

Empowered, enriched, equipped.



Wellbeing Guidelines

To achieve any outcome, we need to have means, mindset, and opportunity. Our students' intellectual, social, cultural, physical, and emotional growth is fundamental to all decisions made by our school.



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RESEARCH AND EVIDENCE BASE

These procedures have been developed using the following Australian, NSW Department of Education documents and evidenced-based research.

- [The Alice Springs \(Mparntwe\) Education Declaration](#)
- [Strategic Plan 2018–2022](#)
- [Wellbeing Framework](#)
- [School Excellence Framework](#)
- [Australian Professional Standards for Teachers](#)
- [Inclusive education statement for students with a disability](#)
- [What Works Best 2020 Update CESE \(Centre for Education Statistics and Evaluation\)](#)
- [Principal](#) and [Deputy Principal](#), [Middle Leader](#) Role Statements

Our procedures are consistent with legislation:

- [The Disability Discrimination Act 1992](#)
- [The Disability Standards for Education \(2005\)](#)

Department of Education policies and procedures reflected in this document:

- [Behaviour code for students](#)
- [Bullying of Students: Prevention and Response Policy](#)
- [School Attendance Policy](#)
- [School Uniform Policy](#)
- [Suspension and Expulsion of School Students - Procedures](#)
- [Anti-Racism Policy](#)
- [Work Health and Safety Policy](#)
- [Inclusive, engaging and respectful schools](#)
- [Enrolment of Students in NSW Government Schools](#)
- [General Enrolment Procedures](#)
- [Mona Vale Public School website/Enrolment](#)

PHILOSOPHY AND RATIONALE

The Mona Vale (PS) Way

OUR CORE PURPOSE AND UNITED VISION

Through our passion and expertise as educators,

we engage, encourage and guide our students' innate curiosity to inspire and empower them to thrive as good humans and learners for life. We equip and enrich them with the opportunity, environment, means and mindset to explore, experience, expand and excel as active agents in their learning journey.

Our school values are intrinsic to our school planning, teaching and learning and wellbeing programs. The Good Humans value is especially important to the overarching philosophy of our planned approach to wellbeing.

Mona Vale PS delivers a quality, comprehensive and inspiring education so that our learners are equipped with the tools to thrive on the continuum of their lifelong learning journey.

We are always mindful to maintain balance so that we can thrive as humans. We nurture the wellbeing of our school community. To be in the sweet spot of striving and thriving is a fine but deeply empowering balance. Purpose and fulfillment sit at the intersection. We balance work with play, grit with gentleness, our wellbeing always paramount.

Our students are empowered with the drive, confidence and agency to take an active role in their learning journey. Our students are empowered with the character values of showing up, raising their bar and practicing focus and conscientiousness.

We create a safe space (physically and emotionally) to all strive and thrive; to grow through trying, to expand through new experiences, to challenge ourselves to always reach higher, to aspire to more, to venture outside our comfort zone; empowered by the knowledge that we are ready and able to navigate that learning journey. We nurture the heart, the character, the whole human. We enrich our students' sense of place in the world, nurture and encourage their self-expression and broaden their exposure through a vast breadth of opportunity for social, cultural, physical, and emotional growth.

Our students are equipped with the emotional resilience, determination, and motivation to show up each day and strive and thrive towards their goals, through success as well as setbacks. They are equipped and empowered to 'give it a go' and enriched by the growth that comes from rising to challenge and opportunity, no matter the scale or the outcome of the endeavour. We have the courage to try, and wisdom to know when to pull back. Within a safe and nurturing environment, we are free to grow and extend beyond our comfort zone, enriching our experience, building resilience and thriving as active learners.

ROLES AND RESPONSIBILITIES

At Mona Vale PS professional practice is valued and there is a commitment to ongoing improvement and student wellbeing. Leadership is evidenced at every level of the school environment. Students, staff, and parents contribute to the leadership of the school and to the achievement of its goals and priorities.

ALL STAFF:

All staff who have direct contact with students must fulfill their legal responsibilities related to child protection and other relevant school expectations. This includes:

- completion of the annual Child Protection Update before student commencement in Term 1.
- understand the requirements to prevent, identify, report and investigate allegations of reportable conduct in compliance with the Children's Guardian Act 2019.

