



Kookaburra Gazette

Dates to remember

Term 1 2022	<i>All events are subject to the COVID restrictions in effect at that time.</i>
8-3-2022	Meet the teacher evening for early stage one (3:30pm); stage two (4:15pm); and stage three (5:00pm) High school information evening (for Year 6 parents/carers)
9-3-2022	Meet the teacher evening for stage one (3:30pm); and special education (4:15pm) Cronulla Zone Rugby League Trials
10-3-2022	Selective High School Placement Test at Miranda PS
11-3-2022	Special Education Review Meetings
14-3-2022	Sydney East SSA Swimming Carnival
21-3-2022	Cronulla Zone Basketball Trials
22-3-2022	School Photographs
5 & 6-4-2022	Parent Teacher Interviews
7-4-2022	ANZAC Day Ceremony
8-4-2022	Hat Parade and "Eggshibition" Last Day of Term 1
25-4-2022	ANZAC Day (Student leaders invited to Dawn Service and March by Miranda RSL sub-branch)
26-4-2022	Term 2 Staff Development Day
27-4-2022	Term 2 Begins for Students



Developing independent learners:

This week students in Kindergarten Sapphire (KS) demonstrated that they are already becoming independent learners during a typical mathematics lesson involving learning centres.

Meet the teacher afternoons

Parents/carers are most welcome to attend *the meet the teacher* evenings on Tuesday and Wednesday afternoons.

Tuesday 8 March

3:30pm – Early stage 1 (Kindergarten) in the library.

4:15pm – Stage 2 (3Q, 3/4A & 3/4E) in the library.

5:00pm – Stage 3 (5O, 5/6G & 5/6Z) upstairs in Block A.

5:30pm – Year 6 high school information evening upstairs in Block A.

Wednesday 9 March

3:30pm – Stage 1 (1/2D, 1/2P & 2Q) in the library.

4:15pm – Special education (K/6A, K/6O & K/6T) in K/6O classroom.

I apologise that more notice could not be given – Originally the teachers were going to send digital presentations. They then reworked this organisation in response to the updated health advice to give parents/carers the option of attending in person.

While we do our best to give you as much notice as we can, occasionally things will happen that are beyond anyone's control and delay this process. Given that this is Week 6 of the term, we do not want to move this event back any further.

If you feel comfortable attending, please support everyone's safety by:

- Helping with distancing by not bringing school aged children into the buildings with you (babies are ok);
- only one parent/carer (where possible);
- wearing masks if you cannot be safely distanced from others; and
- using the school QR code before you enter the buildings so we know who is on site. This is a WHS requirement.

Parents/carers who cannot attend these meetings will still receive the digital packages.

Parents/carers are most welcome to meet with the class teachers at any time of the year, either by phone or in person (whenever possible). Please call the office or send a message by ClassDojo to organise a mutually convenient appointment time.

COVID Update

We always 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.

From Monday 7 March, masks will no longer be mandatory for all staff. However, those who wish to continue to use them will be supported to do so. In line with community settings, workers who support our students with disability in the support unit and some mainstream classrooms will be required to wear masks while working with those students.

Thank you for your understanding and the support you give to all of our staff.

The staff in this school are dedicated and work extremely hard to support all of our students' learning and wellbeing. While they may give the impression that "business is as usual," please be aware that they like many of you, are facing enormous pressure with constant changes. Furthermore, staff absences cannot always be readily filled by casual staff, and this adds further challenge.

Your ongoing support and encouragement are needed and 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.
- In NSW, positive COVID-19 cases are provided a Medical Clearance Notice after 7 days and allowed to leave self-isolation as long as they do not have COVID-19 symptoms.
- 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 your child or a family member tests positive to COVID-19 please follow the [current health advice](#).

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.

Swimming Carnival



Congratulations to our School Swimming Carnival place getters.





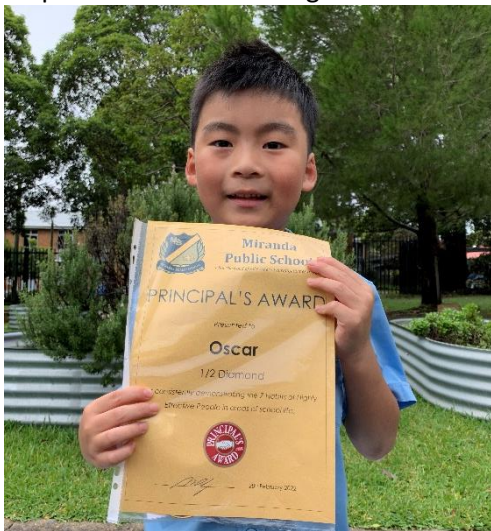
Dry Carnival: The weather has been against us so we will have our “dry” carnival events on the first “dry” Friday. All students (K-6) will earn points that will contribute to the overall carnival house scores. The students should already be wearing their sports uniforms, however, some of the activities involve water (e.g.: 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. Please read the Attendance information at the back of this newsletter.

