

Miranda Public School



Term 1 / Week 4
18 February 2022



Kookaburra Gazette

Dates to remember

Term 1 2022	
21-2-2022	Cronulla Zone AFL trials
23-2-2022	3-6 Swimming Carnival and Sport Activity Afternoon for Non-Swimming Competitors
1-3-2022	Cronulla Zone Swimming Carnival
8-3-2022	High school information evening (for Year 6 parents/carers)
9-3-2022	Cronulla Zone Rugby League Trials
10-3-2022	Selective High School Placement Test at Miranda PS
14-3-2022	Sydney East SSA swimming Carnival
21-3-2022	Cronulla Zone Basketball Trials
22-3-2022	School Photographs
7-4-2022	ANZAC Day Ceremony
8-4-2022	Last Day of Term 1
26-4-2022	Term 2 Staff Development Day
27-4-2022	Term 2 Begins for Students

School Organisation

Our staff have worked very hard to place every student in the most appropriate class, after considering a broad range of wellbeing, educational, social and emotional factors. We thank you for your support in being positive about your children's new classes and assisting them with a positive start to the new school year.

I can confirm that our current school enrolment is 275 students, enabling us to keep our current structure of ten mainstream classes (including two full kindergarten classes) and three special education classes.

COVID Update

Over the last few weeks we have worked hard to keep our families informed about COVID safe measures in place for the new school year, including cohorting, distancing, limiting who can enter school sites, health monitoring and rapid antigen testing. These procedures are constantly changing, and new procedures are being anticipated this weekend.

We will do our best to keep you informed as early as we can, while at the same time, shielding our students from many of the world's problems, so they can focus

on learning, socialising with their peers and achieving success.

It is our job in schools to make it all look "easy" with "business as usual." Please be aware that like most of you, the staff have been under enormous pressure this school year. Your ongoing support and encouragement is greatly appreciated.

Unwell at school

Any student or staff member who is unwell and/or displays symptoms of COVID-19 will be asked to go home and complete a RAT or PCR test.

- If symptoms continue, they should stay at home and take another RAT in 24 hours or have a PCR test.
- If the second RAT or initial PCR test result is negative and they are displaying no symptoms OR they are diagnosed as another condition such as hay fever, the student or staff member can return to school.
- If your child suffers from a sinus or allergic condition (e.g.: hay fever), please provide the school with a letter from your doctor. This will save possible embarrassment for everyone.

If you are worried about any of these aspects, the best people to speak to are the class teachers, assistant principals and principal. We are very happy to listen to your concerns. We want your children to feel safe and comfortable at school so they can learn.

School Activities Organised by External Providers

The schools in the South and West Region of Sydney have been asked to delay the commencement of activities and programs offered by external providers, until the impact of COVID in schools is properly assessed. The principals of the Port Hacking network will discuss this at next Tuesday's meeting.

Staff Update

Miss McMillan was looking forward to leading Stage 3 this year until she was required to take sick leave. She is now recovering from her operation and I know that you join the staff in wishing her all the best. We are attempting to secure a relieving assistant principal as quickly as possible and Mrs Negro-Malfitano is working closely with the Stage 3 team to maintain continuity in the classroom for 5/6Z.

Swimming Carnival

Any changes announced by the government this weekend will not affect our organisation of the wet and "dry" swimming carnivals this Wednesday 23 February 2022.

Wet Carnival: Due to COVID restrictions, schools are expected to minimise the spread of COVID-19 as much as possible. As a result:

- All students attending this year's swimming carnival **must** compete in the 50 metre freestyle races and be able to swim 50 metres competently. 8-year-old students in Year 2 may compete, only if they can competently swim 50 metres.
- Students must swim in at least one 50m race. The other events are optional.
- There will not be any novelty events or swimming activities.
- Spectators (including parents and carers) will **not** be admitted into the pool.

Dry Carnival: All of students who are not swimming will have an enjoyable day at school. The students will participate in some enjoyable activities for part of the day, earning points that will contribute to the overall carnival house scores.

All students should wear sports uniforms and/or their house colours, and have their hats and sunscreen. Some of the activities involve water (eg: buckets and

sponges) so an additional shirt to wear home would be helpful.

