

Miranda Public School



Kookaburra Gazette

Dates to remember

Term 1 2023	Events are subject to the weather conditions and/or COVID restrictions at that time and/or decisions made by Department of Education. Mondays - Gymnastics 3-6 & 2/3Q; Wednesdays - SRE and Ethics; Fridays - Gymnastics K-2;
17-2-2023	Cronulla Zone Tennis Trials
21-2-2023	Cronulla Zone Touch Football Trials
21-2-2023	Meet the teacher evening
22-2-2023	Special religious education and Ethics begins (each Wednesday until 22 November)
23-2-2023	3-6 Swimming carnival at Sans Souci Pool. Non-swimmers will remain at school.
28-2-2023	Cronulla Zone Swimming Carnival
1-3-2023	P&C Annual general meeting & ordinary meeting 7:00pm
3-3-2023	Cronulla Zone AFL trials
6-3-2023	Cronulla Zone basketball trials
7-3-2023	Year 6 to 7 transition meeting for parents 5:00 – 6:00pm
10-3-2023	Cronulla Zone Rugby League Trials
14-3-2023	Special education review meetings (new students and Year 6)
21-3-2023	Harmony Day celebration
28 & 29-3-2023	Goal setting meetings with parents
28 –3-2023	SE PSSA girls hockey and SE PSSA rugby league trials
29-3-2023	SE PSSA boys hockey trials
3-4-2023	School Photographs
4-4-2023	SE PSSA basketball trials
6-4-2023	ANZAC Day ceremony and hat parade; last day of Term 1
Term 2 2023	
24-4-2023	Term 2 Staff Development Day
25-4-2023	ANZAC Day ceremony (and march) with Miranda RSL sub-branch
26-4-2023	Term 2 Begins for students

Meet the Teacher Evening

As flagged in our previous newsletter, parents and carers are warmly invited to meet with the class teachers next Tuesday 21 February 2023. Details were emailed to families earlier this week. To summarise:

There are four scheduled sessions for 'Meet the Teacher', led by the assistant principals with the class teachers.

3:30 – 4:00pm	Kindergarten in the school library
3:30 – 4:00pm	Special Education (K/6A, K/6O and K/6T) in the K/6O classroom
4:15 – 4:45pm	Years 1-2 (1D, 1P, 2J & Year 2 of 2/3Q) in the school library
4:15 – 4:45pm	Years 3-6 (3/4A, 3/4E, 4/5O, 5/6G, 5/6Z & Year 3 of 2/3Q) upstairs in Stage 3 classrooms in Block A <i>Parents/carers of 2/3Q students may like to visit the library at the end of this meeting to say hello to Mrs Truica.</i>

Due to space restrictions, we request that only ONE parent/carer attends each session, where possible. Children may play on the playground under the supervision of some of our specialist teachers during this time, as long as their parents/carers are in the school grounds.

The purpose of the sessions is to give a general outline of class organisation and learning during 2023. It is not appropriate to discuss individual students or share personal information. We have a planned parent/teacher evening focused on goal setting organised on 28th and 29th March 2023.

As always, you are most welcome to make an appointment to speak with teachers about your children's progress at any time of the year, by messaging the class teacher on ClassDojo/Seesaw or by contacting the school office. We look forward to seeing you.

Peer Support

Peer Support 2023



This year we are excited to bring back Peer Support groups for 2023. Our Year 6 leaders participated in a number of training sessions around our PBL values and learnt how to facilitate a lesson with a small group of students K-5.

We are very proud of our Year 6 leaders who did a fantastic job running their first PBL Peer Support sessions on Wednesday afternoon. Peer Support will run every second Wednesday for Term 1.
Well done Year 6!



New Behaviour and Awards Procedures

In response to our work as a Positive Behaviour for Learning (PBL) school and the DoE's *Inclusive, Engaging and Respectful Schools* policy, this term we are trialling and reviewing our new behaviour and awards procedures. These have been developed following considerable consultation with students, staff, and parents/carers. They were discussed at our last P&C meeting on 8 February 2023.

Please note that students can receive a bonus merit award with their reports for maintaining excellent behaviour and attendance during each semester. To be eligible, students will:

- have no major negative behaviour incidents recorded and no more than one (1) minor incident recorded.
- maintain an attendance rate of 90% or higher.

