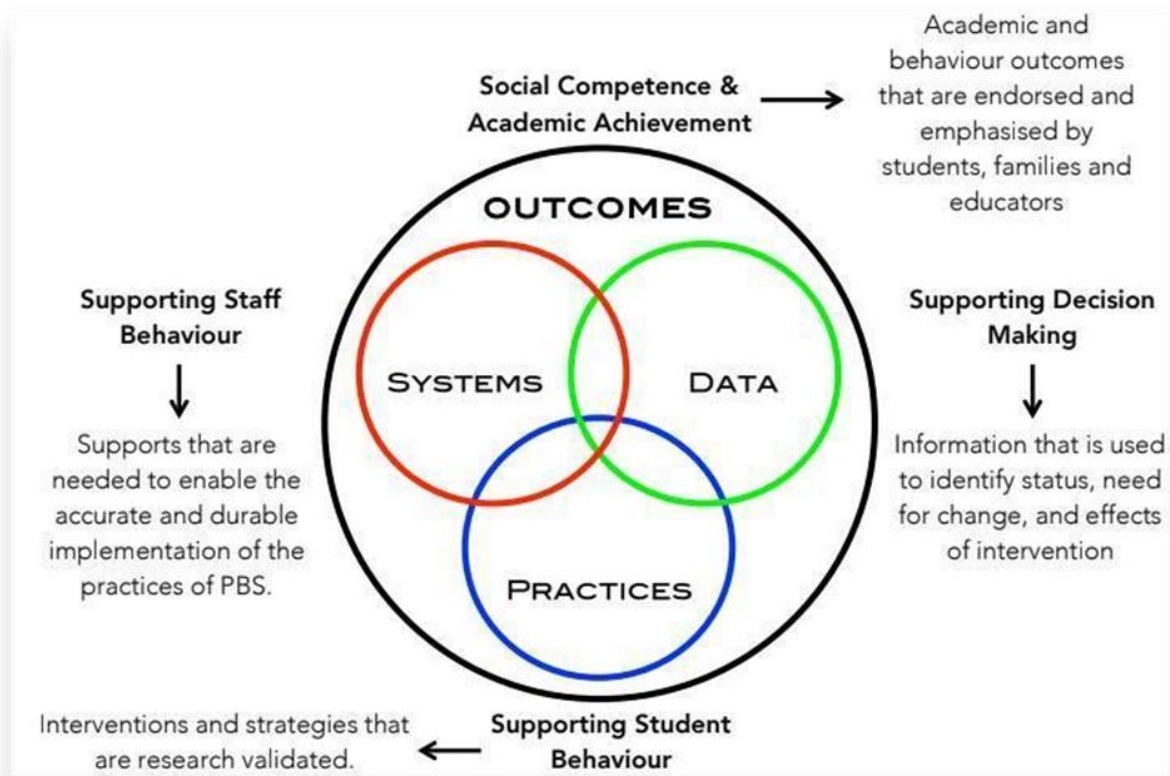


An important aspect of SWPBS is the understanding that appropriate behaviour and social competence is a skill that requires direct teaching to students, just like literacy and numeracy. There is no assumption, in SWPBS, that students will learn appropriate social behaviours automatically. This critical feature of SWPBS leads to its effectiveness.

High expectations are key to creating a successful supportive learning environment. In order to create an environment that supports positive behaviour, teachers must have high expectations of all students.

SWPBS Framework

Effective, efficient, and relevant school-wide behaviour management is based on a balance of four key interactive elements: Outcomes, Systems, Data and Practices.



