



Kookaburra Gazette

Dates to remember

Term 1 2022	<i>All events are subject to the COVID restrictions in effect at that time.</i>
21-3-2022	Harmony Day
22-3-2022	School Photographs
5 & 6-4-2022	Parent Teacher Interviews
7-4-2022	ANZAC Day Ceremony
8-4-2022	Hat Parade 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

Our Talented Musicians



Jarren and Zoe in 1/2Diamond performed "Heigh Ho" (played by Jarren and sung by Zoe), followed by Zoe playing "Beethoven's 5th Symphony" using glockenspiels.



Harmony Day

On Monday 21 March 2022, all students are invited to wear traditional dress or orange mufti in celebration of Australian multiculturalism. Students will be participating in Harmony Day activities in class and there will be a parade showcasing all students in traditional dress/costume on the day. This event is for students only.

We will be taking plenty of photos to share with you via Class Dojo and Miranda Public School's Facebook page.

School Photo Day – Tuesday 22 March 2022

Don't forget our annual school photo day will be held on Tuesday 22 March.

Full school summer uniform is to be worn, including black shoes. Any hair accessories are to be school colours.

Please ensure your child brings their photo envelope to school on the day, regardless of payment method. If you are wanting sibling photos taken, please also bring this envelope to school on the day.

Refer to the note sent home for more details.

Please use the Wandella Road carpark

You may have noticed that the council rangers and traffic management officers have been asked to patrol Sylva Avenue. They have also been asked to suggest options to make Sylva Avenue safer.

The traffic management officer suggests that parents should be parking in the Wandella Road carpark next to the council library as it is a far safer option, and less than two minutes' walk to the K-2 and special education classrooms.

Hat parade and Easter raffle.

Please keep 2:00pm – 3:00pm free on Friday 8 April, as we are hoping to have you celebrate this occasion with us. More information to follow.



Scarlett, Sailor and Harper (in K Sapphire) shared their writing about favourite fruits this week.

Parent teacher (Term 1 Check in) interviews

Optional parent teacher interviews are scheduled for the afternoons of Tuesday 5 and Wednesday 6 April using Zoom. Some teachers may wish to organise some face to face appointments as well.

A reminder that you are welcome to organise a meeting to speak with your child's teacher at any time of the year. Please organise a mutually agreeable time.

Learning from Home

COVID Positive Students:

All students with COVID will be recorded as being "sick" on the class rolls until they have isolated for seven days and are symptom free. There is no expectation for them to complete work. Rest and recovery are important.

Students in Isolation:

If your children are feeling well, but need to be in isolation due to being a close contact, and it is possible for them to complete work at home, please use the learning packages at:

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/learning-packages>

If students can submit this work to their class teachers they will be marked as "flexible – learning from home" on the class roll.

We understand that this may not be possible in every situation. Students will be marked as "sick" if they do not complete work.

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 stay there until they can 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 inform the school and follow the current health advice.

Last week you may have heard that the Minister released the Public Health (COVID-19 Self-Isolation) Order 2022 (PDF 1,814KB) with the following amendments:

- A household contact will only need to self-isolate for 7 days commencing from when the diagnosed person took the test, rather than 7 days from last contact with the diagnosed person.
- A household contact is not obligated to self-isolate as a contact more than once in a 21 day period (if the person is diagnosed with COVID-19, they will need to self-isolate again).
- A person who had COVID-19 and later becomes a close contact or household contact does not need to self-isolate as a contact if it has been less than 8 weeks since the person finished their self-isolation period (up from 28 days in the current Order).

Updated references to self-isolation for families is on the [NSW Government's Testing positive to COVID-19](#) and [Information for people exposed to COVID-19](#) fact sheets.

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.

Dry Swimming Carnival Photos





Principal's Awards

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



Isaac in 1/2Pearl

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. The home school liaison officer (HSLO) regularly checks up on school attendance and can take legal action if identified families do not meaningfully work with the HSLO and school to improve attendance.

