Foreword – According to the School Student Welfare Policy, strategies to promote good discipline and effective learning are fostered in 8 broad ways. These include appropriate curriculum, support programs, relevant teacher and parent training, proactive social programs, adequate resources, a stimulating environment, parent involvement and the establishment of fair, clear and consistently applied rules.

LPS School Discipline Code is part of the school’s Student Welfare Policy. It has a framework of ten levels as seen below. The 5 positive levels form our Merit Awards. Students are encouraged to gain merit cards for positive behaviour and exchange them in groups of 5 for green, silver or gold certificates as they aim to reach the higher levels.

The last time this system was reviewed was 2009. Since then, assemblies have been interrupted due to the removal of the old library and the prolonged building of the new hall.

Also an unprecedented change of staff since 2009 (especially the executive in 2011), has meant some parts of the system has not been consistently applied. We are working toward restoring the system but felt it was timely to evaluate the merit system seeking feedback from students, parents and staff.

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### Overview of School Discipline Code

<table>
<thead>
<tr>
<th>Principal’s Plaque</th>
<th>Principal’s Medallion (Gold)</th>
<th>Silver Awards</th>
<th>Green Levels 1,2,3,4</th>
<th>Yellow Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 merit Awards</td>
<td>50 merit awards</td>
<td>25 merit awards per green level</td>
<td>All students start here. New students can count awards from previous school or negotiate a starting point based on report card comments</td>
<td>Minor break of school rules - teacher conference, possible time-out (white slips used to report). 4 white slips results in 1 blue slip.</td>
<td>Break of school rules. Teacher conference, possible time-out or minor consequence blue slip issued.</td>
<td>More serious breach of school rules e.g. 4 blue slips = 1-2 days detention. Parents contacted</td>
<td>Serious breach of school rules. 2-5 days detention or In school suspension. Possible behavioural charts. Ref. to LST Parents interviewed</td>
<td>DEC suspension guideline re inappropriate behaviour Suspension</td>
<td></td>
</tr>
<tr>
<td>Presented at Annual Presentation Day. Morning Tea with Principal</td>
<td>Presented at Annual Presentation Day. Morning Tea with Principal</td>
<td>Presented at morning assembly. Morning Tea with Principal. Published in newsletter.</td>
<td>(Gold)</td>
<td>Silver</td>
<td>Green</td>
<td>Yellow</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

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**Eligible Awards to progress along positive levels**

For merit awards to move students up the levels, they must have either the school’s or the DEC’s logo.

Eligible awards include:

1. Attendance, DEC Awards at end of year
2. Principal’s Awards, 4 per term per class
3. Class Assembly Merits – 3 per week in K-2; 4 per week in 3-6, including a LPRS certificate
4. Sport Awards, two given per teacher at weekly sport
5. Star of the Week (K-2)
6. Semester Awards for no Blue slips (this will be reinstated)
7. Mathletic Gold Awards (recently added)
8. Special Initiative Awards e.g. holiday reading, citizenship. These generally would be a “one off” award focusing on a school target or program.
**Parents & Teachers’ Survey**

Give a rating of 1 to 5 for the following award areas as to their importance in rewarding student behaviour, learning and effort i.e. 1-2 being not important ☻, 3 being unsure ☼, 4-5 being very important ☼

<table>
<thead>
<tr>
<th>Award Area</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
<th>Rating 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Principal’s Awards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Class Assembly Merits</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sport Awards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Star of the Week (K-2)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Semester Awards for no blue slips</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mathletics Gold Awards (recently added)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Special Initiative Awards eg holiday reading, citizenship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Overall, the school rewards deserving students fairly &amp; adequately.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(1 for not at all, 3 for OK, 5 for always)

10. How effective do you believe tangible rewards are in positively changing student behaviour?

   1  2  3  4  5

11. Considering the merit awards are only one strategy to promote good discipline and considering the time and work required to maintain them, do you think,
   There are too many awards/Not enough awards/about the right amount?

   *Circle your opinion*

12. Are there other formal awards you would like to see as part of the merit system?

   ________________________________________________________________

13. What are the positives of the school’s merit system?

   ________________________________________________________________

14. What are the negatives of the school’s merit system?

   ________________________________________________________________
   ________________________________________________________________

15. In what other ways do you see the school and teachers recognising and positively affirming students?

   ________________________________________________________________
   ________________________________________________________________

16. Any further suggestions or comments

   ________________________________________________________________

Name: (optional) ____________________________ Grade of student/s ______________________