Guiding Principles

Spring Gully Primary School use the following principles to guide our behaviour management decisions and actions:

- ✓ Use data to guide decision making
- ✓ Establish school-wide behaviour support systems for academic and behaviour success
- ✓ Make decisions that are linked to important and measurable outcomes
- ✓ Utilise evidence-based practices, interventions and strategies
- ✓ Emphasise an instructional approach to behaviour management
- ✓ Prioritise prevention
- ✓ Integrate initiatives, programs and interventions that have common outcomes
- ✓ Build and sustain a continuum of behaviour support
- ✓ Consider and implement school-wide practices and systems for all students, all staff and all settings
- ✓ Evaluate continuously
- ✓ Coordinate efforts with a school-wide leadership team.

Partnership

A critical element of successful SWPBS is the commitment and ownership of all relevant parties: students, staff, families and the wider school community. Spring Gully Primary School has consulted the student body, through our SRC, staff and the school community throughout the process of selecting suitable School Values and developing our SWPBS Matrix of Expected Behaviours (See Appendix A). We continue to consult all relevant partners throughout our SWPBS journey.

Common Philosophy

At Spring Gully Primary School our SWPBS approach is underpinned by our school motto and school values. In everything they do, students are expected to demonstrate behaviours that reflect:

Be Awesome - Respect / Resilience / Responsibility

Our teachers explicitly teach these values in line with our Behaviour Matrix and the Victorian Curriculum. They are seen as being central to the life of our school and how all members of the school community should conduct themselves.

School Motto

Our school motto is **Be Awesome!**

In 2019, we lost a much loved staff member Mark “Stevo” Stevens. Stevo was known to tell his students to “Be awesome” and since his passing, we have adopted this as our school motto. This tells us all to be the best we can be, to always look for ways to be better people and, as Stevo would say, if you’re already awesome, then be more awesome!



Spring Gully Primary School fosters a community of learners where everyone is valued and has opportunities to reach their personal best.



School Values

Respect

At Spring Gully Primary School, we show respect through our words, our actions and our attitudes. We show respect to people, to property and to ourselves.

We value people, we value their feelings, we value their experience, we value their diversity and we value their



contribution. We show that we value these things by showing respect.

We are respectful in the way we speak, the words we use, the tone of our voice and our body language. We are respectful in the way we give people our attention and listen to what they have to say. We value their ideas and opinions.

Resilience

We show resilience by being brave when facing challenges and developing the strategies to bounce back; to persist and try again.

Resilient learners have a growth mindset and stay focused on tasks they find challenging; they manage distractions and persevere until problems are solved. We strive to become resilient people who adapt and become stronger than the challenges we face.



Responsibility

We take responsibility for ourselves, our learning and our behaviours. We care for those around us and are all responsible for the wellbeing of our classmates.

We are all encouraged to accept responsibility for our school community through opportunities to contribute to choices that affect our class and the whole school.

We demonstrate our responsibility through the way we care for property. We look after property that belongs to us and to others. We ask before borrowing equipment and return it when required.



Leadership

At Spring Gully Primary School, we are guided by our SWPBS team. The staff collaborate regularly to analyse data, develop lessons, acknowledge behaviour, and ensure our practices align with our SWPBS approach. We are supported by our community who are consulted throughout the SWPBS implementation process.

Teaching and Clarifying Expected Behaviour

We have a consistent approach to behaviour management. Clearly defined expectations and routines are developed, taught and retaught which reduces initial occurrences of undesirable behaviour.

Our SWPBS approach aligns academic and behavioural systems so that there is an emphasis on explicitly teaching, monitoring and rewarding appropriate behaviour.

A principle based challenge...