If the attendance rate is below 90%, students must have no more than five unjustified whole day absences and/or no more than five unjustified partial absences. The Department of Education's Attendance Procedures deem an absence is unjustified if parents/carers do not provide a satisfactory explanation within seven days of the absence.

Each time your child is away, please ensure that they return to school with a written explanation, or letter from the medical practitioner if they must attend an appointment during school hours.

Our new behaviour and awards procedures are at the back of this newsletter. It is important that you please read these carefully with your child. The first cut-off period begins on 1 March 2023, allowing parents and teachers time to discuss the new procedures with the students.

High School (6 to 7) Transition Meeting

All parents and carers of students in Year 6 are strongly encouraged to attend our high school information evening at **5:00pm on Tuesday 7 March**. High school applications can be confusing and complicated, so please come along and don't be afraid to ask questions. This year, all parents are being asked to complete digital, online applications. Mr Rick Turansky (principal) and/or a representative of Port Hacking HS will also be in attendance.

Swimming Carnival

The swimming carnival will be held on Thursday 23 February 2023.

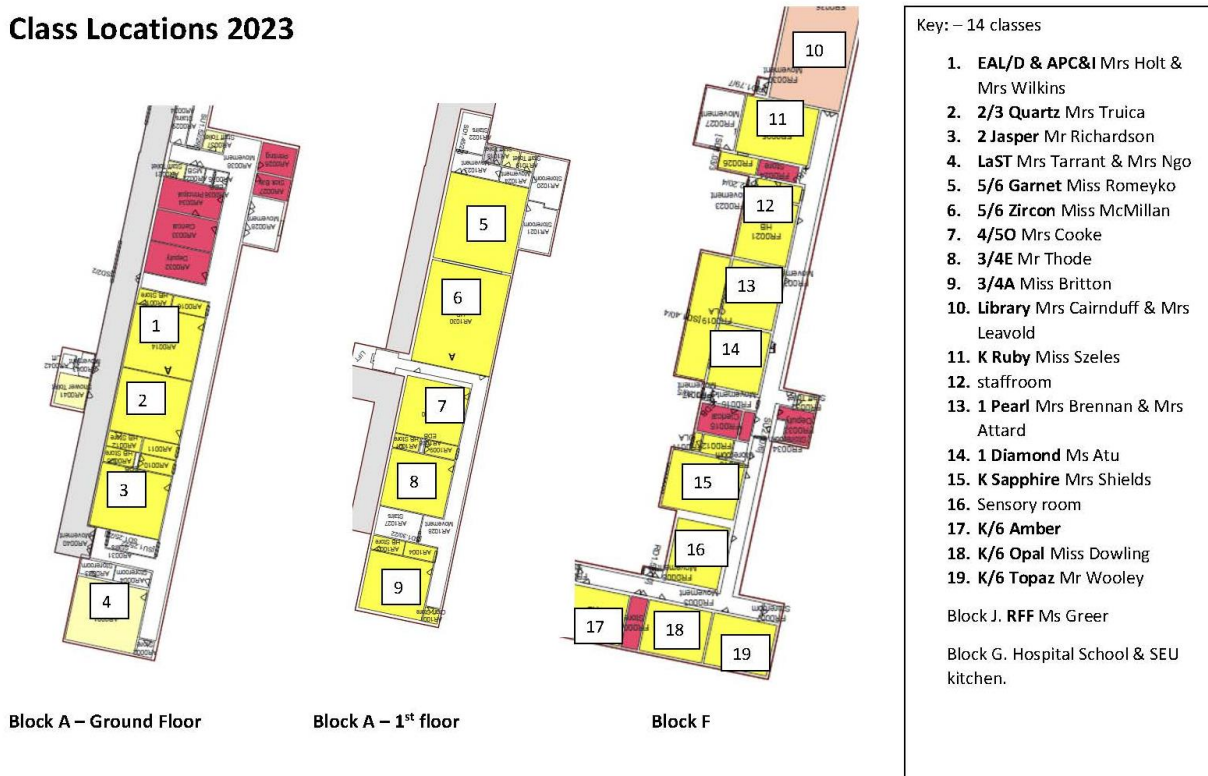
CHANGE for Non-Swimmers: We have a high number of responses from parents stating that their children cannot swim/enter the water. As the wading pool is being renovated, these students will now compete in their "dry" water novelty activities at school, where there is more space to move about. They will still have an enjoyable day and earn participation points for their houses. If you had already paid for your non-swimmer (child) to attend the carnival, this money will be put into "Fees in Advance" for you to use to pay other costs later this term.

