

Name of Policy	Behaviour Management and Welfare Policy
Policy Number	
Applies to	Junior School
Date Approved / By Whom Board of Management College Principal	Updated August 2017 Head of Junior School
Contact Person	Head of Junior School
Date created	March 2006
Date last reviewed	August 2017
Version	4

The following Policy has been endorsed by the Board of Management and College Principal.

President Board of Management	David Guth
College Principal	Wendy Barel
Date	March 2016

**BEHAVIOUR MANAGEMENT AND STUDENT WELFARE POLICY
MODULE 1
Updated August 2017**

MISSION STATEMENT

In our students, through Jewish values and a nurturing community, Masada College engages and instils a genuine love of learning and a quest for excellence.

Masada College Graduate Portrait

Masada College will develop students who are:

Responsible

Resilient

Leaders

Communally involved

Creative

Excellent communicators

Internationally minded

Ethical.

Masada accepts the responsibility of enabling each student to achieve a level of scholarship as close to potential as possible. The academic courses offered by the school lead to study at university level, though the school is equally concerned with the achievement of students who intend to study at TAFE, other tertiary institutions or enter the workforce.

1. Rationale

This policy has been prepared to support the school's Mission Statement and its aims.

The school will foster a caring and supportive environment for all students through a consistent and positive behaviour management and welfare plan.

The strategies are designed to encourage personal responsibility and self-discipline in our students.

2. Aims

- 2.1 To express the College community's shared moral and ethical values and expectations
(a set of Beliefs and stated Rights and Responsibilities).
- 2.2 To state an agreed set of School Rules and associated Infringement.
- 2.3 To state positive and preventative procedures which will ensure that effective learning and teaching will occur for all students and students enjoy their schooling.
- 2.4 To promote classroom management techniques which;
(a) establish a positive classroom environment and
(b) manage challenging behaviours.
- 2.5 To develop a respect for others and the school environment.
- 2.6 To outline the College's leadership procedures.
- 2.7 The school's Behaviour Management and Welfare program is based on the Raising Responsibility

3. Implementation

- 3.1. (a) The College's Executive and Learning Support teams will be responsible for the overall implementation of the program and its publicity.
(b) Each teacher will be responsible for implementation of the Program at the classroom level.
(c) Each parent or guardian has the responsibility for studying Program information forwarded home and for reinforcing the College's requirements of the students.
- 3.2 Practices stated in the Policy are required to be continuously employed for the duration of the policy by all staff, students and parents.
- 3.3 The Executive and Learning Support teams will be responsible for ensuring that necessary materials are prepared in sufficient quantities to support the ongoing operation of the Program and that the College Community is informed of the Program's operations and its elements.
- 3.4 Masada College prohibits any form of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons including parents, to enforce discipline at the school.

4. Budget

A financial allocation for the ongoing operation of the Program will be apportioned each year within the 'Student Welfare' budget.

5. Evaluation

On going evaluation of the program will be undertaken by the Executive and Learning Support teams. This will include staff and student reviews.

BEHAVIOUR MANAGEMENT AND STUDENT WELFARE POLICY
MODULE 2
Updated August 2017

BELIEF STATEMENTS

We believe:

1. in providing a co-operative, caring and supportive environment in the whole school
2. that self-discipline is a team effort involving the parents, school staff and STUDENTS
3. that each member of the school community (students, staff and parents) should have ownership of the school behaviour management program
4. that in order to have a safe and orderly school climate where students can learn effectively, there needs to be guidelines for student behaviour that are clearly communicated and reinforced
5. that each member of the school community must accept the responsibility and consequences of their own behaviour
6. that each person in our school community has the right to have a feeling of value, belonging, success and happiness
7. that in order to guarantee all students the excellent educational climate they deserve, we will tolerate no student interfering with another student's welfare or learning
8. that consistency is important in the prevention of inappropriate behaviour
9. that efforts must be made to restore a student's confidence after corrective measures have been carried out
11. in the positive reinforcement of good behaviour
11. that each member of the school community has both rights and responsibilities
12. that corporal punishment should always be prohibited

BEHAVIOUR MANAGEMENT AND STUDENT WELFARE POLICY
MODULE 3
Updated August 2017

STUDENT RIGHTS AND RESPONSIBILITIES

RIGHTS

1. To be accepted at school and to be treated with understanding.
2. To be treated respectfully and fairly.
3. To be safe.
4. To expect property to be safe.
5. To get a good education at school.
6. To be protected against threats to health.
7. To have pleasant, clean and well-maintained school grounds.
8. To benefit from the good name of the school.
9. To make decisions for oneself.
10. To be able to learn.
11. To express an opinion.
12. To have personal property respected.
13. To use school equipment and books.
14. Not to be harassed.