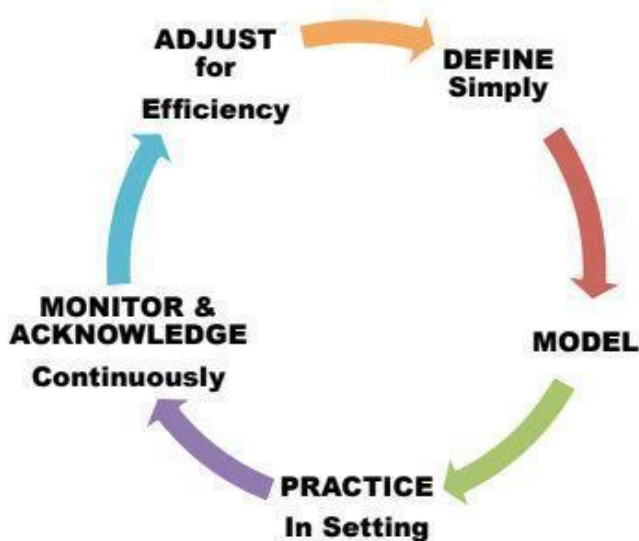
If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we.....

... teach?

... punish?

Why can't we finish the last sentence as automatically as we do the others?"

Herner, 1998



throughout the day

Instructional Practices to support SWPBS:

- ✓ Tell – define the expected behaviours and discuss why it is important
- ✓ Show – demonstrate and model
- ✓ Practice – role play expected behaviours in relevant contexts
- ✓ Monitor – pre-correct, supervise and provide positive feedback
- ✓ Reteach – practice

Encourage Expected Behaviours

Rewards are an effective, important and functional part of any educational context, and need not be detrimental to intrinsic motivation. Rewards are especially important for helping motivate a child to build early competence (fluency) with reading, numeracy or social skills.

Rewards also are important for building a predictable, positive social culture in a school. Schools with clearly defined behavioural expectations (See *Appendix A and B*), and formal strategies for acknowledging (rewarding) appropriate behaviour (See *Appendix E*), are perceived as safer, more effective learning environments.

The delivery of rewards supports children to learn that adults are serious about the social and academic goals they are teaching. Students are motivated by positive rewards, especially when they have had a hand in selecting and defining the rewards themselves. Students remain engaged when they have a positive incentive and are self-motivated to earn rewards.

SWPBS incentive rewards offer tangible signs of progress and success, provide students with positive feedback and help reinforce positive behaviours and expectations.

How expected behaviours are acknowledged

When teachers acknowledge expected behaviours they provide students with a sticker in line with the value they represented. These stickers are placed into students 'Sticker Rewards Booklets' (See *Appendix F*) and over time students will accumulate stickers to work towards a reward of their choice (See *Appendix G*) and GuGu acknowledgement certificates (See *Appendix*).



Discourage Undesirable Behaviours

Why

To support our clear, fair and consistent routines, procedures and behavioural expectations a matrix of suitable consequences has been developed to provide reasonable and consistent reinforcements across the school.

Procedure

As a SWPBS school our objective is to provide a consistent, predictable and fair use of consequences for all students.

Staff will respond in a way that is:

- ✓ Calm
- ✓ Consistent
- ✓ Brief
- ✓ Respectful
- ✓ Specific

Implementation of SWPBS includes a key emphasis on creating a positive climate for learning through developing strong staff-student relationships. The importance of sharing conversations with students where the staff member highlights positive things that the student is doing and discusses these, help to achieve a positive environment. The Creating Successful Classrooms document (*See Appendix D*) suggests additional ways that staff can achieve this, as well as strategies for teaching expected behaviours. This document has been developed by our Learning Specialists and our SWPBS team.

Students are expected to discourage undesirable behaviours in the playground using the 'stop routine' as taught in all classrooms (*See Appendix C*).

They let others know when an individual's behaviour makes them or their peers feel uncomfortable.

Ongoing Monitoring

As an evidence based approach, it is vital that we closely monitor our implementation of SWPBS. We gather a wide range of data to inform our decisions and evaluate the effectiveness of our strategies and approaches.

Monitoring strategies we employ include:

- ✓ collecting information on the frequency, location and severity of instances of inappropriate behaviours and look for patterns to identify effective responses;
- ✓ seeking feedback from student and parents about their experiences of SWPBS;
- ✓ conducting learning walks to monitor the fidelity with which the approach is being implement across the school; and
- ✓ tracking acknowledgements of positive behaviour through our acknowledgement system.