Students who do not attend the carnival must remain at school or provide a satisfactory reason for their absence.

- Spectators (parents and carers) of participating students are welcome to attend, however, all students must travel by bus from school to the pool.
- To ensure no students are left behind, all students need to leave the pool with their classes and be marked off the roll before they can be collected by parents. This is a normal school day so students should not be leaving early.



Class Locations 2023



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.

Leave Bikes and Scooters at Home. It is Not Safe to Take Them to School.

Due to the high volume of traffic and narrow uneven footpaths surrounding the school, students are not to ride their bikes and scooters to school. This decision was made in consultation with the NSW Police Youth Liaison Officer.

Allied Health and NDIS Workers in Schools

Occasionally we are approached by allied health workers to withdraw students for 1:1 sessions in schools.

Put simply, the role of schools is to maximise time for students to engage in learning activities, set by the class teacher, to achieve NSW Syllabus outcomes. Therefore, we ask that appointments with allied health workers are made out of school hours.

We do not have any available time or space for 1:1 withdrawal sessions for mainstream students and we have to be fair to everyone. Your children are important to us, as are all of our students. If we allow 1:1 withdrawal sessions for one student, we would need to allow another 100 allied health workers to withdraw their clients as well and this is neither practical, nor acceptable. Furthermore, the sessions would be interrupted by noise and constant movement, with each student needing to catch up on missed learning.

That said, we try to meet the learning needs of all students and some students cannot engage in any learning or socialisation without this additional intervention. In such cases, the allied health workers and parents must participate in review meetings that are scheduled each term with the school's learning support team, to implement a personalised learning plan that includes many other individual interventions, as well as allied support.

While we are unable to assist you with 1:1 withdrawal, where possible, we welcome allied health workers to come to the school to observe their clients to inform their practice, and where appropriate, we will implement any recommendations that suit the school context. Before this happens, permission needs to be sought well in advance and the allied health worker must complete a brief school induction.

Special Religious Education (SRE or Scripture) and Ethics Classes.

On Wednesday mornings 9:20 – 9:50am, our school offers the following choices for students:

- Anglican Scripture (this is multi-denominational)
- Catholic Scripture
- Ethics Classes
- Non-Scripture.

SRE and Ethics begins on 22 February. Teaching Ethics classes is very rewarding, and the school would love to have some more volunteers, given the high number of students wanting to participate. If you are able to assist, or would like to learn more, please contact the office.

Unwell at School

Students, staff, and visitors should only attend school when they are symptom free. We strongly encourage all students, staff, and visitors to follow the NSW Health guidelines. We will continue to send home students or staff displaying symptoms.

Anyone who believes they have been exposed to COVID-19 is strongly recommended to monitor for symptoms and test if they have any concerns, as well as wear a mask. We will continue to support our families to use rapid antigen tests (RATs) if symptomatic or if you believe you have been exposed to COVID-19. RAT testing may help identify the infection early and is important if you are in contact with people at greater risk of serious illness if exposed to COVID-19.

Uniforms

Many people judge schools by what they see at first glance – namely the students and their uniforms. Students can also earn “Caught by Kookie” awards (see the new behaviour and awards procedures) for wearing full school uniform.

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

- polo shirts and sneakers/running shoes on Mondays and Fridays.
- black shoes on Tuesday, Wednesday, and Thursday.
- school hats every day.

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 school uniforms, please contact the office. Uniforms can be purchased through the office or by using the order form.

Please ensure all your children’s property is labelled with their full names.

Approaching your School

From time-to-time parents or other members of the school community may need 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 so issues can be resolved 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 appropriate to express these issues. Instead, please 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.

The staff will not respond to messages sent when they are supervising students or attending meetings. Teachers will not respond to messages sent out of school hours until the next school day.

Please allow at least one full business day before you expect to receive a response. If you need to contact your child's teacher urgently, please contact the school office 9524 4631 and a message will be passed on.

