

School Policy - Yasodhara Sinhala and Dhamma School SLBM Inc: Sri Lanka Buddhist Monastery

1. School profile

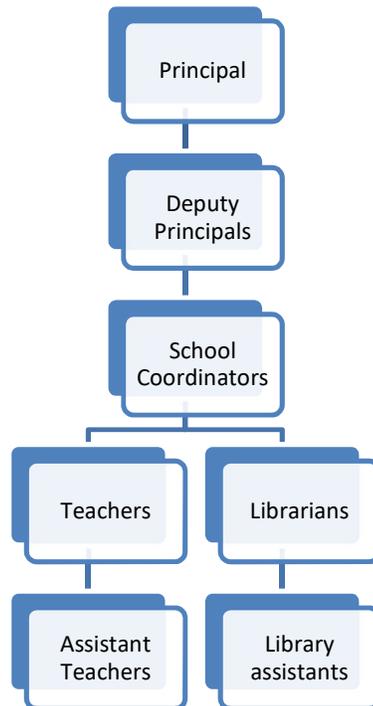
1.1 School Premises

114, Considine Street, Ellengrove, Brisbane, 4078 QLD. SLBM owns the rights and the responsibilities of both schools.

1.2 The Background of the Schools

Yasodhara Sinhala and Dhamma School is affiliated as an organisational institute to the Sri Lanka Buddhist Monastery in Brisbane. The school operates and coordinated by a group of educated and dedicated volunteer coordinators and teachers under the influence and guidance of the Maha Sanga.

1.3 The Leadership Structure



The Principal:

Most Ven. Panditharcharya, Wattegama Dhammawasa Nayaka Thero

The Deputy Principals:

Venerable Ihalagangoda Nanada Thero

Venerable Nadimale Sudhamma Meheninwahanse

The Coordinators Teachers and library staff:

Refer to the school website

1.4 Affiliations to Educational Authorities:**The Yasodhara Sinhala School (YSS):**

YSS works under the educational leadership of Education Queensland and works aligned with QCAA (Queensland Curriculum Assessment Authorities) The school is monitored throughout the year and a high standard of educational, ethical and professional standard is expected from all communities who are affiliated to this system.

Yasodhara Dhamma School (YDS):

Dhamma School Senior Curriculum, Exams and Assessments are set by the Colombo YMBA Institution. All children are expected to sit for these annual examinations by the end of June each year and on completion, students will be awarded certificates from the YMBA, Colombo each year at the school annual prize giving ceremony. The students who have passed the exam in that particular year level, will be upgraded to the next year level. Absentees need to give a valid reason in written form to the coordinators. The class teacher should check the end of term results and through consent from the school committee the student can be up graded to the upper level. Students who have not attended both YMBA or the end of term/year exams will not be allowed to move to an upper level. The school will be monitored by the School Management Authorities throughout the year and a high standard of educational, ethical and professional attitude is expected from all communities and students who are affiliated to this system

1.5 The Board of School:

The Clergy- The Principal and the Deputy Principals of the SLBM, and the SLBM Management Committee becomes the School Board when required in order to undertake important decision-making actions and future developments.

2. Yasodhara Sinhala School

2.1 Our Vision

Our vision is to promote and teach the Sinhala Language and culture amongst Australian Sri Lankans.

2.2 Our Mission

Our mission is to facilitate the learning of Sinhala language by educating and empowering our next generation with adequate knowledge of Sinhala language, Sri Lankan history and culture. To improve communication between home and community and to keep their links and relationships with Sri Lanka.

To promote Sinhala as a recognized Junior and Senior level-LOTE Language within the Queensland education system. Gain accreditation towards QCAA with recognition as a senior subject taught for University entry and to enhance multiculturalism and diversity in Australia.

Yashodhara Sinhala Language School was established on 15th of March in year 2008, with 22 students, in order to teach the Sinhala language to students who wish to learn Sinhala and Sri Lankan culture on Saturdays in the SLBM premises. Presently the school has advanced up to year 11 class and now have progressed from pre-school to year 11. The classes are conducted on Saturdays from 2:30pm – 4:30pm. The school curriculum aligns with the current language learning school modules (Languages Other Than English), prescribed by the QCAA establishment. The Sinhala Senior Curriculum is currently being reviewed and taught under the guidelines of QCAA (Queensland Curriculum and Assessment Authority). The program is supported with the financial backing of the Education Queensland, and the Sri Lanka Buddhist Monastery.