Appendices

- A Matrix of Behaviour Expectations
- B Location Posters
- C Bully Prevention - 'Stop Routine'
- D Creating Successful Classrooms
- E Student Reinforcement Matrix
- F Sticker Book
- G Rewards Charts
- H GuGu Certificates



Spring Gully Matrix of Expectations

	All Settings	Play Areas	Hub	Walkways
<p>We are Respectful</p> <p>We respect others' right to their personal space. We are kind and respectful with our words and actions We listen when others are talking. We keep our hands and feet to ourselves. We wait our turn to speak. We follow the instructions of all staff.</p>		<p>We share equipment. We include others.</p>	<p>We walk around others' games. We remain seated during eating time</p>	<p>We walk quietly past working classrooms.</p>
<p>We are Responsible</p> <p>We put rubbish in the correct bins. We use equipment for its intended purpose. We look after our own and others' property. We use school appropriate language</p>		<p>We play in the areas we are allowed. We only use sticks and rocks to dig or build. We use equipment for its intended purpose. We return borrowed equipment after use. We follow the Oval Timetable.</p>	<p>We watch where we are going. We sit in a designated area to eat. We run on the asphalt only. We put rubbish in the correct bins.</p>	<p>We walk in and around buildings. We walk on all paths</p>
<p>We are Resilient</p> <p>We wait our turn We apologise when our actions and words are not respectful I can use the stop routine</p>		<p>We can use the friendship seat We follow the agreed rules of the game We share play and sports equipment with others We share the space with others I seek help when I need to.</p>	<p>We can resume our game if it's interrupted</p>	<p>We act on reminders to walk.</p>

A Matrix of Behaviour Expectations

B Location Posters

PLAY AREAS
SPRING GULLY PRIMARY SCHOOL

RESPECT

- We share equipment
- We include others

RESPONSIBLE

- We play in areas we are allowed
- We only use sticks and rocks to dig or build
- We use equipment for its intended purpose
- We return borrowed equipment after use
- We follow the Oval Timetable

RESILIENCE

- We can use the Friendship Seat
- We follow the agreed rules of the game
- We share play and sports equipment with others
- We share the space with others
- I seek help when I need to



RESPECT - RESPONSIBILITY - RESILIENCE

LEARNING SPACES
SPRING GULLY PRIMARY SCHOOL

RESPECT

- We allow others to learn
- We raise our hand to share
- We use our inside voice
- We stay seated silently while others are talking to the class

RESPONSIBLE

- We help clean up our classroom
- We clean up after ourselves
- We are on time
- We stay on task

RESILIENCE

- When I find learning hard, I keep trying my personal best
- We are ready to learn once we enter the classroom
- We give all tasks a go
- I ask a question if I am unsure
- I use my coping strategies when I need



RESPECT - RESPONSIBILITY - RESILIENCE

TOILETS
SPRING GULLY PRIMARY SCHOOL

RESPECT

- We allow others' their privacy

RESPONSIBLE

- We close toilet doors gently
- We use the toilet for its correct purpose
- We walk straight to the toilet and return promptly to class

RESILIENCE

- We use toilets during break times
- We return promptly to class



RESPECT - RESPONSIBILITY - RESILIENCE

WALKWAYS
SPRING GULLY PRIMARY SCHOOL

RESPECT

- We walk quietly past working classrooms

RESPONSIBILITY

- We walk in and around buildings
- We walk on all paths

RESILIENCE

- We act on reminders to walk



RESPECT - RESPONSIBILITY - RESILIENCE

HUB
SPRING GULLY PRIMARY SCHOOL

RESPECT

- We walk around others' games
- We remain seated during eating time

RESPONSIBLE

- We watch where we are going
- We walk around the games of others
- We sit in a designated area to eat
- We run on the asphalt only
- We put our rubbish in the bins

RESILIENCE

- We can resume our game if it's interrupted



RESPECT - RESPONSIBILITY - RESILIENCE

Stop Routine



Stop routine

Say...