Attendance at School

Regular attendance and punctuality at school is essential for students to succeed in their learning and in developing positive friendships and self-esteem. Schools and parents, are responsible for promoting the regular attendance of students.

All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided.

Parents must ensure:

- Their children of [compulsory school age](#) are enrolled in a government or registered non-government school or, they are registered with the [Board of Studies, Teaching and Educational Standards \(BOSTES\)](#) for Home Schooling.
- Their children who are enrolled at school attend every day the school is open for their instruction.
- They provide an explanation for absences by means such as a telephone call, written note, text message or email to the school within 7 days from the first day of any period of absence.
- They work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.

Please see the "*Compulsory School Attendance Information for Parents*" at the back of this newsletter.

Newsletters

Our "Kookaburra Gazette" is published at the end of every **even week** and can be received by email, Facebook Miranda PS (official), the NSW Education Parent app (now on Apple and Android):

<https://education.nsw.gov.au/campaigns/schools-digital-strategy/nsw-education-parent-app>).

The newsletters keep our school community informed and often feature student work and achievements.

Uniforms

Many people judge schools by what they see at first glance – namely the students and their uniforms.

Therefore, it is important that all students display pride in the school by wearing their full, correct uniform

every day, **including school hats every day and black shoes** on Tuesday, Wednesday and Thursday.

The school uniform shop is not-for-profit, and sells both new and donated second hand uniforms. If you would like any further information about purchasing or donating school uniforms, please contact the office. Uniforms can be purchased through the office or by using the order form on the website.

Approaching your School

From time to time parents or other members of the school community may need to approach the school to:

- Discuss the progress or welfare of own child
- Express concern about actions of other students
- Enquire about school policy or practice

It is therefore necessary to have procedures that will help solve problems as soon as possible so that a safe and harmonious school environment is maintained. The best results usually flow from working together.

On occasion, concerns may cause frustration and anxiety and digital platforms (such as email and ClassDojo) are not always appropriate to express these issues. At such times it is always important to organise a time to talk with school staff in an unhurried and confidential atmosphere.

Speaking to teachers when they are supervising students or engaged in another conversation, is inappropriate.

ClassDojo is appropriate for passing on brief messages to teachers, as long as parents understand that teachers need to be teaching. They will not be able to respond to messages during the school day when they are supervising students or attending meetings. It is also unfair to expect teachers to respond to messages when they are with their own families or preparing for the next school day. If you need to contact your child's teacher urgently, please contact the school office on 9524 4631 and a message will be passed on.

ISSUE	APPROPRIATE ACTION
The academic progress of own child	Directly contact the child's teacher either by note, by phone or in person to arrange a suitable time to discuss any issues.
The welfare of your own child	<ul style="list-style-type: none"> • For minor issues directly contact your child's teacher to clarify information before 9:00am. • For more serious concerns, contact the office to arrange a suitable time to talk with the staff member involved.

	<ul style="list-style-type: none"> • To convey information about change of address, telephone number, emergency contact, custody details, health issues and so on, please contact the office 9524 4631.
Actions of other students	<ul style="list-style-type: none"> • Contact the class teacher for a classroom problem. • Contact the stage team leader or principal for playground problems. <p>Never approach any child (other than your own child) or other child's parent, to address an issue at school.</p>
School policy or practice	Contact office. State your concern and make an appointment to see the principal and/or appropriate member of staff.
School community issues	Contact the school's P&C President or executive members. Meetings are held two to three times each term.

Draft Behaviour Procedures

School staff constantly review and reflect on procedures to improve educational outcomes for students. As such, the staff would like to share some draft behaviour procedures with you that are being trialled this term. The proposed procedures are underpinned by the principles of Positive Behaviour for Learning (PBL) where students are explicitly taught behaviour and learning expectations, using simple, positively stated language. Over time, these expectations will be supported by visuals (signage) throughout all school settings.

Your feedback would be greatly appreciated – Please find the “*Miranda Public School Behaviour Procedures & Expectations*” after the Attendance information at the back of this newsletter.