2.3 Sinhala School Class Structure as per June 2019

Olu Class (Prep)	Nelum Class (Grade 1,2)	Manel (Grade 3,4)	Kumudu class (Grade 5)
Araliya class (Grade 6),	Namal Class (Grade 7)	Saman class (Grade 8)	Sepalika class (Grade 9)
Sal class (Grade 10)	Express class 1 (Beginner 1)	Express class 2 (Beginner 2)	

2.4 Other Sinhala Schools affiliated to Yasodara Sinhala School as a Sister School.

Any School afflicted to Yasodhara Sinhala school connected to SLBM needs to follow the same rules and procedures if to run their schools in a progressive order.

2.5 Curriculum Development

The delivery of the curriculum will be accorded with the Education Queensland Curriculum guidelines for teaching Languages. The curriculum development and implementation should be initiated by a Teaching Professional, where possible, with the participation and assistance of other teachers and coordinators taking into consideration of their past experiences, teacher reflections and the evaluation procedures undertaken by the school management. This will be done by using the evaluation forms. It is important to use the past learning and teaching experiences after using the results of the outcomes and modify the existing programs if students are not adequately learning and not gaining much comprehensible input. It is important to link students past learning experiences to the new learning to keep continuity and cohesion of the lessons taught. The learning techniques should focus the development of communicative competence of the learners. Activity-based learning methods (genres) should be taught compatible to the learning methods of Australian schools.

The curriculum should cater for a student entered learning environment by using the Communicative Teaching procedures to improve communication skills that needs to be used in real life situations.

2.6 The Teaching Method

The communicative Teaching Method and student-centred functional teaching and learning approaches will be used as methods of teaching, in order to build the communicative competence of the learners. The objective of implementing this method is, for the learners to be able to use the language that is taught in class to the outside world. This method will also give similar experiences of learning to those students learn in their regular schools.

2.6.1 Teaching METHODS – From VCE Study Guide:

“Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language and are involved in activities which encourage purposeful language use. Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students’ preparation. Teachers themselves will judge at what points in their course such instruction will be needed.”

2.7 Assessment and Evaluation

Assessment and evaluation procedures should be aligned with the QCAA, LOTE Curriculum Guidelines and be followed accordingly for each year level.

A variety of activities should be developed according to the interests and abilities of the learners to build communicative competence taking to account all 4 Macro Skills of the learners and each skill should be tested separately. Parent participation and involvement

should be encouraged for interactions between home school learning. Involve parents for preparing activities. Sight word folders and a notebook should accompany home with each student to facilitate home school learning each week, to practice sight words at home and encourage parents to read important events that take place in class and be adequately prepared for the following week.

2.7.1 Evaluation by the Teachers

It is imperative for teachers to prepare lesson plans (using the templates offered by the school) for each day, taking to account the 4 macro skills of language involved in each lesson and be followed by an evaluation strategy to understand whether learning outcomes have been achieved and to know whether the students have mastered the subject matter. Later, perform a self-evaluation procedure to know whether objectives have been achieved, success of the lessons taught and what needs to be followed up in the next lesson.

The evaluation can be done through students and students, teacher and students, as a whole class, and parents and students.

The teachers should revise or evaluate their own teaching by reflecting how well the lessons went and how well the students have mastered their learning in order to improve their own teaching skills and support students learning. The school program should be evaluated by the school management team each year using the evaluation sheet provided by the LOTE Framework to improve existing programs and to provide better programs to reach better learning out comes, indicating what strategies they hope to implement to modify the programs.

2.7.2 Evaluation by the School

Termly or Yearly the School Management Team should reflect on the teaching programs taking to account the teacher reflections on the teaching methods and progress of learning in classes in order to amend, implement and improve learning and teaching outcomes.

The Coordinators should call a monthly meeting to meet with the teaching staff and the Deputy Principals to discuss school improvements and conduct termly meetings as Parent teacher meetings.

2.8 Obligations towards Queensland Education

YSS signs an agreement with Queensland education annually. Each year the following procedures will include a review of the following requirements of the Service Agreement with Education Queensland:

1. Blue Card and Child and Youth Risk Management Strategy compliance
2. Registration as a charity with the Australian Charities and Not-for-Profits
3. Student attendance rolls up to date
4. Samples of marked test papers and copies of test results kept in school

Obtaining a Blue Card – Child Safety and Wellbeing

All community members work with children are required to obtain a blue card. The coordinators should advise teachers and all staff that all persons working with children should apply for a blue card check. This should be maintained and checked by the coordinators each year.

3. Yasodhara Dhamma School

3.1 Our Vision

The Buddha - Dhamma, which is learnt in this school setting, is imparted to students through teaching, learning and practice.

Our mission is to impart the knowledge of Buddhism to students and help them to be well rounded, happy, and balanced people. With the learning and understanding of the Buddhist teachings, the students will be able to face challenges that confront them in their daily lives. The school will educate students to live in harmony with their fellow beings through a process of adjustments based on true knowledge learnt in Buddhism.