1. Stop it, I don't like it
2. Stop it, or I'll tell a teacher
3. I'm going to tell the teacher now

When doing the stop routine, I can...

- stand tall and confidently
- look at the person
- speak clearly and calmly
- use respectful language



Creating Successful Classrooms

Respect, Responsibility & Resilience



POSITIVE CONVERSATIONS

- Listen actively and without judgement
 - Use students' names
 - Use a calm and measured tone
- Follow up conversations, showing care and empathy
- Allow students the opportunity to explain their point of view

- Listen actively and without judgement
 - Use students' names
 - Use a calm and measured tone
- Follow up conversations, showing care and empathy
- Allow students the opportunity to explain their point of view.

Step 1



PROMPT

- Prompting – Non-Verbal Cues
- Praise and acknowledge specific behaviours – e.g. praise other students who are showing the expected behaviour
- Provide verbal and visual cues
 - Eye contact
- Proximity/teacher presence – subtly walk towards the student
- Minimal verbal response
 - Gesture/signal
- The Pause/Stop and wait – give students time to respond
 - The look
- Ignore secondary behaviour
- Point to displayed classroom expectations and visuals
- Non-verbal acknowledgement e.g. head nod when expected behaviour achieved, smile

Step 2

REDIRECT

- Restate the expected behaviour/refer to the matrix
- Redirect students by instructing
- Praise and acknowledge specific behaviours from others
 - Model and practice classroom routines and behaviours
- Assist your students to identify why they are not on task/acting out
 - Change the environment e.g. seating, activity moderation (incorporate regulation activity; physical movement, listening to relaxing music, mindfulness)
- Know your students: triggers, seating plans, wind down time, preventative actions



Step 3

RETEACH

- Engage in private dialogue – avoid shaming
- State and demonstrate the expected behaviour
- Model and practice classroom routines and expected behaviours
- Explicitly and frequently teach expected behaviours (referring to the matrix) using a range of teaching strategies
 - Role-play
 - Social stories
- Have a student demonstrate
- Have student paraphrase expected behaviour
- Provide immediate feedback



Step 4

PROVIDE



- Allow students time to make an appropriate choice
- Offer two or three choices that lead to expected behaviour:
 - Complete the activity in another room
 - Adjust the order of the activity
 - Offer alternative tools to complete the activity
 - Use alternative activity to accomplish the same instructional objective
- Offer choices "you can show... (respect) by using... (matrix – kind words) now or you can... (logical consequence)"
- If the student chooses to continue inappropriate behaviour, a minor or major is to be entered onto Compass (refer to minor/major flowchart)

Step 5

CONVERSATION

- If three minors in one day or a major has been given, the student will have a restorative conversation with the principal or assistant principal
- If the student is still non-compliant follow the major behaviour steps