Student Invoices

In the next week the school office will be emailing out student invoices to our families. For our new parents, who may not have received a fee of this type before, these invoices will contain any expenses relating to online subscriptions, textbooks and educational resources that your child may require for use in the classroom and at home at the teacher's request. During the year students may participate in excursions, incursions, sport carnivals or other educational learning experiences and these fees will also appear on your invoices. Throughout the year you will receive reminders and updates of outstanding fees. These fees can be paid online via POP or directly at the school office in cash or via our EFTPOS facility.



Allergy Guidelines - Anaphylaxis

Several students at Miranda Public School can have severe allergic reactions to a range of products including foods such as nuts, shellfish, milk and eggs. Some of these students may develop anaphylaxis if they come into contact with these products. This is a life-threatening condition that requires immediate medical intervention.

Although Miranda PS cannot ever be considered to be a “nut free” or an “allergy free” environment, students are **not** to share food or bring any nut-based products to school. We thank you for working together to keep all of our students safe.

The Wellerman – Yamato (3/4A) fluently demonstrated his impressive musical abilities using a xylophone during Miss Tuite’s music class, performing “The Wellerman”.

Introducing...



In our last newsletter we promised to share a photo of the Red House leaders.

Red Captains: (centre of photo)

Alex
Eva

Red Vice Captains:

Zachary
Mary



Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.





My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's *Policy library*

The school leaving age:

Please visit the Department of Education's *Wellbeing and Learning* website

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

www.dec.nsw.gov.au

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NSW Department of Education and Communities

Completing Absentee Notes and Notices

Information for parents and carers

It is important to tell the school if your child has to be absent from school and to provide a reason for the absence.

Principals are legally responsible for keeping accurate records of student attendance.

Principals are also responsible for deciding if the reason given for an absence is justified.

Wherever possible, parents and carers are encouraged to provide an explanation for absences before the absences occur.

The Principal of the school has the right to question parents' requests for their child to be absent from school. The Principal also has the right to question an explanation given for a child's absence from school.

To explain an absence parents and carers may:

- send a note, fax or email to the school
- telephone the school, or
- visit the school.

Bilingual Absentee Notes

Three bilingual absentee notes are available to assist you to inform the school of your child's absence.

Absentee note 1 should be used when a child is absent for 1 whole day.

Absentee note 2 should be used when a child is absent for more than 1 day.

Absentee note 3 should be used when a child is absent for part of the day.

Absentee Notices

If the school has not received an explanation for a child's absence they may send you an Absentee Notice.

Principals use the Absentee Notice to contact parents within two days of an unexplained absence. The Absentee Notice must be completed in English and returned to the school within seven school days, giving a reason for the absence.

Completing details of absences

Sections of the Absentee Notes and the Absentee Notice ask you to provide details for your child's absence or partial absence.

For the school to be able to understand the reasons given, these sections should be completed in English. Possible reasons are provided in this leaflet and have been translated into English for you to copy onto the forms, if applicable.

If you have difficulty understanding the Absentee Notes or Absentee Notice or with completing the details you may telephone the school to explain the reason for your child's absence. If you telephone the school you do not need to fill in a written note as well.

Telephone Interpreter Service

If you need an interpreter to assist you to contact your child's school, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. The interpreter will call the school and stay on the line to assist you with your conversation. You will not be charged for this service.



Miranda Public School

Behaviour Procedures & Expectations

Developed February 2022, Review Annually

At Miranda Public School, we believe that all students should be given the opportunity to learn and grow in a safe, happy environment. This environment is created and maintained by setting clear rules, routines and expectations and giving appropriate reinforcement for positive behaviour to aid understanding and adherence to the rules. This climate of understanding and consistency also involves maintaining a partnership and commitment to positive behaviour for learning by all members of the school community, including teachers, students and parents.

The following document outlines Miranda Public School's behaviour system and procedures to help create and maintain a safe, positive and productive learning environment:

- Section 1: Whole School Positive Behaviour for Learning overview and research
- Section 2: PBL Matrix & Expectations
- Section 3: Classroom Behaviour Procedures & Expectations
- Section 4: Recording on Sentral
- Section 5: Playground Procedures
- Section 6: Teaching Standards
- Appendix: Reflection Slips

If a child doesn't know how to read, we teach.