Yasodhara Dhamma School begins after a short tea break at 4:45 pm which is followed by Buddha Wandana Session conducted before classes. This is held at the Dhamma Hall. The teaching time expands up to 6:00 or 6:30pm according to specific year levels. Junior school ends at 6:15pm. The senior classes could run up to 7:00 pm during exam times.

The school timings should not be used for other activities other than Wesak celebrations.

3.2 Class Structures or Year Levels - YDSS

Junior School Curriculum

Senior School Curriculum- YMBA

Pre-Prep	Grade 3	Basic Class	Senior Part 2
Prep Class		Junior Part 1	Diploma/ Dharmachariya
Grade 1		Junior Part 2	
Grade 2		Senior Part 1	

3.3 Yasodhara Dhamma School Curriculum and Assessment

3.3.1 The Curriculum

The medium of instruction is English. The learning experiences from Basic Class to Diploma class levels are drawn from the prescribed syllabus from the YMBA Colombo. This is a syllabus covered to teach Dhamma to students in Sri Lanka and overseas, which is published

by the Colombo YMBA Sri Lanka. The examination is set by the YMBA each year, and the participants are awarded certificates of achievements after successful completion of each year-level through the YMBA organisation. All written test papers will be sent to the YMBA and the graded marks as, F, S, C & D will be sent to school around the time in August.

The Junior School Curriculum is prepared by the class teachers to suit the year levels of the students from Pre – Preschool, to Grade 3. All classes are required to have a written curriculum for each year level.

3.3.2 Yasodhara Dhamma School Examinations

The Junior school exams will be set by the relevant teachers for their specific classes.

The Senior and Junior teachers need to perform assessment tasks for individual students and prepare test papers according to the content being taught throughout the term and a special examination need to be set at the end of each term for at least 1 hour or more duration for senior students and a shorter duration for the middle school according to year levels. The dates should be allocated one week prior to the school holidays. This feedback should be given as a report card to parents indicating whether the students learning have been progressed up to the expectations of the class or if any additional help is needed or to identify any further assistance and Improvement.

3.3.3 Evaluation by the Teachers

It is imperative for teachers to prepare lesson plans (using the templates offered by the school) for each day to understand whether learning outcomes have been achieved and to know whether the students have mastered the subject matter. Later, perform a self-evaluation procedure to know whether objectives have been achieved, success of the lessons taught and what needs to be followed up in the next lesson.

The evaluation can be done through students and students, teacher and students, as a whole class, and parents and students.

The teachers should revise or evaluate their own teaching by reflecting how well the lessons went and how well the students have mastered their learning in order to improve their own teaching skills and support students learning. The school program should be evaluated by the school management team each year using the evaluation sheet provided by the LOTE Framework to improve existing programs and to provide better programs to reach better learning out comes, indicating what strategies they hope to implement to modify the programs.

3.3.4 Evaluation by the School

Termly or Yearly the School Management Team should reflect on the teaching programs taking to account the teacher reflections on the teaching methods and progress of learning in classes in order to amend, implement and improve learning and teaching outcomes.

The Coordinators should call a monthly meeting to meet with the teaching staff and the Deputy Principals to discuss school improvements and conduct termly meetings as Parent teacher meetings.

4. School Management and Administration

4.1 Membership of the SLBM

It is a requirement for parents to obtain the membership of the SLBM in order to support the ongoing facilities of the temple and to maintain the school to its highest standard. If a parent is unable to pay this fee (AUD 120), should consult a coordinator or venerable Maha Sangha to gain exception from it. This can be paid yearly or in two instalments. Dhamma Textbooks and school uniforms can be obtained from the Coordinators at the time of enrolment.

4.2 Enrolment Procedures

New students will be enrolled in both schools at the beginning of each year, on the first Saturday after the school holidays and in July each year. However, students may be enrolled within the term if vacancies arise. Enrolment forms and the Membership forms are available with the coordinators and during the week at the Monastery.

If the child's appropriate age has reached, then the membership forms and duly filled enrolment forms should be handed over to the coordinator who would organise a meeting with the Mahasanga. The purpose of this visit is to strengthen the relationship with your child with the Mahasanga and receive Blessings. The enrolment fee should be enveloped with the telephone number and email address written and pay to the cashier at the canteen to obtain a temporary receipt and an official receipt will be emailed to you by the treasure within two weeks. Online facilities are also available through the Website. The parents will be notified when the administrative procedure is completed

4.2.1 The Age of Enrolment for students in both Yasodhara Schools

Students should be above or more than Four and a half Years old by each academic year in January or in July in the same year.

4.3 Classroom Placements

The normal procedure of grouping children into class levels or grades according to the State School system is not followed in the Dhamma and the Sinhala Schools. Instead the students are grouped according to their Dhamma knowledge and the Sinhala competencies and the level of understanding in each school in order to enhance student learning and to expect better learning outcomes.