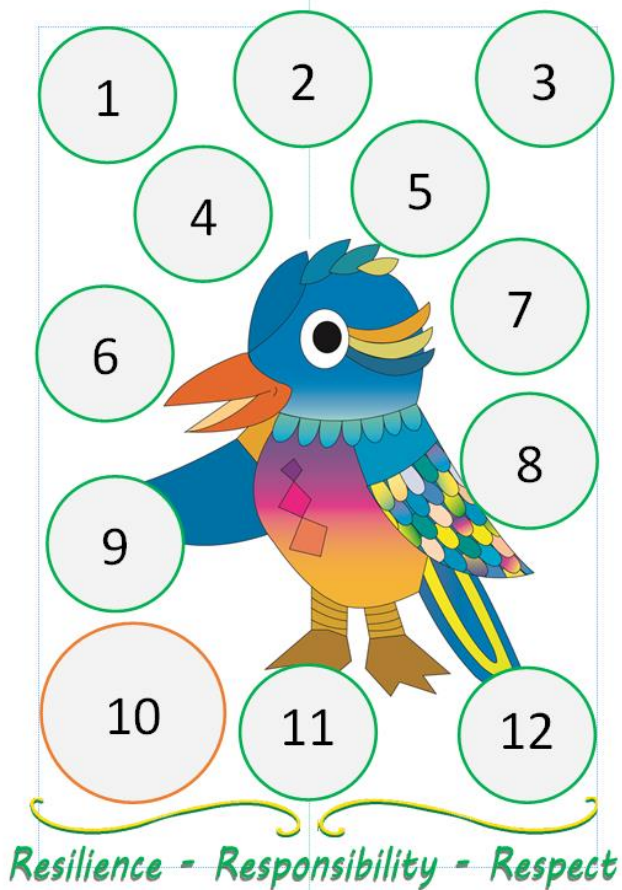





Student Reinforcement Matrix



When	What	Notes	
Frequent (all the time)	<ul style="list-style-type: none"> When a student has been observed demonstrating a SWPBS expectation they will receive a Coloured Dot Sticker (corresponding with the expectation value) from any staff member Students are to take responsibility and place their sticker onto their sticker chart in their classroom. 	<ul style="list-style-type: none"> Stickers are carried by all staff Students receive stickers for their own sticker chart. 	<ul style="list-style-type: none"> If a student receives a sticker outside or during a specialist class they will need to hold onto it until they are back in their classroom to then place it on their chart Teachers can use the rewards of stickers for their achievement posts.
Intermediate (Weekly)	<ul style="list-style-type: none"> Students build up their stickers and decide when they would like to 'cash in' for a reward from whichever value they reach (10, 20, 30, 40, 50) 	<ul style="list-style-type: none"> Students 'cash in' a reward from their own classroom rewards chart. 	<ul style="list-style-type: none"> Teacher will mark off/keep track of student's sticker charts when they have 'cashed in' a reward Once a student chooses a reward then their sticker tally only resets to build up to a new reward.
Long Term Whole School	<ul style="list-style-type: none"> Once students receive 25 value stickers they receive a Bronze certificate Once students receive 50 value stickers they receive a Silver certificate Once students receive 100 value stickers they receive a Gold certificate Classroom rewards Whole school rewards 	<ul style="list-style-type: none"> Students receive a Certificate at assembly to take home for each milestone they reach (25, 50, 100) Prep - when a student receives their 5th sticker they can then add to their classroom reward (puzzle) 1/2 - when a student receives their 10th sticker they can then add to their classroom reward (puzzle) 3/4 - When a student receives a sticker they can add a letter to the School Value words. 5/6 - when a student receives a sticker, they will place a marble in a jar When a classroom reward has been achieved then a student from that class can add to the whole school Gugu magnet 	<ul style="list-style-type: none"> Students tally continues to build up for the year for certificates only Once students fill up their sticker chart they can take it home Staff document which students reach each milestone on our GuGu Award Tracker document. Once a classrooms reward tub/box is full then the students receive their classroom reward e.g. outside game, casual dress etc Students will vote on classroom rewards each term There will be a set date to cash in our Whole School Reward at the end of each term. Depending on how many magnet pieces we have, will determine the level of reward received Each term the Gugu magnet will reset Students will survey and vote on the whole school rewards they would like each year




G Rewards Charts



Prep Gugu Sticker Rewards

SPRING GULLY PRIMARY SCHOOL
- 2022 -



When we are showing our School Values and making positive choices, we can be acknowledged with a Gugu sticker. We all have a Gugu sticker chart in the classroom where we can tally our stickers.


When we collect the amounts of stickers listed below, we are eligible for a reward. It is really exciting to get a reward for our stickers and every year our school chooses different rewards we can achieve.

When we are ready to get a reward for our stickers, we tell our classroom teacher and they help us to sign off on our chart.