PRINCIPALS ARE TEACHERS WHO ARE RESPONSIBLE FOR:

- leading, developing and evaluating the quality of teaching, learning and wellbeing in the school, within a positive culture of challenge and support
- developing a culture of effective teaching and ongoing professional growth as the leading learner in the school. They encourage active student engagement by sustaining high standards and expectations of behaviour and attendance.
- effectively using school and system resources to support the learning and wellbeing of all students
- implementing systems to meet accountabilities relating to wellbeing policies in the school environment
- ensuring that all persons engaged in child-related work at the school, as defined by the Child Protection (Working with Children) Act 2012, have a working with children check clearance from the NSW Office of the Children's Guardian, as required
- ensuring that evidence of working with children check clearances is maintained by the school for all persons in child-related work at the school as required under the Child Protection (Working with Children) Act 2012
- preventing, identifying and responding to reportable matters in accordance with legislative requirements
- ensuring that all staff who are mandatory reporters under the Children and Young Persons (Care and Protection) Act 1998 are informed annually of their obligations and the process the school has in place in relation to mandatory reporting
- setting clear guidelines and expectations for stakeholders regarding complaints or allegations of staff misconduct or reportable conduct
- publishing the [complaint handling procedures regarding allegations of staff misconduct or reportable conduct](#).

PRINCIPALS, DEPUTY PRINCIPALS AND ASSISTANT PRINCIPALS WORK TOGETHER TO:

- value and develop effective partnerships that enable a positive environment where all students thrive
- foster a culture of support for all students with additional learning and support needs
- lead the evaluation of policy documents in consultation with staff, students and community

- ensure all staff are aware of their legal, professional and ethical obligations for student wellbeing
- promote and strengthen a culture of high expectations to ensure that all staff focus on the improvement of teaching, assessment, reporting and wellbeing practices
- support the maintenance of an inclusive, effective and safe learning environment
- monitor the implementation of Department of Education policies and school developed procedures for student wellbeing.

LEARNING AND SUPPORT TEAM:

The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met. They encourage active student engagement by sustaining high standards and expectations of behaviour and attendance.

The team:

- supports teachers in identifying and responding to the additional learning needs of students
- facilitates and coordinates a whole school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with disability and additional learning and support needs
- designs and implements the supports required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, other professionals, and the wider school community.

School counsellors are qualified teachers who have a degree in psychology and post graduate qualifications in school counselling. They complement and enhance the work of teachers by:

- strengthening schools' student welfare provisions
- providing psychological assessments of students with specific needs
- provide essential expertise to schools and communities to guide student growth and development.

School Learning and Support Officers provide support for students with identified diverse learning needs including disability in classrooms and other learning environments under the direction and supervision of a teacher to support the achievement of educational outcomes. This support includes student welfare, health and wellbeing activities as required.

School Learning and Support Officers may:

- Assist the classroom teacher in the teaching and learning environment (both on and off school premises), including the implementation of individual educational programs and individual transition programs.
- Implement the health care plans or behaviour plans of students with disability or behaviour disorders to support their engagement in learning activities.
- Participate in student welfare and wellbeing activities as required.
- Assist the classroom teacher in organising and preparing resources, in both the classroom and playground to support teaching and learning.

CLASSROOM TEACHERS:

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Teachers strive for

excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

- understanding the school's procedures (this document) and adhering to the principles herein
- developing calm, positive and respectful relationships with and among students
- engaging in professional learning to support student wellbeing needs
- personalising student learning and supporting students to achieve
- communicating proactively with parents and grade supervisor regarding student wellbeing needs and concerns
- following scope and sequence of student social and emotional learning
- contributing to the development of initiatives and programs to support our whole school approach to student wellbeing.

STUDENTS:

Our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of our community. In NSW public schools students are expected to:

- respect other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- respect all members of the school community and show courtesy to all students, teachers and community members
- resolve conflict respectfully, calmly and fairly
- comply with the school's uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- not bully, harass, intimidate or discriminate against anyone in our schools.

PARENTS AND CARERS:

Parents and the broader school community actively participate in the school and in helping students to develop positive connections. Parents and the broader community support and enable the aspirations of every student. Schools are successful when parents:

- support their child's learning and development
- encourage their child to follow the school's behaviour code
- refer any concerns to the class teacher, grade supervisor or member of the school executive
- work with the school to resolve any concerns
- ensure their child is at school on time every day (unless they are sick or injured)
- read the communication from the school, including class updates, school app and newsletter
- notify the school of changes in family circumstances that may impact their child's wellbeing.