The Sinhala school has two express classes for beginner students who would be immersed in Sinhala to catch up to the current level learning for an year according to their ability and then be moved to their proper grade level once they have mastered.

Parents are urged to bring students regularly to classes and be on time to minimize disturbances. This will avoid the teachers having to repeat lessons. Please make sure that your children bring their exercise books, the Dhamma textbooks and pencil cases to the classes. Help make them read and learn previously learned lessons to keep up with the learning.

Please have your children dressed in proper attire as a mark of respect to the Monastery. Each year there is a special Bodhi Pooja conducted to bless all school students (i.e. those who are

beginning for the first time, primary and secondary students) and the students who are commencing tertiary studies. This will be held during the last Saturday of the December school holidays.

4.4 School coordination

All coordinators along with the principal and deputy principles will be working collaboratively in a team (representatives evenly chosen from both schools) which is called the ***School working team***. School management is done by the working team and the ultimate authority of the school is held with the principal and the school board. The duties of the school coordinators are explained in YSS process manual and each coordinator is assigned to one or more duties which they must perform diligently.

All teachers, library staff and other academic staff members conduct their duties and responsibilities under the supervision of school working team.

All school related initiatives must be approved from the school board. A monthly review of the school has to be presented to the school board by the representative of the school working team. This should be done in the monthly management committee meeting of the SLBM

4.5 School Meetings

School working team including the Principal or the Deputy principals meet every second Saturday of the month and discuss school issues, school plans for the forthcoming period. When selecting a working team, representatives should be chosen evenly, from both schools. It is **compulsory for all working team members** to participate in this monthly meeting unless a special permission is granted from the deputy principals not to participate.

The Coordinators should call a monthly meeting to meet with the teaching staff and the Deputy Principals. Always the Principal or a Deputy Principal should be present at a meeting or should take prior approval before attending to it. For each meeting an agenda should be presented to the Principal and the Deputy Principles few days in advance. Further, the school working team, the principal and the deputy principals have the authority to call staff meetings at any given point in time to discuss the important school matters. It is compulsory for all **staff members** to participate in the staff meeting unless a special permission is granted from the deputy principals not to participate.

4.6 Staff recruitment policy

Staff recruitment policy is explained in the section 3 of Child and Youth Risk Management Strategies.

4.7 Staff Leave procedure

If a teacher is unable to work only on a certain Saturday, one should inform at least the day before to the relevant coordinator of the specific School (by Friday). It is the responsibility of the relevant school coordinator to make a covering arrangement for absent teachers and librarians.

If a long service (LFL) leave is requested by a teacher or a Coordinator, (more than 3 months or more) a teacher or a coordinator should inform 3 months ahead and if it is a 2 months leave (inform 2 months ahead) to the Principal, Deputy Principals and other Coordinators.

Exceptional leave can be arranged for sickness and unexpected commitments through communicating with the school working team.

4.8 Professional Attitudes of the Teachers, Coordinators and all staff

At any cost the teachers and the coordinators should not break the school policies and principles. Their *attitudes and values* should support a system of positive and caring attitude to the Clergy, all staff, parents and the children. The learning environment of the school community should replicate the Doctrine of Theravada Buddhism and Australian standards of teaching ethics.

4.9 Staff code of conduct

The code of conduct for all staff members is explained in the section 2 of Child and Youth Risk Management Strategies.

4.10 School Record of the staff

A record of all Teachers and Coordinators and their relevant work experiences and qualifications, addresses and contact details should be recorded in a folder and kept safely for references

4.11 Annual Prize-giving.

The school will formally present the achievement certificates to the students at the annual Prizegiving ceremony that is held at the end of the year. The certificate awards will be presented by the School Principal, the Venerables, School Staff and other invited delegates. It is expected to offer the YMBA and the Sinhala Language Higher Certificates listed first in order to complement, encourage and appreciate the hard effort taken by the senior students to study Buddhism and Sinhalese.

4.12 Finance Management

The main sources of finance open to the school are

- (1) Community language school (CLS) funding from the government)-YSS only
- (2) Donations made from SLBM
- (3) Donations from individuals and other organizations

The school financial activities are closely monitored by the SLBM treasurer and neither coordinator nor any other staff member can accept any donations on behalf of the school. All donations must go through the treasurer. The school is allowed to maintain a petty cash and all expenses should be recorded and the invoices should be filed and maintained for auditing purposes.

4.8.1 CLS Funding (YSS only)

YSS receives annual funding from the department of education of QLD state government. In order to receive the funding, YSS signs an annual contract with the department of education. The funding money should be maintained in a separate account and the funding will be used based on the criteria explained in the section 6 of the agreement. The account will be audited annually along with all SLBM accounts and the auditor's report will be presented to the school board and the AGM of SLBM

4.13 Child and Youth Risk Management Strategies

This will be formed based on Youth and Child Risk Management Policy.