Everyone who reaches 25, 50 and 100 stickers gets a certificate at assembly.


10	20	30	40	50
Eat a yummy snack at fruit time (from your lunchbox)	Choose a friend to have 10 minutes extra play in the hub after recess	Wear a costume or your favourite clothes to school instead of school clothes	Have someone special come and visit at school	Have lunch with Mr Parkes or Mr Trezise in the staff room
Choose some colour in pictures	Bring your favourite book to school for your teacher to read	Wear your PJ's to school	Visit your brother/sister/special friend's classroom for a lesson	Spend a whole day with your Buddy
Bring a teddy for the day	Extra 10 mins play on playground for the class	Have a race with Mr Smith	Free time with a friend - 30 minutes	Class Slumber Party
Be your teacher's special helper for the day	Free iPad time - 20 mins	Watch a movie with the class	Invite a friend from another class for a session	Try another Prep class for the day
Play an extra round of Maths Ladder	Play a classroom game outside	Class dance party		Class party
Change your chair/spot or dot for the day	Free time -20 minutes	Free iPad time - 30 mins		
Take a selfie with your teacher		Free time - 30 minutes		
Have a cushion for the day				
Sit on your teacher's chair for the day				
Bring something for show and tell				
Free time - 10 minutes				

RESPECT - RESPONSIBILITY - RESILIENCE



Grade 1/2 Gugu Sticker Rewards

SPRING GULLY PRIMARY SCHOOL
- 2022 -



When we are showing our School Values and making positive choices, we can be acknowledged with a Gugu sticker. We all have a Gugu sticker chart in the classroom where we can tally our stickers.

When we collect the amounts of stickers listed below, we are eligible for a reward. It is really exciting to get a reward for our stickers and every year our school chooses different rewards we can achieve.

When we are ready to get a reward for our stickers, we tell our classroom teacher and they help us to sign off on our chart.

Everyone who reaches 25, 50 and 100 stickers gets a certificate at assembly.

10	20	30	40	50
Draw a picture on the classroom whiteboard	5 extra minutes on the playground	Class game	20 minutes of free time	45 minutes of free time
5 minutes of free time	Teacher's helper for 1 session	15 minutes of free time	Help out a Prep class for half a day	Eat lunch with the principal
Choose 1 song for the class to listen to	Free show and tell day	Work outside for a lesson	Dance party/yoga at lunchtime with 5 friends	Eat lunch in the staff room
Sitting on a chair instead of the floor for a day	Choose where you sit for the day	Work in another 1/2 class for a lesson	Play in the 3-6 playground/gaga pit during recess and lunch (no spider)	Extra specialist session
Leader of the line for the day	Choose 2 songs for the class to listen to	Play on the 3-6 playground/gaga pit during recess (no spider)	15 minute outside game for the whole class	No school uniform for a day
Call the morning roll	Read a book to the class	Pillow on your chair for the day	Early lunch break with a friend	Help in another P-2 classroom for a day
Pick a class game	Print something out	Choose 3 songs for the class to listen to	Choose 5 songs for the class to listen to	Choose what the grade does for a session
Choose a book for the class to listen to	Teacher helper/assistant for the day	Help another student do their work for the day	Eat when you want	Choose a movie for the class to watch
		Teach the class a new skill of your choice	Play with Teddy/take him for a walk	Choose what game we play in PE
				Class party (5 people need 50 points)

RESPECT - RESPONSIBILITY - RESILIENCE



Grade 3/4 Gugu Sticker Rewards

SPRING GULLY PRIMARY SCHOOL
- 2022 -



When we are showing our School Values and making positive choices, we can be acknowledged with a Gugu sticker. We all have a Gugu sticker chart in the classroom where we can tally our stickers.

When we collect the amounts of stickers listed below, we are eligible for a reward. It is really exciting to get a reward for our stickers and every year our school chooses different rewards we can achieve.