If a child doesn't know how to write, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to behave, we teach.



To be the best
LEARNER
at MIRANDA PUBLIC SCHOOL
WE WILL...

**BE
SAFE**

**BE
RESPECTFUL**

**BE
RESPONSIBLE**

Section 1:

Whole School Positive Behaviour for Learning overview and research

Positive Behaviour for Learning (PBL) is based on the principles of Positive Behavioural Interventions and Support (PBIS) and is a long-term (3-5 year) process to create safer and more effective schools. It works by re-structuring the learning environment to support the academic and social success of all students.

Positive Behaviour for Learning is intended to support all students and staff across all settings. It incorporates a team-based process that is designed for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which staff are trained:

- effective behaviour education principles and practices
- systems change
- the practical application of research
- validated instruction and management practices.

Positive Behaviour for Learning is not a program but a process that supports schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and individual student discipline (Sugai & Horner, 2007). Central to this process are the agreements that are established and maintained between adults and students. The explicit teaching of social and academic expectations marries with the NSW Quality Teaching Framework, the Australian Teaching Standards and the principles of effective instruction.

Positive Behaviour for Learning is based on the following core principles:

- we can effectively teach appropriate behaviour to all children.
- intervene early. It is best practice to intervene before targeted behaviours occur.
- monitor student progress to inform interventions.
- use data to make decisions.
- continually using assessment to re-align the school's behavioural goals.

Some parents and educators believe that students come to school knowing all rules of conduct, and that those who don't follow them simply should be punished. However, research and experience has taught us that systematically teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. Primary prevention also establishes a climate in which appropriate behaviour is the norm.

Primary prevention is significant in that it moves the structural framework of each educational unit from reactive approaches to proactive systems change performance.

This effort cohesively unites all the adults in using:

- common language
- common practices
- consistent application of positive and negative reinforcement.

1.1 Purpose

Miranda Public School aims to actively promote and maintain a safe, respectful and orderly learning environment for all students and staff. To provide all students with an opportunity to acquire the knowledge, skills and values to continue their education, and to be respectful, active citizens who serve and positively contribute to the community.

1.2 Consultations and Data/ System Review

After 7 years using Leader In Me, it was decided to shift our school expectations procedures and policies to the Positive Behaviour for Learning framework. This was done in consultation with staff in 2021 who voted to make the shift from LIM to PBL. The first phase of PBL is to be introduced at the staff development day in 2022. Data review processes will be built into the school system and assists the team to make informed decisions regarding future needs and actions. Data to be collected in Sentral by all members of staff.

1.3 Learning and Behaviour Statement

At Miranda Public School we are committed to implementing a School-Wide Positive Behaviour for learning (PBL) approach to the teaching and management of student behaviour.

PBL approach means that we: use school wide EXPECTATIONS in specific settings to EXPLICITLY TEACH appropriate behaviour; use a POSITIVE INCENTIVE program to encourage appropriate behaviour; use EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour; and use DATA to track progress and identify areas for intervention.



Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be Respectful
- Be Responsible

1.4 Processes for implementing standards of positive behaviour

Miranda Public School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive support.

Academic Systems

Tier Three Intensive, Individual Interventions

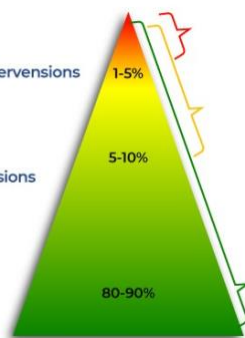
- Individual Students
- Assessment-based
- High intensity

Tier Two Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One Universal Prevention

- All Students
- Preventive, proactive



Behavioural Systems

Tier Three Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One Universal Prevention

- All settings, all students
- Preventive, proactive

Universal Behaviour Support

Miranda Public School implements the following proactive and preventive processes and strategies to support student behaviour:

- Ongoing implementation of the PBL process through regular staff professional learning to review current practice with the provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Miranda Public Schools PBL plan delivered to new students at enrolment as well as ALL new and relief staff (Matrix, playground flowchart and rewards charts displayed and encouraged).
- Explicit signage and teaching of expectations throughout the year
- Universal incentive programs (to be updated 2022)