RESPONSIBILITIES

1. To respect the rights of others and to treat others with understanding, not to laugh at others, tease others nor try to hurt their feelings.
2. To treat others politely and with respect. To respect the authority of the school staff.
To be truthful and treat others fairly.
3. Not to do anything which may threaten or cause danger to myself or others. It is my responsibility to tell teachers if there is any danger around my classroom or in the playground area.
4. Not to steal, damage or destroy the property of others. Responsibility to ask permission before using the property of others. Responsibility to take proper care of school property.
5. To be well behaved in class and not disturb others. Responsibility to keep up to date with work in class and also with homework. Responsibility to attend school regularly and to be punctual.
6. As a member of the College not to smoke, take alcoholic drinks or drugs or influence other students to do so, at school, at any school function, or travelling to or from school or any function organised by the school.
7. To care for the College environment - to keep it neat and clean, and to be prepared to remove litter.
8. To behave so that the community will respect my school. Responsibility to wear school uniform neatly and correctly.

9. To make sensible decisions and to face the consequences of decisions made.

STAFF RIGHTS AND RESPONSIBILITIES

RIGHTS

Staff has a right to:

1. Perform their duties without undue disruption.
2. Adhere to their personal teaching style and philosophy in line with the College's ideals.
3. Discipline students.
4. Be respected by students and all members of the school community.
5. Be supported.
6. Work in a safe, clean environment.

RESPONSIBILITIES

1. To inform parents of any concerns with behaviour or school work.
2. To endeavour to achieve maximum social and academic outcomes from each student by implementing positive teaching strategies.
3. To carry out the requirements of the School's Behaviour Management Program and Welfare Policy.
4. To be role models in their conduct.
5. To support other staff members.

PARENT RIGHTS AND RESPONSIBILITIES

RIGHTS

1. To have students in a safe, caring environment.
2. For students to have the opportunity to achieve the school's Mission Statement.
3. To be informed of students' positive and negative behaviour.
4. To be able to talk to teachers about their students' progress.
5. To be informed about curriculum and extra-curricular activities.
6. To be informed of school policies.

RESPONSIBILITIES

1. To know and support the Mission Statement and Behaviour Management and Welfare Policy and to help children face the future with confidence.
2. To arrange a mutually acceptable time for parent/teacher conferences and to act on the information received.
3. To take an interest in school activities and to take note of school correspondence.
4. To promote and support the school and its policies.

BEHAVIOUR MANAGEMENT AND STUDENT WELFARE POLICY
MODULE 4
Updated August 2017

SCHOOL RULES AND COMPANION STATEMENTS

SCHOOL RULES

1. Respect the rights of others
 - be a good listener
 - appreciate the achievements of others
 - not bully or tease others
 - ask for permission before using the property of others and treat it with care

2. Follow school routines
 - arrive promptly for Tefillah and class
 - move quickly and quietly to line-up
 - move quietly and walk sensibly throughout the school
 - ensure all equipment needed for each lesson is Ready and organised
 - listen respectfully during line-up and Tefillah
 - wear correct uniform - hats and kippot must be worn at all specified times

3. Care for all property and the school environment
 - put rubbish in bins provided
 - be alert to litter around the school
 - treat school property with respect

4. Play safely and sensibly- always play in supervised areas
 - ensure the safety of others while playing
 - large play-balls on grass only
 - wear hats at all times when outside
 - use toilets correctly

GENERAL PLAYGROUND RULES

- Students are not permitted in classrooms or any other rooms unless there is a teacher present.
- When a ball goes over a fence or shade sail, it may only be retrieved under the supervision of a teacher.

- Respect the environment. Put your rubbish in the bins provided.
- Respect the property of others.
- Wear a hat to protect yourself. Hats are compulsory throughout the year.

- Toilets are out of bounds for playing.