Principal's Awards

Principal's awards recognise students who consistently demonstrate that they are safe, respectful and responsible learners. Congratulations to:



Oscar in 1/2D



Amalia in K/6A

Newsletters

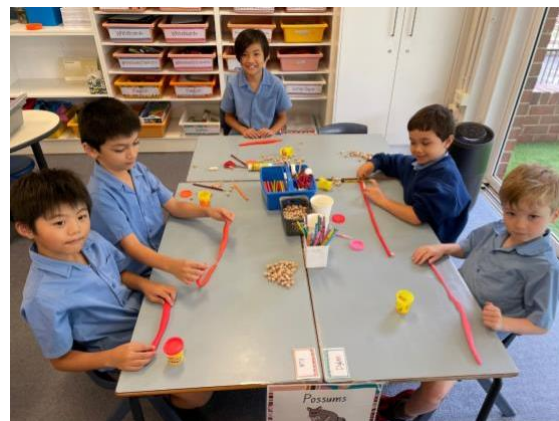
Our "Kookaburra Gazette" is published at the end of every **even week** and can be received by email, Facebook "Miranda PS (official)", the NSW Education Parent app (now on Apple and Android): <https://education.nsw.gov.au/campaigns/schools-digital-strategy/nsw-education-parent-app>.

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

Maths and Science - 1/2 Diamond



In science, Stage 1 are learning about how living things change and grow. We have been observing mealworms in our classroom.



In maths, 1/2 Diamond have been using informal units To measure different objects around the classroom.

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. At such times it is always important to organise a time to talk with school staff in an unhurried and confidential atmosphere. Please do not use digital platforms (such as email and ClassDojo) to express these issues.

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

ClassDojo is for passing on brief messages to teachers. Please understand that teachers need to be teaching. Staff must not respond to messages when they are supervising students or attending meetings.

It is not fair to expect teachers to respond to messages outside of their school business hours. If you need to contact your child's teacher urgently, please contact the school office on 9524 4631 during business hours and a message will be passed on.

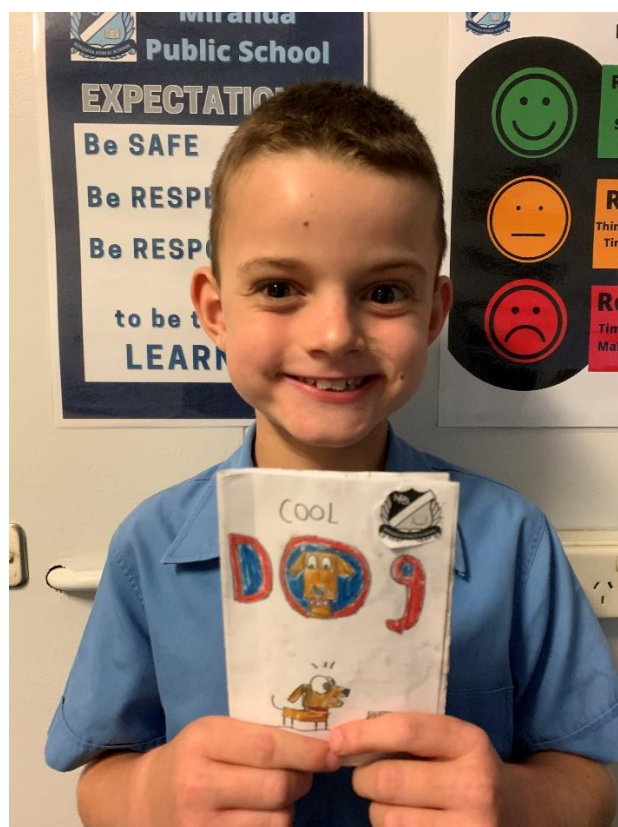
ISSUE	APPROPRIATE ACTION
The academic progress of own child	Directly contact the child's teacher either by note, by phone or in person to arrange a suitable time to discuss any issues.
The welfare of your own child	<ul style="list-style-type: none"> • For minor issues directly contact your child's teacher 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. • 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.

	Never approach any child (other than your own child) or other child's parent, to address an issue at school.
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.



Max in 3/4A enjoys writing comic books. He has just completed “Cool Dog,” a book he began drafting last year.

Student Invoices

The school office has been emailing student invoices to our families. For our new parents/carers, 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.