4.14 Introductory Self-Assessment Tool for Organisations

Both schools need to have a self-evaluation and evaluation procedures undertaken in order to see whether the school is progressing towards the right direction.

They need to write an evaluation report and present it to the Management Committee.

4.15 General health and safety

- Fire Drills performed once a term. Fire equipment be ready on site in a safe area where can be easily reached.
- Fire evacuation procedures be displayed in an appropriate place
- Keep gates closed and nominate a parent roster to supervise students when outside the gates
- Have Posters put up stating, "This is a Child Safe Environment"?
- Have meetings regularly and discuss about child safety, vulnerability and risks of children and ask to report any incidents. Encourage parents or students to inform any incidents privately to a coordinator or a deputy principal, in person.
- Maintain a first aid box
- Food preparation and handling be done according to health standards
- For general hygiene and cleanliness, organise cleaning materials available in the canteen and washrooms. Desks to be cleaned prior to classes. Make sure all areas are cleaned before classes.

4.16 Encourage Parent Participation:

All parents who join both Yasodhara Schools are expected to follow the rules and regulations of the school, in order to help support the resident monks, learning environment of the students and the school community. They are expected to help and join the cleaning rosters and bring snacks and beverages to students during the breaks and help teachers to develop resources and other developments of the school in order to assist the monastery in a more positive and supportive manner. All parents should adhere to the Monastery regulations and procedures that are conducive to teaching and learning to produce a harmonious community environment.

4.17 Calling Parent Meeting (individual class wise and group as a whole)

A parent teacher meeting should be held every 3 months unless a special meeting is called by the Principal or Deputy and if necessary, individual meetings should be held with individual parents and teachers to inform the current performance level of the student. Parent awareness programs should be conducted when organising new events and implementing new adjustments into the curricular.

4.18 Behaviour Management and Health and Safety Precautions

It is a requirement for the school to enforce a proper Behaviour Management Procedure to minimise disruptions in learning. Workshops on behaviour management strategies to students should be conducted to teachers and parents from time to time. Classroom rules should be displayed in each class for the students and teachers to remind the procedures and the consequences should be followed promptly in a consistent manner. Fire drills for false alarm exercises should be conducted for health and safety reasons and an evacuation procedure plan should be displayed in each class wall. An updated proper First Aid box should be available, and a telephone address book should always be kept in school to inform parents in emergencies. Parents need to supervise their children during non-teaching time and should not to be dropped off and picked up later.

4.19 Classroom Cleaning

At the beginning of every semester school working team will prepare a cleaning roster including all parents assigning few families for each week. At least two days prior to every school day, the relevant roster members will be reminded about the duty. They are supposed to be present at the venue at 2.pm with necessary cleaning materials. Further the roster members are supposed to bring drinks and snacks which will be offered to students during the break at 4.30 pm.

The teachers and coordinators in the Dhamma School should supervise and make sure the classrooms are clean before the students leave. Either stacking the chairs or leaving the chairs on top of the table should be done by all students with the help of the teachers so that other students can have better access for sweeping and cleaning.

4.20 School Media Policy (update of website, 4EB, Face-book etc.)

When updating the website, only the nominated persons can update. The web site manager can call the monastery before updating any information. No updating will be allowed without the consent of the Principal and the Deputy Principles.

If one wants to publish any information on the 4EB Broadcasting related to the Monastery events and information, prior approval should be taken from the Principle or the Deputy Principal with information of the content that will be used. Face book Publications also need to be done in the same manner.

4.21 Student Participation in Cultural Events:

It is recommended that all students to take participate in the events organized by the school

- Independence Day
- Pratibha
- New Year Festival
- Wesak:
- Poson:
- Sila Bhavana:
- Sangamitta Day
- Lama Samithiya
- Preperation of school magazine
- Prize giving

Students who undertake to participate in too many events could neglect their studies. We encourage them to have a balanced approach.

The Coordinators need to specify dates of all extra events taken place with a timeline stated for each year at the beginning of the school in the form of a school calendar.

4.21.1 Practice time for Extracurricular Activities

Practice Time should be taken before school or other times of teaching. No time should be taken from the Dhamma School study time as the students contact time limits to 1 – 1/ ½ half hours each Saturday for learning the Dhamma.

4.22 Textbook printing and distribution

All text books and educational materials developed internally are intellectual properties of the school and all rights reserved with the school board. Such materials should not be printed and distributed outside the school without the permission of the school board.

The school text books should be printed well in advance at the beginning of the academic year/term and adequate stocks should be maintained during the year to meet the demand.