MASADA COLLEGE JUNIOR SCHOOL

- Students are only allowed on the play equipment when supervised by an adult.
- Only plastic bats and tennis or soft balls may be used during breaks

SPORT CODE OF CONDUCT

It isn't whether you win or lose, but how you play the game.

(from Grantland Rice)

1. Be always on time and wearing full Sports Uniform (including hat) at all PE lessons.
2. Listen carefully to the teacher's instructions on how each activity will start and develop and throughout the whole lesson.
3. Respect the others' abilities and capabilities, being supportive and ensuring that the whole class enjoys all exercises and takes the most out of it.
4. Focus on the skills outcomes to be achieved at each lesson as oppose to the scores of the games.
5. Always set a good example to class mates and team members.
6. If any issues arise during class, retaliation is not accepted, the teacher should be notified immediately to resolve the problem.
7. Physical Contact as part of the game should happen with respect for the rules of the activity and for the other students' space and feelings.
8. When verbalizing feelings or concerns during the PE classes, the language should be watched being the usage of foul language unacceptable.
9. The teacher should be notified in case the student needs to leave the playing area (bathroom or drink break).
10. In case of preexisting injuries, the teacher should be notified through a doctor's certificate or a note written and signed by the parents, specifying the reason why the child cannot participate on PE classes and how long would the recovering period take.
11. If an accident happens with an injury sustained (minor injuries), the teacher will direct one student to take the injured participant to the sick bay in the School Office to receive first aid. After the appropriate measurements being applied, the companion will then return to class.

Have enjoyment and skills development as the two main goals to be achieved at every class.

BUS CONDUCT RULES

1. Always sit down whilst travelling on the bus.
2. Sit sensibly facing the front of the bus at all times.
3. Keep your hands and legs inside the bus.
4. Keep your bags on your lap or under the seat.
5. Remain seated until the bus has stopped.
6. Eating and drinking is not permitted on the bus.
7. Listen to the Madrichim.
8. Respect bus property, do not mark or damage.



9. Show your pass or purchase a ticket when boarding the bus.
10. Respect the needs and comfort of others on the bus.

**BEHAVIOUR MANAGEMENT AND STUDENT WELFARE POLICY
MODULE 5
Updated August 2017**

MASADA COLLEGE HOUSE PROGRAM

This program is based on the understanding that student behaviour can be changed and maintained by rewarding students frequently for displaying appropriate behaviour. The behaviours are based on the Leader in Me, Covey 7 Habits.

Each teacher will be given a book of House tokens. Students will receive tokens during the week when a teacher notices a Habit being practised. At the end of the week teachers collate and allocate points and an announcement is made each week as to the winning house. The winning house is rewarded with a 'free uniform day' at the conclusion of the term,

K-6 children receive 1 point per token

Today's the day, YOU lead the way

MERIT TOKEN

House: *Davis Monash Cowen*

Name: _____

Class: _____ **Date:** _____

BEING PROACTIVE

BEGINNING WITH THE END IN MIND

PUTTING FIRST THINGS FIRST

THINKING WIN-WIN

UNDERSTANDING, THEN SEEKING TO BE UNDERSTOOD

Action: SYNERGISING

SHARPENING THE SAW
Teacher:



MASADA COLLEGE JUNIOR SCHOOL

- * It is recommended that teachers award House points at the end of or during lessons
- * Teachers may also award House points to students demonstrating appropriate behaviours in the playground, at line-up, assembly, sport etc.

Separately, students are also acknowledged at assembly each week with merit awards (connected to the Leader in Me, Seven Habits).

BEHAVIOUR MANAGEMENT AND STUDENT WELFARE POLICY MODULE 6

Updated August 2017

RAISING RESPONSIBILITY

Masada College Rationale

The Behaviour Management system at Masada College is based on Raising Responsibility System. This system encourages students to reflect on their behaviour and consider ways to modify their behaviour by taking responsibility.