Due to the continuing uncertainty for our families in 2022, Miranda Public School is not asking for voluntary contributions. If you were planning to do so, please support the Miranda P&C Association instead, who will ask for a voluntary contribution as part of their fundraising this year.

Miranda P&C Association

The Miranda PS P&C Association is a friendly group who promote the interests of the school by bringing parents, carers, citizens and teaching staff into close co-operation: They

- assist in providing equipment required by the school.
- report to the Minister the material requirements of the school.
- assist the teaching staff in establishment of school procedures and management of school activity.

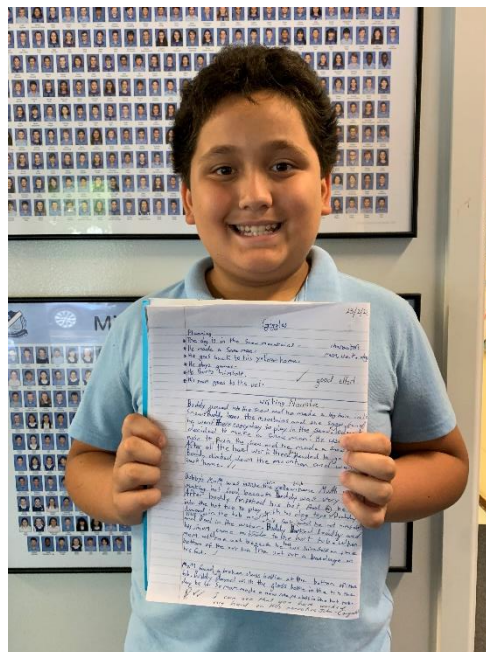
This is a wonderful opportunity to meet other parents/carers and learn more about our school. Parents/carers and new members are always welcome. For more information, please contact the 2022 executive team. Congratulations to:

Ms Lina Persson – President

Mrs Jessica Hicks – Secretary

Mrs Elise Bygrave – Treasurer.

The next P&C meeting is scheduled for 7:00pm on Wednesday 4 May 2022.



John in 5/6Z is typical of many students who are very proud of the length and improved quality of some of their written work over the past year.

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.

If you wish to send something to school to celebrate your child's **birthday**, a small treat (e.g. small lolly packet) is ideal, however please be mindful of food allergies. Please do not send anything with chocolate, nuts or nut products. Due to heightened hygiene rules we ask that only individually sealed treats are sent in for all students in the class. These will be distributed at the end of the day.

We thank you for working together to keep all of our students safe.



Asset Management (building and maintenance) work in the school:

Over the past year we have been working hard behind the scenes to improve the school for our students:

- **New kitchen in the school hall** (allowing for thirty (30) additional places in before and after school care). COMPLETED
- **Additional Promethean screens** in classrooms and conferencing equipment in the school library and upstairs in Block A. COMPLETED
- **Additional bathroom in Block F** for the Special Education Unit students. The temporary bathroom will then be removed. DUE FOR COMPLETION IN TERM 1.
- **Repairs to the primary playground area.** (Wandella Road side of the school) This involves increased drainage, replacing the degraded grass area with a multi-purpose synthetic grass court, new asphalt, new retaining walls and new seating. COMMENCES LATER THIS TERM.
- **Wheelchair ramp access to Block J** (Music/RFF Room) COMMENCES IN APRIL
- **COLA area for K Sapphire Classroom** in keeping with most of the classrooms in Block F. (COMMENCES TBA)

Tell Them From Me surveys

Each year students in Years 4, 5 and 6 participate in these confidential surveys in Term 1 and again in Term 3 to assist the school with information to improve learning and wellbeing. The survey also asks students about teaching practices and the learning environment.

The survey will provide valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them.

The survey is completed online and is run by an independent research company, The Learning Bar. Staff in schools will not be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. The survey typically takes 30 minutes or less to complete and will be administered by the school during normal school hours.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

The same students, as well as teachers and parents are invited to participate in TTFM surveys in Term 3.

Explaining the survey to your child

- Your child will be filling out an online survey called 'Tell Them From Me'.
- This survey is an opportunity for them to let their teachers know how they are going at school.
- The survey will ask your child how engaged they are with their learning, different ways that their teachers teach them in class, how supported they feel at school, and more.
- Your child's responses are confidential, which means their teachers won't know how they have answered.
- Please encourage your child to answer as honestly as they can. There are no right or wrong answers. The school just wants to hear what they think and their responses will help to improve their school. Some of the questions are there to help the school understand students and how to best meet their needs.
- If your child is unsure how to answer them, they can skip these questions.
- They can skip any question that they don't feel comfortable answering.
- If your child would like to talk about any of the questions in this survey, please encourage them to talk to their teacher, their Year Adviser, the school counsellor or the school psychologist.