4.23 Document maintenance and archival process

All documents related to school should be maintained in electronic form and should be stored in the designated storage place in the Google drive allocated to the school. The google drive should contain documents related to the last three years and older documents should be archived into a portable USB drive and kept safely in the school cupboard. A backup of the portable USB drive should be maintained outside the school premises with the permission of the school principal and the deputy principals.

5. School Rules for students

It is a must that all students adhere to school rules.

- Arrive on time well prepared and behave appropriately during classes and other times.
- Follow the code of discipline laid by the Monastery and classroom rules during and after classes.
- Prefects to wear their prefect badges always and attend to their duties consistently.
- Always Behave in the best manner and use quiet voices.
- Respect Ven. monks, teachers, parents, school captains, prefects and other adults and follow their instructions well.
- Respect fellow students and do not disturb them in or outside the classes.
- Attend all classes regularly, actively and participate in class activities.
- Always wear appropriate clothing according to the school dress code and Class Leader/School Leader Badges.
- Remove footwear, hats & caps when entering the temple.
- Bring the necessary books, sharpened pencils and all stationery.
- Practice what you learn in the Sinhala and Dhamma Schools in your real life.
- Vandalism is not allowed in school. Any student is found guilty of such action, that student will be dismissed from school and will be given a time out period from attending school.

5.1 Evening Tea-Break Rules

Arrange students to be seated during tea break time. Once finished should put their hands up to indicate they have finished. The supervisors and School prefects can investigate this procedure and once the rubbish is put away, they can be allowed to play in the ground. A large mat or small chairs can be used to be seated. The children need to put away the chairs when they leave. *Chewing gum* is not allowed inside the school premises. Teachers have the right to ask students to remove them out if found to be using them.

5.2 Graffiti and Damage to Property:

Children who work on graffiti also should be reported and those who violate school rules and damage property should be taken up by the Management committee for further investigation and after calling parents dismissal from school for 1 month and observe for any improvements after arrival or if persists, give further cancellation of school and observe till the third time allowing time for improvement.

To whom should they report?

First to the Coordinators and Deputy Principals and if it is a serious issue forward it to the management committee. The Management committee has the right to advice and dismiss such persons for the safety of other children.

- What is the correct process of recording breaches? To be completed

- Process for reporting breaches breach process consequences and outcomes for breaches should also be outlined
- Suitable Consequences and outcomes for breaches

5.3 Rules for Teachers to Enforce on Students' Behaviour (Consequences of Behaviour)

Bulling and abusive speech and harassment will not be tolerated at school. If students disrupt during the class teaching, teachers should adhere to the following rules.

Level 1 - Management at least intrusive Level

Simple direction, question, re-state rule, nod, glance, guidance explanation, classroom rules negotiated /// system

Level 2 - Time Out

Area negotiated

Once per session, 10 minutes maximum

Chosen by student or teacher (with teacher's agreement) 2-time outs proceed to Level 3

Level 3 – Report to Principal or a Deputy Principal

Quiet time, detention work provided. Write what went wrong and how to correct one's own behaviour for one's own benefit, repeat writing in 10 lines 20 lines or more according to the situation hoe they can correct their own behaviour. Detention supervision –principal, Deputy or teacher. Student need to be accompanied by a coordinator or a parent.

Level 4 - Out of School Suspension Parent advised, notified by phone

Parent to collect the student. Return after 2 weeks with a letter of apologies to the class teacher and inform a coordinator to be readmitted into school.

Teachers should reward students for good behaviour and work through various communicative methods and smiles, stickers, etc. and with written encouraging comments on their work sheets. When positive behaviour is displayed, reinforce good behaviour. Handing out a certificate at school assembly for positive behaviour of a difficult child might be a good strategy to reinforce all students for positive behaviour and good work should always be praised.

5.4 Parents obligations

- Your child attends all classes regularly throughout the year, and on time.
- Make sure that he/she attends to Buddha Vandana procedures on time.
- Your child does not stay outside the hall, during Buddha Vandana time.

- Your child wears appropriate clothing according to the dress code.
- Your child brings Sinhala and Dhamma School books, textbooks, home school notebooks and stationery to each class. Do not forget to send a snack with a bottle of water with your child.
- Assist in Classroom preparation and cleaning according to the Cleaning Roster.
- Clean the Temple premises whenever possible. This can be done while your child is attending school.
- If any of the procedures are not followed by the parents, the coordinators and the teachers have the right to talk to that parent as this school is run by the help of the volunteer support.

5.5 School Uniform Rules for Students

All students will be required to wear Yasodhara School uniform. Students will be required to wear this uniform throughout their schooling in the Dhamma and Sinhala Schools. It would be appreciated if students adhere to the dress code, in order to maintain discipline. Uniforms can be purchased through Dhamma School coordinators during school hours. Girls should wear long skirts or pants. Half or long sleeved, neck closed, and a reasonable length to the blouse. Girls wearing shorts will not be allowed. It is preferable for older boys to wear long pants if possible.