Key Points

- The Raising responsibility system is proactive. The plan is to set the stage for dealing with disruptive behaviours before they occur.
- A deductive approach is used.
- The person identifies a level of development – separating the behaviour from the person – eliminating the natural tendency to self-defend.
- The more often that reference is made to the higher, acceptable levels, rather than the lower, unacceptable levels – the more often the students want to increase their desire to behave responsibly.
- The program uses the internal motivation so the young person develops a desire to be responsible – both individually and socially
- The strategy starts by setting the mental frame; irresponsible behaviour is viewed as a teaching opportunity for fostering responsibility
- First use unobtrusive visual, verbal, or kinetic techniques to stop distractions.
- An asking – rather than telling – approach is employed because asking is a more effective strategy for encouraging self evaluation.
- A disruptive student is asked to identify the level of chosen behaviour, not the behaviour itself.
- The classroom maintains a positive learning environment at all times, even when a student demonstrates irresponsible behaviour

Beliefs

- (1) Positivity is a more constructive teacher than negativity.
- (2) Choice empowers.
- (3) Self-evaluation is essential for lasting improvement.
- (4) People choose their own behaviours.
- (5) Self-correction is the most effective approach to change behaviours.
- (6) Acting responsibly is the most satisfying of rewards.
- (7) Growth is greater when authority is used without punishment.

Definitions

Classroom Management

Classroom management deals with **how things are done**. It has to do with procedures, routines, and structure.

It is enhanced when *procedures* are:

- 1) Explained to students,
- 2) Modelled for students,
- 3) Practiced by students, and periodically (when necessary)
- 4) Reinforced by practicing again.

Classroom management is the **teacher's** responsibility.

Discipline

Discipline is the **student's** responsibility. Discipline deals with how people *behave*. It is about *impulse management* and *self-control*. Discipline means both to teach and to learn. Discipline is a tool for teaching responsibility. A good discipline program requires the maintenance of order, the development of an internal locus of control, and the promotion of social behaviours. The real influence of teachers is reflected by what the students do when the teacher is not with them.

Procedures

Step One

- Teachers practice changing negatives into positives. “No running” becomes “We walk in the hallways.” “Stop talking” becomes “This is quiet time.”
- Choice-response thinking is taught—as well as impulse control—so students are not victims of their own impulses.
- Since a person can only control another person temporarily and because no one can actually change another person, asking reflective questions is the most effective approach to actuate change in others.

Step Two

1. Inappropriate behaviour identified by teacher – Student notified and conscious of poor choice in behaviour and where the behaviour sits in the hierarchy
2. Continuation of same behaviour – student given three warnings
3. Third warning results in a reflection sheet. Student with teacher writes reflections.
4. Reflections are copied - stored in behaviour folder and central storage folder in office
5. On reception of three reflections the Head of Junior school phones parents for discussion and appropriate action
6. Repeated need for self reflection without obvious behavioural modifications will require a follow up meeting with the student, parents and relevant staff members.

Review of concepts

Democracy Highest level of behaviour

- Develops self discipline
- Demonstrates initiative
- Does good because it is the right thing to do
- Demonstrates responsibility because it is essential for democracy

The motivation is internal

Cooperation / Conformity Appropriate and acceptable level of behaviour

- Considerate
- Complies
- Conforms to peer pressure

Note – Conformity does not mean regimentation

The motivation is external

Bossing/ Bullying Neither appropriate nor acceptable level of behaviour

- Bothers others
- Bosses others
- Breaks laws and makes own rules and standards

Must be bossed to behave

Anarchy Lowest level of behaviour

- Absence of Order
- Aimless and chaotic
- Absence of government

Anarchy is the fundamental enemy of civilization

Outcomes

- The hierarchy engenders a desire to behave responsibly and a desire to put forth effort to learn. Students differentiate between internal and external motivation—and learn to rise above inappropriate peer influence.
- Students reflect on their chosen level. This approach separates the person from the behaviour, thereby negating the usual tendency to defend one's actions. It is often this natural tendency to self-defend that leads to confrontations.
- If disruptions continue, a consequence or procedure is elicited to redirect the inappropriate behaviour. This approach is in contrast to the usual coercive approach of having a consequence imposed

Referenced

- Discipline without Stress, Punishment or Rewards, Dr Marvin Marshall, 2007
www.marvinmarshall.com