Contacting the school – how, when, who and why.	
ISSUE	APPROPRIATE ACTION
The academic progress of own child	Directly contact the child's teacher either by note, ClassDojo/Seesaw, 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 9542 4631.
Actions of other students	<ul style="list-style-type: none">• Contact the class teacher for a classroom issue.• Contact the stage assistant principal for playground issues. <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 each term.

Parking around the school

You are very important to our school community, but so is everyone else. We need to look out for each other. None of us would ever recover if a child or pedestrian was injured (or worse) and you were the driver at fault.

Sylva Avenue is regularly patrolled by parking rangers and the police, so drivers who choose to ignore the road rules will get caught out eventually. To keep all our community safe and avoid a fine, please:

- Avoid Sylva Avenue and park in the Westfields Wandella Road carpark next to the Miranda Library. It is less than a two minute walk from this carpark to our school hall.
- Walk to school if/where possible.
- Park further away and walk to and from the school with your children.
- Read and heed the road signs posted around the school.
- Stay out of the school carpark and the Miranda Education Office carpark. The Department of Education takes no responsibility for cars parked/driven on its property and insurance companies may not cover you in this situation.

The roundabout/cul-de-sac at the top of Sylva Road is a **NO STOPPING** zone. Children and distracted parents can be unpredictable and hard to see. Our community would never recover if a child was hit ... or worse.

About Amy Hill (Aboriginal Education Officer)

Amy Lea Hill

Gamilaroi woman my Grandfather (Sonny) - (Alan Trindall) was born on the Caroona Mission in Quirindi.



I am an Aboriginal Artist and Sutherland Shire local who grew up on (Dharawal Country) between where the Woronora River and Georges River meet at the Como train bridge. I have proudly exhibited at Hazelhurst Regional Art Gallery and Campbelltown Art Gallery, where I exhibited three years in a row at the Fisher's Ghost exhibition. I have also completed a major infrastructure mural in the Bankstown hospital emergency department. Also at stalls at Menai Marketplace for NAIDOC Week and Reconciliation week for 3years.

The meaning behind my artworks is about my spiritual connection to the dreaming. The white feet represent us keeping song and dance alive and the connection to our ancestors. It demonstrates traditional ceremonies, celebrations and the coming-of-age initiation sites.

I also facilitate art workshops at preschools ,primary schools, and high schools. I am very passionate about health and well-being, becoming mindful during my adult sessions. I encourage people to slow down, breathe and enjoy my corporate group team building at art workshops.

I have also worked with many community groups and organisations on collaborative art projects involving murals. I have worked with preschools on their RAP artworks and plans as well as designed digital artworks for council local hospitals as murals and for Reconciliation action plans.

I am currently illustrating four books which have indigenous illustrations and written in Dharawal in collaboration with Dr Jodi Edwards, a Dharawal speaking expert.

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, including Nutella and peanut butter. We thank you for working together to keep all our students safe.



K/6 Topaz have been settling in well to the 2023 school year. Check out some of their hands on learning below!





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.



Miranda Public School

DRAFT Behaviour Procedures & Expectations

Trialled in Term 1, 2023 Updated February 2023, Review Annually

Miranda Public School is committed to creating engaging and effective classrooms, and inclusive and safe school communities for all students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption.

Miranda Public School's procedures are completely in line with the NSW Department of Education's Student behaviour Policy (PD-2006-0316-V04.0.0 last updated 10-10-2022 <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>)

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

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) 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 to create an environment in which staff are supported to implement:

- effective behaviour education principles and practices
- change systems to meet the changing needs of students within a changing environment
- the practical application of research
- validated instruction and management practices.

Positive Behaviour for Learning is not a “program” but a process of proactive supports to design, implement, and evaluate effective school-wide interactions that promote positive behaviour (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.

We need to understand that “behaviour” is neither good or bad – it’s observable actions relating to how a person reacts to/within the environment. Behaviour is communication or feedback from students that their needs that are not being met. Students cannot always articulate these needs in any other way. We need to treat behaviour as another learning area.