Targeted Behaviour Support

Miranda Public School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data to accurately identify students requiring targeted support
- In-school referral process for teachers seeking assistance to support students with targeted-level needs
- Team approach to supporting students on targeted support programs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring, check ins)

Intensive Behaviour Support

Miranda Public School implements the following processes and strategies to support students:

- Individual Positive Behaviour Plans (IPBP) developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- In-school referral process for teachers seeking assistance to support students with behavioural needs
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Referral to Learning and Support Team
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health)

Section 2- PBL Matrix & Expectations

The Miranda Public School Behaviour Matrix was created in consultation with school staff using simple, positively stated language. It is a fluid document that can be updated and reimagined to reflect the values and needs of the students, staff and the school community. It is displayed in all areas of the school and referred to daily to explicitly teach positive behaviour.

 To be the best LEARNER at MIRANDA PUBLIC SCHOOL WE WILL...		BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
ALWAYS 		<ul style="list-style-type: none"> • Follow directions • Keep hands & feet to yourself • Use equipment safely • Walk calmly 	<ul style="list-style-type: none"> • Look after self, others and school property • Friendly words and actions • Use manners • Wear proper school uniform 	<ul style="list-style-type: none"> • Do your best • Be prepared • Use self control • Listen to others
LEARNING SPACES CLASSROOM LIBRARY 		<ul style="list-style-type: none"> • Keep learning areas tidy • Sit correctly • Personal space 	<ul style="list-style-type: none"> • Respect others' right to learn • Raise hand to speak • Actively listen and participate 	<ul style="list-style-type: none"> • Stay on task • Challenge yourself • Be organised
PLAYGROUND 		<ul style="list-style-type: none"> • Wear a hat • Use equipment sensibly • Play in bounds 	<ul style="list-style-type: none"> • Show good sportsmanship • Share spaces & equipment • Move to lines promptly • Place rubbish in bins 	<ul style="list-style-type: none"> • Think before we act • Try to solve problems calm • Report issues we can not solve to teacher
BATHROOM 		<ul style="list-style-type: none"> • Ask permission • Wash hands • Flush toilets 	<ul style="list-style-type: none"> • Respect others' privacy • Use toilets appropriately • Leave toilets tidy 	<ul style="list-style-type: none"> • Return to class promptly • Use toilets during break times • Report issues to teachers
ONLINE 		<ul style="list-style-type: none"> • Protect personal information • Use and carry devices properly • Report any issues/concerns 	<ul style="list-style-type: none"> • Look after devices • Follow the BYOD technology contract • Kind words and actions 	<ul style="list-style-type: none"> • Use devices to support learning • On task while online • Devices are charged and stored properly

Explicit Teaching of Expectations

During the first 3 week of school, Teachers should introduce their students to the matrix and new incentive program. The beginning of the school year Teachers should focus on the 3 core values of be safe, be respectful and be responsible. Teachers are required to have an explicit teaching session (approx. 15mins) to further teach, model and reinforce skills and expectations. This could be simple class meetings or circle time discussions to talk through a problem and hear from the student voice/ perspective. This system allows for problems to be identified, discussed and retaught when problems arise- i.e., students not bringing hats, taking care of property or class transitions.