Behaviour Grid Advisory Sequence Details

STEP	PEOPLE TO HELP YOU	ACTIONS	WHAT HAPPENS AT THIS STAGE
One	You Your teachers Your friends Your parents Head of Teaching and Learning Head of Hebrew and Jewish Studies Head of Academic Care Head of Junior School	<ul style="list-style-type: none"> ● Frequently speaking out of turn ● Not completing set tasks ● Trying to disrupt (activities and people) ● Breaking school rules & endangering others eg. throwing sticks, stones, being out of bounds. ● Infringing the rights of others eg. disturbing others, borrowing without asking ● Displaying bad manners ● Disobeying instructions ● Harassing or teasing others ● Often out of correct uniform (on 3 occasions over a 1 week period) ● Frequently late to assembly and lessons (on 3 occasions over a 1 week period) ● Lying ● Swearing 	<ul style="list-style-type: none"> ● Student/teacher conference ● Continued inappropriate action leads to reflection sheet ● Teacher / student conference – up to three discussions

STEP	PEOPLE TO HELP YOU	ACTIONS	WHAT HAPPENS AT THIS STAGE
Two	You Your teachers Your friends Your parents Head of Junior School School Psychologist Learning Support Team Head of Teaching and Learning Head of Hebrew and Jewish Studies Head of Academic Care	Even though a teacher has previously discussed your behaviour with you, your behaviour is still unsatisfactory. <ul style="list-style-type: none"> ● Consistently speaking out of turn ● Speaking rudely to others ● Regularly disrupting children/ activities ● Bullying (repeated harassment or teasing) ● Constantly out of correct uniform ● Consistently late to assembly and lessons ● Lying ● Hurtful & aggressive physical behaviour ● Disobeying instructions that ensure the safety of themselves or others 	<ul style="list-style-type: none"> ● Reflection recorded ● Parent meeting with the Head of Junior School or Head of Academic Care or Learning Support team

MASADA COLLEGE JUNIOR SCHOOL

STEP	PEOPLE TO HELP YOU	ACTIONS	WHAT HAPPENS AT THIS STAGE
Three	You Your teachers Your friends Your parents Head of Junior School School Psychologist Learning Support Team Head of Teaching and Learning Head of Hebrew and Jewish Studies Head of Academic Care	You have continued to take little notice of the rights of others in the school You have not made enough effort to improve your behaviour Your behaviour has continued to deteriorate <ul style="list-style-type: none"> ● Stealing ● Deliberately injuring another student ● Wilfully destroying school or student property ● Further bullying other students ● Persistently speaking rudely to others ● Repeatedly disobeying instructions ● Referrals given 	<ul style="list-style-type: none"> ● Your parents will be asked to attend meetings with your teacher and the Head of Junior School. You will be required to attend these meetings ● You will be required to undertake school service or while your behaviour continues to be unsatisfactory ● You may lose the opportunity to attend school excursions, camps, sporting events and school functions ● A daily Behaviour Contract will be completed, sent home for signing by your parents and returned ● After discussion with your parents, teachers and you, the Head of Junior School may decide on in-school suspension.
	PEOPLE TO HELP YOU	ACTIONS	WHAT HAPPENS AT THIS STAGE
Four	You Your teachers Your parents Head of Junior Principal College Rabbi School Psychologist Head of Teaching and Learning Head of Hebrew and Jewish Studies Head of Academic Care Learning Support Team	<ul style="list-style-type: none"> ● The seriousness of your behaviour is a major concern to your school ● You have shown that you do not want to cooperate within this School's community ● Your presence in this school is detrimental to yourself and/or to the progress of other students. ● Meeting with Head of Junior and Parents. 	<ul style="list-style-type: none"> ● There will be discussion with your parents, teachers, you and the Head of Junior School. The Head of Junior School may decide on suspension or expulsion. ● When/if you return to school, you will be placed on daily report. ● You may lose the opportunity to attend school excursions, camps, sporting events and school functions for a period of time

**BEHAVIOUR MANAGEMENT AND STUDENT WELFARE POLICY
MODULE 7**

Updated August 2017

THE LEADERSHIP SYSTEM

STUDENT LEADERSHIP

Children at Masada Junior School have various opportunities for leadership. Prior to the commencement of each program, staff members discuss any election procedures, the key responsibilities and make any necessary adjustments to the program and/or students' roles within it. Masada Junior School's leadership opportunities and procedures include:

THE LEADER IN ME

We are moving in a direction that provides a whole school approach whilst individualising the concepts. The Leader in Me Program integrates leadership principles into our Junior School culture and curriculum, ensuring that Masada College as a whole is at the cutting edge in terms of:

- Introducing a framework of character development into the curriculum
- Creating a common language for greatness within the school
- Increasing teacher satisfaction
- Improving academic achievement
- Decreasing discipline referrals
- Engaging parents and the community in supporting the schools greatness initiatives

Each student will learn better how to:

- Take responsibility
- Resolve conflicts
- Build effective interpersonal relationships
- Communicate effectively with others
- Create their own vision for success

STUDENT REPRESENTATIVE COUNCIL (SRC)

The SRC consists of class representatives from Years 2-6, elected each semester by their peers. Relevant school issues are discussed in an open forum.