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 by using proactive approaches instead of reactive approaches to change the environment, behaviour and 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

The first phase of PBL was introduced in 2022. The school matrix was designed by staff with ongoing consultation with students via the Student Representative Council (SRC) and parents and carers via school newsletters and the Miranda PS P&C Association. Annual data review processes are established 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

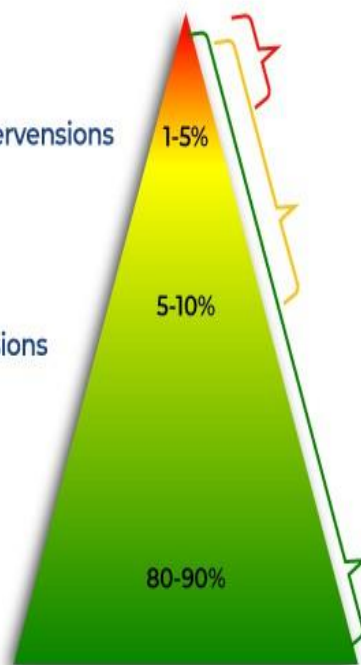
- Individual Students
- Assessment-based
- High Intensity

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

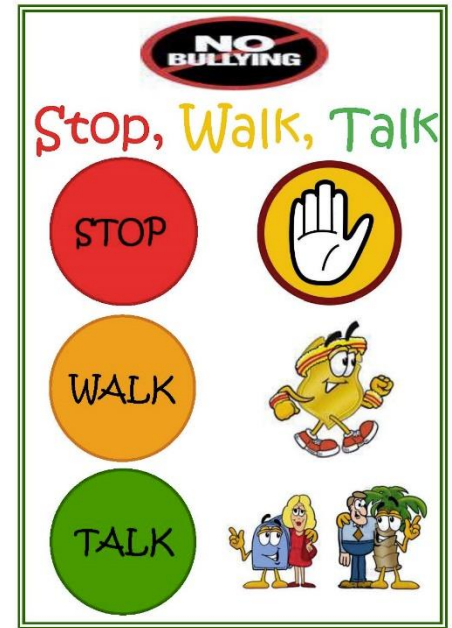
Tier One Universal Prevention

- 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).
- Stop, Walk and Talk to help students deal with conflict (*see picture - right*)
- Explicit signage and teaching of expectations throughout the year
- Goal setting
- 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
- Learning Support Team 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:

- Personalised Learning and Support Plans (PLASPs) developed for students with high levels of need, enabling staff and parents/carers to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings. Any restrictive practices are documented in the PLASP, in consultation with parents and carers.
- 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, students and parents/carers using simple, positively stated language. It is a fluid document that is updated and reimagined to reflect the current values and needs of the school community. It is displayed in all areas of the school and referred to daily to explicitly teach positive behaviour.



EXPECTATIONS MATRIX for *Safe, Respectful and Responsible Students* at MIRANDA PUBLIC SCHOOL

	Always		Learning Spaces 	Lining Up/ Assembly 	Corridors/ Stairs / Pathways 	Playground 	Toilets / Bathrooms 	Using technology / Online 
Be Safe	Follow directions. Keep hands and feet to yourself. Use equipment safely. Move sensibly around the school.	Line up to enter or leave the classroom. Walk in the classroom. Respect personal space. Walk to the toilet buildings in pairs.	Walk straight to lines/toilet when the music plays. Stand or sit in two straight lines.	Keep hallways and pathways clear. Walk calmly on the left. Stay off the railings.	Wait for the teacher before playing. Use equipment safely. Wear a hat or play under the COLA. Inform teachers promptly of issues.	Ask for permission to leave the room. Flush the toilet, wash your hands and leave. Walk safely.	Protect personal information. Report any issues or concerns. Always logout & shut down after using the device. Only download if you have permission.	
	Respect yourself and the way you interact with others. Use friendly words and actions. Be kind and polite. Wear school uniform with pride.	Follow the class rules Keep learning areas tidy. Raise your hand to speak Listen and participate actively. Respect school equipment.	Be on time. Stand still and remove hats for the National Anthem. Leave quietly in class lines with your teacher. Sit quietly.	Move quietly so learning is not disturbed. Respect the property of school and others.	Show good sportsmanship Share spaces and equipment. Place rubbish in the bins. Put equipment away.	Respect others' privacy. Be calm and speak quietly.	Follow the BYOD technology contract. Respect the rights, feelings and privacy of others when posting online.	
Be Respectful	Be your best. Be prepared. Listen to others. Own your actions.	Stay on task. Challenge yourself. Be organised.	Listen to the speaker.	Walk the most direct way to your classroom.	Think before you act. Make good choices. Use 'STOP, WALK, TALK'.	Keep bathrooms clean.	Stay on task while online. Use, carry, charge and store devices properly.	