Parents are also asked to follow this dress code and act as role models.

6. Selection of the Prefects

The selection of the Prefects, Class Leaders, School Captains and Deputy Captains will be chosen by their respective class teachers with the guidance of the Maha Sanga.

6.1 Nomination of Prefects

Year levels: (Dhamma School, From Senior class1 and onwards) (Sinhala School – similar age group to be selected)

Selections of the class leaders will be considered through their age appropriateness, individual capabilities, good conduct and attendance and the necessity to maintain a composition of a balanced gender from each class. Class leaders for the Junior school and up to Senior Part 1 will be chosen by their respective class teachers who would assign duties according to their students' individual capabilities. They will be replaced every six months or earlier decided by their class teachers.

6.2 Nomination of the Prefects

The nominations of the prefects will be undertaken from the Senior 1 class on wards. (Sinhala School will follow the same age level to nominate their students) the class teachers need to nominate their students from both genders if possible.

Essential Attributes to the selections are a combination of the following:

- A good role model for others in the school by manner (pleasant nature), dress, overall appearance, regular attendance and attitude to others.
- Good personal organisational skills and work habits.
- Punctuality and well prepared for the responsibilities.
- Being able to observe the Eight Precepts on Poya days at the temple.
- Being able to hold responsibilities at the Lamasamithiya
- To have participated at the Bakthi Geetha and other monastery events.
- Be able to monitor the welfare of other students.
- Promote Buddhist values and standards of behaviour and be a leader by example within the students.

6.3 Selections of the School Captains and Deputy Captains

The two School Captains and two Deputy Captains will be carefully chosen by the senior class teachers Coordinators and the Deputy Principals, through careful observations taken over a period.

They should be selected from the Diploma, Senior 2 or Senior 1 class, through the Dhamma School and relevant year levels from the Sinhala School.

6.3.1 Essential Attributes:

Maintain collaboration among Prefects and Coordinate Prefects activity.

display leadership qualities: confidence, initiative, problem solving skills. Be cooperative, helpful, well-mannered, trustworthy, and responsible.

And all other attributes specified for the prefects.

6.3.2 How the Selection is Conducted - Selection of Prefects

Firstly, the Sinhala school Coordinator can provide a list of students after consulting the Sinhala schoolteachers, (four from each class parallel to the Senior 1 and above. Should be balanced in gender,) to a coordinator of the Dhamma School. (The list needs to be presented to the Principal and the Deputy Principals too to assist in the selections of the Captains) This list will be handed on to the Dhamma school class teachers. When selecting prefects, the Dhamma school class teachers will give priority to students who do well in both Sinhala and Dhamma schools. The selections of the prefects of the previous year's group should not be considered unless there is a specific reason.

However in different circumstances, there can be special students who are gifted and talented, or ones who have good skills in learning Dhamma and possess other attributes specified in the selections of the prefects, and if these students are devoted to the Buddhist teachings and attend Sill programs accordingly, such students can be selected in respect to the fact whether they attend both Sinhala and Dhamma schools (after showing valid reasons).

This rule is enforced after taken into consideration that the majority of the students who attend the Yasodhara School are from the Dhamma School, and our emphasis should be on promoting good role models to the young generation who can act out to the Buddhist values

and ethical behaviour that comes in Buddhist ethics. This will deliver a message to our young students that the ulterior goal or aim of learning Sinhala and Buddhism is to live in the righteous way of life and treading the Eight-Fold Noble Path.

This rule will also imply to support certain students who can afford to arrive only at 4:30, due to their commitments at schools, who genuinely deserve the credit. The students who join later time to a higher grade at the Dhamma School also can be considered into this category, if they possess the previously outlined qualities. This way we can maintain a quality group of prefects. *

Three (older in age) Prefects will be selected from the Sil program who are regular attendees devoted to the observance of the Dhamma and are able to practice the teachings in real life.

The Selections of the Prefects In total should be: 20 in number

Senior Part 1 – 4 Students

Senior Part 2 – 4 Students

Diploma class 4 Students

School Captains 2 Students

Deputy Captains 2 Students

Sil Program - 3 Students

Totalling 19 + 1 students. The other Student can be from a senior Dhamma class, an all-rounder who is working exceptionally well.