- If your child is often sick or away for more than two days (not COVID related), a letter from the doctor needs to be provided when your child returns to school.
- If your child is away from school for two days or more, please contact your child's teacher or the office on the second day.
- If you know your child will be away, for reasons other than sickness, please complete an application for leave, available at the office. Even if your reason cannot be approved by the principal, (*Eg: The Attendance Policy does not allow for holidays taken during the school term*) we need to know where your children are, and that they are safe.

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.

The staff will be reviewing these procedures during our Staff Development Day in Term 2 (26 April 2022)

Your feedback is needed – Please find the “*Miranda Public School Behaviour Procedures & Expectations*” at the back of this newsletter.

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.

Check-in assessment for Years 4 and 6

Year 4 and 6 students will participate in a reading and numeracy Check-in assessment.

The Check-in assessment is a NSW Department of Education online reading and numeracy assessment available to support schools to assess and monitor student learning.

The assessments can supplement existing school practices to identify how students are performing and to help teachers tailor their teaching more specifically to student needs.

- The assessment will be scheduled for our Year 4 and 6 students during Term 1 from 14th March - 25th March

Students with disabilities may receive the same level of support during the assessment that they would normally receive in the classroom.

Optional advice:

Students will be asked to bring headphones or earbuds that plug into a computer to enable them to hear audio during the assessment. Earbuds used for mobile phones or other portable devices may be suitable for use during the assessment. The type of computer connection needed is a jack or USB.

Kinder Ruby having fun during their hands-on Mathematics rotations.

Kinder Ruby are having fun during their hands-on Mathematics rotations.



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.



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

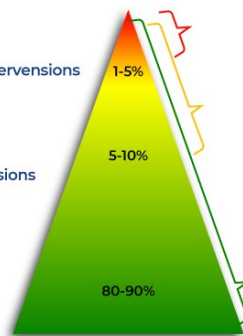
- Individual Students
- Assessment-based
- High Intensity

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

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" "(i.e.: being productively engaged in learning)".

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



CREATIVE KIDS
REGISTERED PROVIDER
Claim your \$100 voucher here
NSW GOVERNMENT

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

EXPERIENCE: 12 HYBRID SPORTS | 6 SUPER SESSIONS | AMAZING COACHING

AT A LOCATION NEAR YOU #noonedoesitlikemotiv8sports
Sutherlandshire@motiv8sports.com.au

DOWNLOAD THE APP



Aboriginal Health & Well-being Day

THURSDAY 31st MARCH 2022

10:00AM - 4:00PM

GUNNAMATTA PARK

You're invited to join the Kurranulla Aboriginal Corporation team for the 2021 Aboriginal Health & Well-being Day.

This event will provide Mob with an opportunity to listen to guest speakers Brian Dowd, Joe Williams & Jeffery Morgan and raise awareness of mental health and wellbeing.

Kicking off at 10am, the event will include:

- Welcome to Country
- Smoking Ceremony
- Traditional Dancing
- Didgeridoo Playing
- Cultural Games & Activities
- Entertainment by Aboriginal Singer, Jarrod Hickling
- FREE Barber and Beauty Treatments

REGISTER

<https://www.eventbrite.com.au/e/kurranulla-aboriginal-health-well-being-day-tickets-238808160637>



This is a COVID safe event. Social distancing and sanitising rules apply.



Brian Dowd
Walkabout Barber



Joe Williams
The Enemy Within



Jeffery Morgan
The Lifestyle Program



Jarrod Hickling
Aboriginal Country Singer

New Sporting Facilities - Functions & indoor sports Miranda

We are constructing an indoor half court basketball court due to be completed in May and looking by the end of year to construct a full size basketball court to go with it. Parents at the moment need to drive to Sutherland which can take 40 minutes to an hour in traffic to get a game of junior basketball in. It's great that we have an alternative now which is great for parents.



For more information please contact **Luke Trimble Director The Rec Club**

luke@recclub.com.au



KIDSFIT CLASSES

MON - THU 4:30PM



NSW Active Kids
Vouchers Accepted

Kidsfit
bodyfit