When we are ready to get a reward for our stickers, we tell our classroom teacher and they help us to sign off on our chart.


Everyone who reaches 25, 50 and 100 stickers gets a certificate at assembly.

10	20	30	40	50
15 minutes free time (inside)	20 minutes free time (inside)	30 minutes free time (inside)	30 mins of games in the Manya building for the whole class	Extended play time for the grade (15 mins)
15 minutes with the chickens	Sit on the chair for a day (instead of floor)	Choose a Classroom Game (10 mins)	Eat lunch in the staffroom with a friend	Class Movie
Sit on teacher's chair for a session	Eat lunch with another class (e.g. Preps)	Help with the chickens or the garden for a session	Choose 2-3 friends to do crafts with for 30 mins	Eat lunch with the Principal
Bring in a toy from home for show and tell	Work in glass rooms/middle space for a session	Sit on teacher's chair for the day	Choose the warm up game in PE	An hour of free time on the computer
Choose a song/video from YouTube to show to the class (5 mins, school-appropriate)	Play on the junior playground during recess and lunch for the day	Bring a pillow or 'Oodf' to use in class for the day	Teach the class an activity or skill	Choose Mr Trezise/Mr Parkes to do the Chicken Dance
Prize Box / lucky dip		DJ school music at recess or lunch (work with Teacher on duty in the Hub)	Class Gaga ball	Do an extra lesson (student's choice)
Show and tell		Be 'Assistant' teacher for the day (mark roll, hand outs, copying, lesson helper)	Class Board Games session (45 mins)	Be an office helper / principal helper for the day
			Bring a friend to class for one session (e.g. Reading or Writing)	Come to school out of uniform (individual)
				Bring 2 friends to class for one session (e.g. Reading or Writing)

Class Rewards


Class Movie (20 each)	Dodgeball (10 each)	Class Party (1000 stickers)
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RESPECT - RESPONSIBILITY - RESILIENCE



Grade 5/6 Gugu Sticker Rewards

SPRING GULLY PRIMARY SCHOOL
- 2022 -



When we are showing our School Values and making positive choices, we can be acknowledged with a Gugu sticker. We all have a Gugu sticker chart in the classroom where we can tally our stickers.

When we collect the amounts of stickers listed below, we are eligible for a reward. It is really exciting to get a reward for our stickers and every year our school chooses different rewards we can achieve.

When we are ready to get a reward for our stickers, we tell our classroom teacher and they help us to sign off on our chart.

Everyone who reaches 25, 50 and 100 stickers gets a certificate at assembly.

10	20	30	40	50
15 minutes free time	Sit in the shade on a special chair with a friend at assembly	Choose a class game	Get to go in the sensory room for a session	Outside game with the whole class
Bring a pillow/toy for the day	Comfy chair for the whole day	Bonus specialist session	Spend 45 minutes with Teddy	Pick songs to be played in class (DJ) for a lesson
Do show and tell	Half hour free time in class	Half hour free time with a friend	Free time in the Manya with up to 3 friends for 20 minutes	Class movie
Choose a song to play in class	Work in the library with a friend for a session	Arts / craft activity with a friend	Watch a movie at lunch with max. 3 friends	Choose/teach what the class does for a session
Comfy/spinning chair for a session	Display a piece of work at the office.	Teach the class/teacher a new skill	1 hour of free time	Out of uniform for a day
Sit at teacher desk for a session	Read a book to a junior class	Play school appropriate apps on iPad/Netbook for 30 minutes	Join another class for the day	Recruit a friend from another class to your class for the day
	Homework pass - 1 week	Help out in a junior classroom for a session	Choose something to 3D print	Cooking with up to 3 friends and an E.S.
	Recess inside with a friend		Use computer inside during lunch with up to 3 friends	
			Bring an approved pet to class	

RESPECT - RESPONSIBILITY - RESILIENCE

H GuGu Certificates