Election Procedures:

Each class conducts a secret ballot to nominate 2 students to represent the year group at the SRC meetings.

Main SRC Responsibilities:

The SRC is responsible for conducting school charity programs and school improvement initiatives (such as competitions for cleanest playground and classroom areas). They also discuss and create solutions to problems raised by their peers in class meetings.

The SRC representatives are responsible for presenting their ideas and feedback to classes/the school as necessary. The SRC meets on a fortnightly basis with two teachers.

SCHOOL CAPTAINS AND MADRICH PROGRAM

School captains and madrichim are Year Six children who are voted into the key leadership positions at Masada College Junior School.

School Captain Role Description: The Junior School Captains provide leadership to the student body within the school. They represent and speak publicly on behalf of the student body at school and community functions.

Sports Captain Role Description: The Junior School Sports Captains work to ensure that sport in the Junior School runs as smoothly as possible and they maximise student participation. They assist with weekly inter-school competitions, equipment maintenance and storeroom organisation, school carnivals and sports association events.

Student Leader Expectations:

All student leaders are expected to contribute to upholding the College's expectations and standards in regards to personal presentation, attendance, communication and behaviour. Failure to comply with these basic expectations may result in their position being retracted.

Major Responsibilities:

- To be role models for students and foster positive relationships with students and staff
- To work with staff to engender enthusiasm and support for the College
- To represent the College at formal events
- To participate in the Student Representative Council
- To assist in the coordination and leadership of College events
- To organise assemblies, synagogue services, Shabbat services and prayers
- To be punctual for meetings and when carrying out tasks
- To remember to fulfil duties without being reminded
- To assist in hosting guests at the College on special occasions
- To attend Head of Junior School's lunch meetings
- To assist teachers and students as required

Selection Process:

1. Complete the nomination form and deliver it to Mr Tait by Monday 26 October
 2. Present a speech to the Junior School at a date to be determined
 3. Votes will be collected and tallied for School Captains and Sports Captains
 4. The Deputy College Principal/Head of Junior School and College Principal will appoint School Captains, Sports Captains and Madrichim
- The positions will be announced on Presentation Night. All students who nominate for Junior School leadership (in a variety of differing roles) will have the opportunity to serve as Madrichim for a period throughout the year, should they want this position. The Madrichim will have a portfolio of tasks to fulfil and will select a particular activity they will facilitate for the students. Students only nominating to be Madrichim will not be required to present a speech.

YEAR SIX LEADERSHIP PROGRAM

All students in Year Six are given the opportunity to develop their leadership skills. This program is to provide explicit teaching and guidance for good leadership skills, right decision making and the building of teamwork skills.

This program is designed for students to reflect on traditional leaders in the world, explore modern day role models and reflect on the leadership skills necessary to be active members of society.

The Leadership Program for Year Six supports two of the key goals for the College;

To foster excellence in learning inside and outside the classroom

- Encourage and stimulate in all members of the College community the lifelong pursuit of learning, its enjoyment and mastery, through conventional and innovative teaching and learning practices with an emphasis on experiential learning.
- Stimulate initiative, creativity, the development of imagination and a spirit of enquiry.
- Teach students to think clearly, logically and creatively so that they may grow to exercise sound and independent judgement.

To Prepare for the future

- Prepare students and staff members for their role in a rapidly changing world and workplace.
- Enable students to effectively communicate ideas and feelings through verbal and visual media.

Leadership is an essential part of a Masada Education. Masada is committed to developing students who can speak and act with confidence and conviction. All students are encouraged to be leaders. Opportunities for leadership may take place in the classroom, on the sporting field or as a mentor to other students or in more formal leadership roles.

Formal student leadership positions acknowledge the importance of service to the school and the community. This includes the need for students to act as agents of change by raising awareness of global issues such as the environment and social justice. Students at Masada are developed with the view that they can become future leaders and make a difference to their world and the world around them.