Sample Overview for PBL Lessons

Week	Lesson Focus
2 & 3 Be Safe Be Respectful Be Responsible	Spend the first 2 weeks introducing new system and matrix so the children have a general understanding of each expectation. Example lessons- Y charts, posters, mind maps, videos, sorting activities, role play, walk through
4- Be Safe	Learning Intention: We are learning to be sun safe Success Criteria: -We always wear a hat outside -We wear sunscreen to school -We go to the COLA to play if we forget our hat and bring it the next day
5- Be Respectful	Learning Intention: We are learning to line up properly Success Criteria: -We line up in 2 straight lines -We listen to instructions and the speaker -We move promptly to lines before the bell finishes ringing after breaks
6- Be Responsible	Learning Intention: We are learning to challenging ourselves Success Criteria: -We will set goals (learning, behaviour or personal) -We will contribute to class discussions -We have a positive mindset to our learning
7- Be Safe	Learning Intention: We are learning to use equipment safely Success Criteria: -We will make sure we have all required equipment, so we don't need to return to the classroom during lunch, recess or RFF times -We ask permission to use equipment and stay out of store rooms -We will return any equipment we borrow in the same condition
8- Be Respectful	Learning Intention: We are learning to speak respectfully Success Criteria: -We use manners (please, thank you) -We speak at an appropriate volume level -We use kind words
9- Be Responsible Be Safe	Learning Intention: We are learning to use self-control Success Criteria: -We take responsibility for our actions (the things we do and say) -We tell the truth at all times and speak calmly -We keep our hands and feet to ourselves
10- Be Respectful Be Responsible	Learning Intention: We are learning to be organised Success Criteria: -We arrive at school and to class on time -We wear full school uniform -We are prepared for every lesson (pencil case, glasses, books, notes, homework, hat, lunchbox)
11- Be Safe	Learning Intention: We are learning to keep areas tidy Success Criteria: -We put rubbish in the bins -We take pride of our space and belongings -We put things back when we borrow them

Section 3:


Classroom Behaviour Procedures & Expectations

Classroom Expectations:

Each year age appropriate class expectations are devised and agreed upon by the students in all classes and the class teacher. Class rules aim to establish a safe, consistent, positive classroom environment that reflect the three core values of be safe, be respectful and be responsible. Classroom teachers have classroom management plans to meet the needs of their students. When classroom rules and expectations are broken, class teachers may use a traffic light system.

Traffic Light system:

All students begin each session on the green light indicating they are ready to learn.



MPS Classroom Expectations

Ready to Learn
I am being...
Safe, Respectful & Responsible

Reminder:
Think about your choices.
Time to work on better decisions

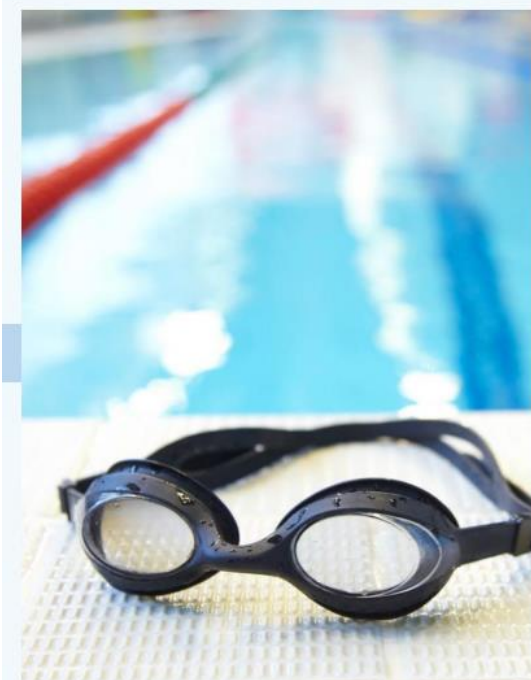
Reflection:
Time out/ Reflection.
Make better choices.
Relocation

Green Light: We encourage our students to remain in the green light zone through meaningful and challenging learning opportunities in which they experience success. We positively acknowledge students who are making good choices free and frequently (dojos, verbal praise, stickers)

Yellow light: We know that people make mistakes and the yellow light is when students make 'minor' mistakes. This is often 'off-task' behaviours such as calling out, interrupting learning, not completing learning tasks. The teacher responds to the bulk of these mistakes with reminders, positive, parallel acknowledgement, warnings, moving a student in the class, or time at recess or lunch to catch up on missed learning. If a pattern of behaviour is emerging, parents will be contacted and asked to meet and discuss possible solutions.

Red light: The red light covers 'major' or ongoing minor behaviours (*please refer to major and minor definitions below*) that impede learning for the student and others around them resulting in consequences.

Our role as teachers is to support all students, seek to repair relationships and then successfully re-enter students to the "green light " (being productively engaged in learning).



Preparing for Swimming Carnival WORKSHOP (1 Hour)

for how to:

Dive, start a swim, finish a swim

Date: SUNDAY 20 FEBRUARY 2022 @ 10.30 AM

Venue: Starting Blocks Swim School |
42 Kareena Road, Miranda

Contact: SWIM WITH JESS | 0422 865 300