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BE RESPONSIBLE

Explicit Teaching of Expectations

During the first 3 weeks of school, teachers introduce their students to the matrix and awards system, focusing on the 3 core values of being **safe, respectful, responsible** learners. Teachers are required to have a timetabled explicit teaching session (at least 15 mins) every week to further teach, model and reinforce skills and expectations, using lessons created by teachers for each expectation on the matrix. Throughout the year, teachers will use related issues as opportunities to re-teach lessons and discuss appropriate strategies when problems arise- such as students wearing school 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 -Practise Lock down and evacuation procedures.
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
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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 with the class teacher. Class expectations 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.

Miranda Public School Awards System:

At the commencement of the school year and upon enrolment at Miranda Public School, all students are described as being **safe, respectful and responsible** learners (*refer to traffic light system - below*). Students who know how to:

- Be safe;
- Be respectful; and
- Be responsible;

meet the school's expectations (*refer to the expectations matrix – above*) and classroom expectations.

Responsible students may participate in all school activities and are eligible for the following awards:

In the Classroom:

Award	Eligibility	Description
Class Award Eg: sticker chart, agreed ClassDojo tally, class derived awards.	Age appropriate, intra class awards are specified in each teacher's class management plan, as negotiated with the executive team via team leaders to ensure consistency.	General award for classroom expectations, negotiated with class teachers, for example: <ul style="list-style-type: none"> • homework completion (age appropriate) • taking risks with learning • work completion • notable acts of citizenship or good will • demonstrating targeted PBL focus of the week • achieving set goals • wearing full school uniform

<p>Merit Award</p> <p>for being ready to learn</p> <ul style="list-style-type: none"> • safe, • respectful • responsible. 	<p>For earning an agreed number of intra class awards, as specified in each teacher's class management plan, as negotiated with the executive team via team leaders to ensure consistency.</p> <p><i>Students who have successfully demonstrated that they are safe, respectful and responsible learners with excellent attendance and behaviour will earn a BONUS Merit Award** at the end of Term 2 (Semester 1) and Term 4 (Semester 2).</i></p>	<p>Awarded by class teachers.</p> <p>Presented by class teachers at stage assembly.</p>
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Students earn three (3) Merit Awards, then:



Award Cycle from previous page:

Award	Eligibility	Description
Bronze	Students must be safe responsible and respectful learners* and have earned three (3) Merit Awards	Given by class teachers Presented by Student Leaders at assemblies. Parents invited to assemblies.
Silver	Students must be safe responsible and respectful learners* and have earned two (2) Bronze Awards	Presented by team leaders (APs) at assemblies. Parents invited to assemblies.
Gold	Students must be safe responsible and respectful learners* and have earned two (2) Silver Awards	Presented by principal at K-6 awards assembly. Students names are in the school newsletter. Parents invited to assemblies.
Platinum	Students must be safe responsible and respectful learners* and have earned two (2) Gold Awards	Presented by principal at K-6 awards assembly. Parents/carers invited to K-6 assembly. Students receive a Platinum "Safe, Respectful, and Responsible" badge. If students are safe responsible and respectful learners* and wearing their badges, they are eligible for the following 'platinum' privileges at MPS: <ul style="list-style-type: none"> • students are invited to attend 'platinum' parties held during lunch at the end of the term or semester that they receive their Platinum Awards. These are hosted by the executive team with class teachers. • students' names are in the school newsletter. • invitation to attend one Platinum Event, accompanied by the principal before continuing in the awards cycle.

Bronze

*The student is wearing full school uniform and has not been involved in a negative incident for at least two weeks.

** Bonus merit awards are given each semester to students who:

- have no major negative incidents and no more than one (1) minor incident recorded.

If students' attendance rates are lower than 90%, they must have:

- no more than five (5) unjustified whole day absences and/or
- no more than five (5) unjustified partial absences (arrive late, leave early)

Students who have PLASPs for behaviour management may have individually negotiated awards and consequences.