If you do **not** want your child to take part in the survey, please complete the form at the back of this newsletter and return it to the school by 18 March 2022.

More information about the survey and the research is available in English at education.nsw.gov.au/ttfm



3/4 Emerald – We experimented with using our senses to describe the setting.

Wonderful!
I feel like
I am at
this beach!
y 45

Lots of people crowded into the crystal clear water of the ocean. The people screamed with fear as the waves were rustling and thrashing wildly. Everyone dived under the massive waves, swallowing salty water. The people on the sand were terrified by the giant wave that came crashing into the shore and soaked their shivering bodies. The smell from the nearby ship store came creeping across the sand. It was now time for lunch!!

The Busy Beach

The sea was filled with people, as I walked in, I had noticed filled the air. The disgusting taste of salt water filled the air. I was shaking as my ice-blet was melting on me. I smelt sun screen as it went up my nose. This was the worst day at the beach!

Beautiful Beach

The Marine Divers were playing with the colourful fish. The massive umbrellas were blowing up to the sky. Wait, do you hear that? The dolphins were singing a song that sounded like an opera singer. The crashing sand filled my mouth while I played. Water was splashing my body against the shore and seascapes from the nearest BBQ smelted deliciously. // Wonderful detail & description 7

Kinder Ruby working hard in a writing lesson.



***Tell Them From Me* Student Feedback Survey non-consent form**

(only relevant for students in Year 4, Year 5 and Year 6.)

Please read article about “Tell them From Me surveys” in this newsletter first.

If you **do not want** your child to participate in the student feedback survey, please sign this form and return it to the school by **18 March 2022**.

I DO NOT give consent for my child/children to participate in the ***Tell Them From Me* student feedback survey**

Name of student 1

Roll class of student 1

.....

Name of student 2

.....

Roll class of student 2

.....

Name of student 3

.....

Roll class of student 3

.....

Name of student 4

.....

Roll class of student 4

.....

Name of parent/carer

Signature of parent/carer

Date



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.



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

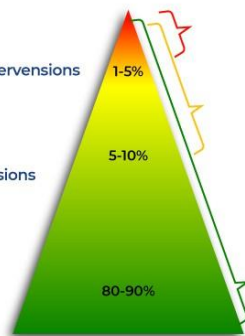
- Individual Students
- Assessment-based
- High Intensity

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.

 <p>To be the best LEARNER at MIRANDA PUBLIC SCHOOL WE WILL...</p>	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.



The graphic features a vertical traffic light on the left with three colored circles: green (smiling face), yellow (neutral face), and red (frowning face). To the right of each light is a corresponding text box. At the top left is the MPS logo.

MPS Classroom Expectations

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.

Light Color	Icon	Text
Green	Smiling face	Ready to Learn I am being... Safe, Respectful &
Yellow	Neutral face	Reminder: Think about your choices. Time to work on better decisions
Red	Frowning face	Reflection: Time out/ Reflection. Make better choices. Relocation

Our role as teachers is to support all students, seek to repair relationships and then successfully re-enter students to the "green light" (i.e.: 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

Port Hacking High School provides an innovative and inclusive learning environment where students will have their potential nurtured in a range of academic, sporting, performing arts and extra-curricular activities.

“ To strive is to achieve ”
ARDENTIBUS NIL ARDUI

Our virtual tour will present the outstanding facilities and experiences that help Port Hacking High School student learn, grow and achieve to meet and exceed their personal best.



**Port Hacking
High School**

Virtual open night now live

for all prospective future students and their families

<https://www.youtube.com/watch?v=amtxNbyQJyA>

We urgently need more parents and carers!

Do you have 30 mins after school drop off on Wednesday mornings?

Thank you MPS Community for acknowledging the value of Primary Ethics Classes for your child to attend.

The demand has been so great we do not have enough parents/carers to facilitate classes, and students are not able to participate.

Do something life-changing and become a volunteer ethics teacher. You'll be rewarded with a unique development opportunity while supporting children to listen empathetically, disagree respectfully, build on each other's ideas and use evidence and reasoning to make decisions rather than act out of habit or peer pressure. Teach ethics and you'll be helping children develop important skills for life.

FREE training provided and no previous experience required

For more information or register:
<https://primaryethics.com.au/volunteer/ethics-teacher/>

OR contact your MPS Parent Primary Ethics Coordinator, Jessica Hicks | 0422 865 300



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2-DAY SUPER CAMP

April

WHERE EVERY CAMPER'S TREATED LIKE A ROCK STAR

13&14 April - CARINGBAH HIGH
19&20 April - JANNALI HIGH

Duration: 2-days Age: Kindy - Yr 6 Time: 8.30am - 3.30pm daily

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