6.4 List of Duties and Behaviour Guidelines for School Prefects and Captains

The roles and responsibilities of the School Prefects:

- Act as a bridge between principals (monastics), coordinators, teachers and students.
- Help teachers to maintain a quality class and better school atmosphere.
- Check the badges and dress code of the students and act as a role model to their peers.
- Counsel and guide the peers in positive discipline according to the Buddhist teachings.
- Keep a class in order by 4:45 pm, lined up for Buddha Wandana, when a teacher is not present, and then que after the assembly and lead students lined up to their respective classrooms according to the order of the rows they were seated.
- To take duties on Student Eight Precepts days (nominated prefects on Atasil Days).
- To assist and organise Buddha puja. Help students to line-up in rows.

School Prefects who attend the Sinhala School will be given a ten minutes break before the school ends in which they can take up the Dhamma School duties during break time (at 4:30pm). Be present at least half an hour before the school starts.

The roles and responsibilities of the Deputy Captain:

- To assist the School Captains and take all other responsibilities as a Prefect.
- In the absence of the School Captain, discharge his/her duties as the acting School Captain.

The roles and responsibilities of the School Captain

- Maintain collaboration among Prefects and Coordinate Prefects activity.
- Display leadership qualities: confidence, initiative, problem solving skills. Be cooperative, helpful, well-mannered, trustworthy, and responsible.

The school captains and Deputies will carry out additional duties with reference to the functions at the Monastery, e.g.: Organising Pageants (perahara), “Giving the Vote of Thanks” at the end of the year “Prize Giving” and also at the end of the year Presentation of Certificates. They will undertake any other duties at the discretion of the Head of the School.

In addition to the duties of a Prefect, all prefects and School Captains are also responsible for the following duties:

- Be respectful towards the Buddhist Teachings, Buddhist clergy, teachers, coordinators, your peers, and the school environment.
- To wear their Prefect Badges always in school and make arrangements to replace them if lost (lost badges will have to be replaced at a cost).
- Observe the school rules at all times and be dressed appropriately while maintaining an excellent attendance record and also being punctual for your duties.
- Maintain a perfect behavioural record.
- Be positive and enthusiastic and be able to encourage and motivate fellow students.
- Be able to work independently and complete tasks without supervision.
- To realise that Prefects may have their status taken away if they do not fulfil the above requirements.
- Be a good ambassador for the school. *Make sure the students of the school uphold all the values as described by The Yasodhara Dhamma School*

For further details and clarifications please refer to the handbook for Prefects.

6.5 Duties assigned for individual prefects

- Arrive early to take up your duties
- Sinhala School begins at 2:30 pm. Prefects and class leaders attending Sinhala School can assist their class teachers in class.

- Please arrive at least 15 minutes before the school begins (at 2:15) and assist teachers, parents and the coordinators to set up classrooms and assigned work.
- Help and supervise during afternoon tea.
- All Prefects and class leaders need to cover overall supervision of the behaviour of the Dhamma School students in playground and begin duty at 4:30.
- Dhamma School Prefects who attend the Dhamma School only need to **be present at 4:00pm to set classes and other duties.**
- Help supervise the canteen area and other areas. (we will assign different places for each one of you later)
- Assist individual class teachers who have undertaken to arrange flowers and other necessities for Buddhawandana.
- Organise your own class line and if necessary, other classes for Buddha wandana ready for that day soon after the bell, near the canteen.
- All bags will be kept outside on the shelves near the Dhamma Hall. One or two parents can supervise and look after.
- Maintain their own class lines and be ready to walk into the Dhamma Hall
- Walk in with their class lines. One prefect in front the other at the back of the line. Change positions and take turns when returning and each week
- Sit in the two corners of your class during Buddhawandana.
- When finished walk in a line to your own class, one class at a time stand up and leave in according to the order of the seating that was organised.
- Help other students to keep the temple area clean.
- If you are happy to be a classroom assistant (when a teacher is away and no other teacher is available, you can attend to it.

6.6 Uposatha Seela Bhavana

This will be conducted in parallel to the adults Seela Bhavana on Full Moon days from 8:30-am -1:30 pm. Those prefects who were nominated, if present on the day, lead students lined up for morning tea and lunch. Make sure they are seated while they have their meals and talk only if required. Supervise during morning tea and lunch times and bring them back in lines. Two leaders take turns standing in front and back visa vasa each time. Line up to take students for Buddhawandana at 10:45 (for Buddha puja). Bring them back for Dana. Supervise them during lunch and return to Avasa at 12:30. Always keep an account of the students. Some students play near the gates which there not allowed. They need to attend to the attendance sheet within the day.

- Sil Coordinators be vigilant about students whose parents can be late to pick up and assist those students to stay with other parents or bring them to the Monastery. Talk to a Coordinator or a Venerable.
- Organise class lines to walk back and forward
- Make sure that you and other classmates have tidied up your allocated place before you leave.
- Make sure that the students leave shoes and slippers in the nominated areas.

All prefects need to attend a monthly meeting on the first week of each month from 6:00-6:30.