On the Playground:

Award	Eligibility	Description
Caught by Kookie Award	<p>K-6 school-wide award for acknowledging and reinforcing age appropriate playground expectations.</p> <p>Each CBK enables a student with a ticket to win iceblocks in a weekly prize draw.</p> <p>Awards are counted each week and tallied against each of the four school house teams. Students in the winning house will be eligible to participate in an enjoyable event at the end of the year.</p>	<p>General award for playground expectations, for example:</p> <ul style="list-style-type: none">• taking risks with learning (eg: social skills, new games)• caring for school equipment• environmental care• notable acts of citizenship or good will• demonstrating targeted PBL focus of the week• wearing school hats• wearing full school uniform. <p>Students are acknowledged at the end of each play session.</p> <p>Iceblocks are drawn at the end of each week on Fridays.</p>

Class Management Plan:

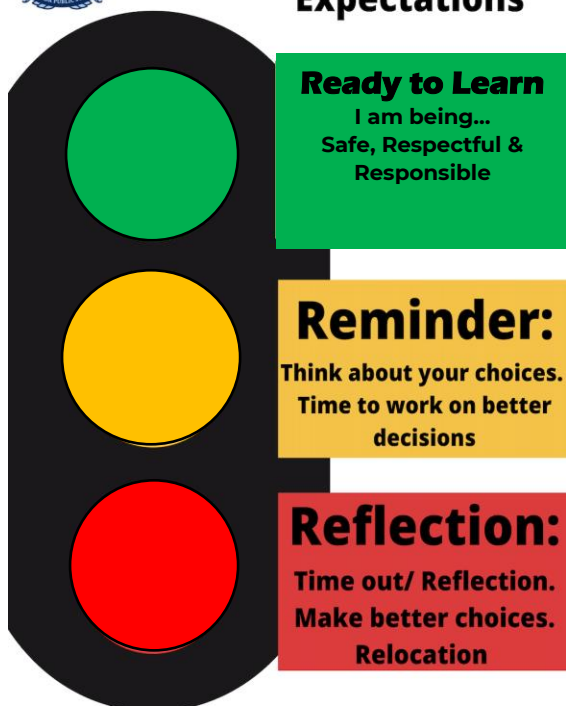
All class teachers maintain a documented class management plan outlining how they will proactively manage student behaviour to maximise time for learning, in accordance with DoE policy guidelines and school procedures.

Traffic Light System:

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



MPS Classroom Expectations



Green Light: Students are encouraged to remain in the green light zone through meaningful and challenging learning opportunities in which they experience success. Students receive frequent, positive acknowledgement for making good choices.

Yellow light: We know that people make mistakes and the yellow light is used with 'off-task' behaviours such as calling out, interrupting learning, or not completing learning tasks. The teacher responds to these with proactive reminders (restating expectations) positive, parallel acknowledgement, warnings, moving a student in the class, or time out at recess or lunch to catch up on missed learning. If a pattern of behaviour is emerging, parents/carers will be contacted and asked to meet and discuss possible solutions. Repeated incidents are recorded.

Red light: The red light covers 'major' or ongoing minor behaviours that impede learning for the student and others around them resulting in consequences, such as time out. The assistant principal and parents/carers will be contacted to work with the class teacher to support the student. Incidents are recorded.

Our role as teachers and as parents/carers 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).

If behaviours continue, the student is referred to the school learning support team and a PLASP (personalised learning and support plan) is developed in consultation with parents/carers (*and the student’s multi-disciplinary team, if applicable*). Restrictive practices will be discussed and documented in the PLASP. Students who have PLASPs for behaviour management may have individually negotiated awards and consequences.

Students who continue with these extreme behaviours even after supports are put in place, or students whose behaviour threatens their own safety and/or the safety of others, are referred to the principal for a possible formal caution and/or suspension from school. Even if this happens, the school will continue to work with families to help the student achieve success.

Resources for parents/carers:

Inclusive, engaging and respectful schools:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement>

Formal caution information for parent/carers:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/my-child-has-been-given-a-formal-caution--what-do-i-need-to-know>

Suspension information for parent/carers:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/what-do-i-need-to-know-if-my-child-is-suspended->

Please note:

In fairness to everybody, students are responsible for keeping their awards in a safe place. The school is not responsible for replacing lost or damaged awards. Photocopies of awards will not be accepted.

