



Derrimut
Primary School

F- 6 Positive Behaviour

Expectation Classroom Matrix

In the classroom we are/show...	Respectful	Responsible	Excellence
Transition	<ul style="list-style-type: none"> • move from one space to another quietly and calmly • stay on task and only use our lockers when instructed • keep our body and hands to ourselves 	<ul style="list-style-type: none"> • take care of our learning resources and classroom • have the correct materials for the task • are in the right place at the right time 	<ul style="list-style-type: none"> • listen and follow instructions from an adult • gather our materials at the right time • let a teacher know if we are not ready to learn
Launch	<ul style="list-style-type: none"> • raise our hand and wait our turn when we want to speak • keep our body and hands to ourselves 	<ul style="list-style-type: none"> • bring required materials to the floor • allow everyone to be active participants • stay seated in our designated learning spot until instructed by an adult • allow everyone to teach and learn 	<ul style="list-style-type: none"> • actively listen and participate in class discussions • ask questions when we are unsure of something • put our hands up and ask questions to grow our understanding
Explore	<ul style="list-style-type: none"> • use words that will make other's feel safe • interact with speakers, by listening and responding to their ideas 	<ul style="list-style-type: none"> • stay in our chosen learning space • help others when they need it • use items for their intended purpose • use brain breaks to regulate our body 	<ul style="list-style-type: none"> • complete set tasks on time • complete tasks to the best of our ability • ask for help to solve problems • use class anchor charts and slides to support our learning
Summary / Review	<ul style="list-style-type: none"> • wait patiently to share our ideas • actively listen while others share • raise our hand to speak 	<ul style="list-style-type: none"> • participate in the class reflection • stay seated in our designated learning spot until instructed by an adult 	<ul style="list-style-type: none"> • produce our best work • use the success criteria to reflect on our learning
If I need something	<ul style="list-style-type: none"> • wait for our turn to speak • ask before using someone's equipment • raise our hand and ask when we need something 	<ul style="list-style-type: none"> • use the learning slides for support • refer back to the learning intention and success criteria • ask a peer for help before asking a teacher 	<ul style="list-style-type: none"> • ask for help when we need it • select an early finishers task when we have completed our work • seek feedback and revise our work