It is the responsibility of parents and carers to provide a satisfactory, written explanation for every absence from school and to supply documented evidence where applicable. If your child must attend an appointment during school time, please ask the health provider’s office for a letter confirming your child’s appointment. Under the Department of Education guidelines, holidays during school time are considered as unjustified leave. If your children need extended leave from school for a family crisis, please provide an Application for Leave to the office at least five days before the student’s departure, with documented evidence.

Parity:

In 2023:

- gold award = principal’s award in former system
- bronze award = merit award in former system

Students do not exchange awards.

Newly enrolling students – Stage 2 – 2 bronze awards; Stage 3 – 1 silver award.



MIRANDA PUBLIC SCHOOL

3 Sylva Avenue MIRANDA 2228

Telephone: 9524 4631

Email: miranda-p.school@det.nsw.edu.au

Website: miranda-p.schools.nsw.gov.au



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

**BE
SAFE**

**BE
RESPECTFUL**

**BE
RESPONSIBLE**

STOP WALK TALK anti-bullying strategy

Friday 17 February 2023

Dear Parents and Caregivers,

We are proud of our students' behaviour and attitude towards being safe, respectful and responsible learners. Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. All staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Our ongoing data would suggest that bullying is not a major issue at Miranda Public School and that any matters that do arise are dealt with promptly and effectively.

However, as part of our ongoing commitment to best practice in student welfare, Miranda Public School has introduced an anti-bullying plan which involves a strong focus on teaching all students strategies to use if they perceive or feel they are being bullied.

The NSW Department of Education Anti-Bullying Plan for Schools defines bullying as:

"intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure".

Bullying is not an argument between children where both children are upset or an incident that only happens on occasion.

Bullying can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS, social media posts and email messages

All staff members teach students a self-managed, school-wide response to put-downs, aggressive behaviour and bullying. This strategy is designed to empower the students - to give them a simple way to immediately deal with put-downs, aggression or bullying behaviour. In addition, anti-bullying lessons are proactively taught in all classrooms.

Your support in discussing this strategy (next page) at home with your children will help to reinforce the practice we are trying to establish at school. It might be useful to talk with them about why it is wrong to tease, torment or hurt others.

Thank you for your ongoing support of our school initiatives and programs.

Michael Duffy

Principal



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

**BE
SAFE**

**BE
RESPECTFUL**

**BE
RESPONSIBLE**

The Stop Walk Talk Strategy:

If they are feeling put-down, verbally or physically bullied, students are to:

Step 1: Hold up their hand and assertively say:



STOP

Step 2: If the 'bullying' does not stop students are to **WALK** away.



Step 3: If the 'bullying' still does not stop, students are to **TALK** to a teacher.



NB: *If any child is in danger or is being physically hurt they are taught to go straight to a teacher.*

If another student tells them to "STOP" or "WALKS AWAY", this is a sign that the other student feels put-down or bullied. The students must:

- stop what they were doing.
- take a deep breath and count to 3.
- "get on with their day", even if they disagree.

The students are also being encouraged to help a friend to walk away if they see that friend being put-down or bullied. The students are being taught that good friends look after each other and it is not acceptable to just stand and watch when they see someone else being put-down or bullied.



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.



“ To strive is to achieve ”
ARDENTIBUS NIL ARDUI

Come and join the tour of our outstanding facilities to see why Port Hacking High is your local school of first choice.

Explore how we nurture and encourage students to become active and engaged members of the community who produce top achieving HSC results, and are national, state and regional representatives in Sports and Creative and Performing Arts.



**Port Hacking
High School**

Open Night - Wednesday 1st March
5:45pm - Classrooms & Grounds Open

SAFE SCHOOL TRAVEL

Sutherland Shire Council will be working together with this school to help you ensure that students get to and from school safely.

Access the fact sheets to help students stay safe:

- **SAFE SCHOOL TRAVEL**
(dropping off and picking up students, no parking zones and signage explained)
- **ROAD SAFETY FOR KINDERGARTEN PARENTS**

or visit sutherlandshire.nsw.gov.au and search

School Safety



T 02 9710 0333
ssc@ssc.nsw.gov.au
sutherlandshire.nsw.gov.au