CARE CONTINUUM

INTERVENTIONS FOR ALL, SOME, AND INDIVIDUAL STUDENTS

Students may require different types of intervention delivered in different ways along a continuum of care - from prevention to intensive individual support to best meet their needs.

The continuum of care includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.



Prevention and Early Intervention to establish and maintain safe, respectful learning and play environments for all students and to address emerging, low level and potentially disruptive behaviours that may escalate if not addressed

- Positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Sound classroom management strategies embedded across all learning areas
- School Bytes student profiles allow designated staff members access to important learning and wellbeing information to support students
- A beginning of year transition program for all students in all classrooms, built around the formation of strong relationships with, and among students
- Fostering inclusivity amongst all students, and acknowledging and celebrating the diversity of backgrounds in our school community
- High and consistent expectations for all students
- Curriculum differentiation (core – scaffolded – extended strategies identified in teaching and learning programs)
- Student-centred curriculum planning, considering needs, interests, and strengths of students
- Professional learning for staff on scaffolding; goal setting and meaningful feedback
- Social emotional learning (SEL) through the Bounce Back program taught by classroom teachers across K-6
- ACARA (Australian Curriculum, Assessment, and Reporting Authority) social and personal capability continuums are embedded across the curriculum, assessed, and reported on to parents
- Attendance procedure is consistently followed by all staff, with grade leaders responsible for regular monitoring of attendance
- Anti-bullying interventions for all students, including ‘at risk’ groups
- Disability awareness programs ([Just Like You](#), Support Unit integration)
- Student agency and self-determination through goal setting; literacy, numeracy, and personal goals
- All students have an identified staff member for advice, support, and assistance
- Students can contribute to and provide feedback on decisions about school life.

Targeted intervention for students, or groups of students identified as at risk of developing negative behaviours unless support is provided and to address emerging, low level and potentially disruptive behaviours

- Each year group has a grade leader, who monitors the educational, social and emotional growth of students in their year and act as a point of contact for students who may need additional support
- Leadership responsibilities for students in Grade 6, School Captains and Vice Captains, House Captains, Grade 2-6 students as Class Captains or wellbeing monitors
- Learning and support team interventions: literacy, numeracy, wellbeing, social skill development
- Wellbeing mentors (selected staff/AP/LaST)
- Student and parent consultation on reasonable adjustments, including regular meetings and updating of student educational and support plans
- Identification processes for students with high potential, giftedness, or highly gifted students
- Transition programs for students at known intervals (into Kindergarten, from Year 6 to Year 7, into the Opportunity Class, Support Unit, from Year 2 to Year 3)
- Supported playground activities for students experiencing anxiety or social challenges
- Guided Support program 80-90% initiative for attendance identifies students at risk of developing negative school attendance patterns.

Individual intervention to address more challenging or complex student needs, requiring individual assessment, implementation monitoring and review

- Access to school counsellor programs – Seasons for Growth; spiritual wellbeing programs
- Individual support plans for identified students: records of adjustment for students with a disability; behaviour support plans; individual health care plans, personalised learning plans for Aboriginal students, students in Out of Home Care; EAL/D and refugee students
- Attendance interventions for students where absence from school is a concern (below 85% attendance without justified reason for absence)
- Regular check-in for students experiencing high levels of anxiety; trauma; separation anxiety
- Application for integration funding support through Access Request
- Anti-racism contact officer support for managing and resolving incidents of racism
- Networked Specialist Centre support for students with complex needs
- Collaborating, where appropriate with existing external allied health professionals, services or agencies that are supporting the student
- Referring students to the appropriate programs and initiatives.

HIGH POTENTIAL AND GIFTED EDUCATION IDENTIFICATION AND SUPPORT

The domains of potential describe the four broad categories of natural abilities found in François Gagné's adapted model of Differentiated Model of Giftedness and Talent DMGT 2.0 (2009). These definitions apply to all students, including high potential and gifted students.

Intellectual domain

The intellectual domain of potential refers to natural abilities in processing, understanding, reasoning, and the transfer of learning.

Programs for HPGE:

- Intervention / Extension programs in English and mathematics with HPGE mentors
- DaVinci decathlon
- STANNSW Science Competition
- Maths Olympiad
- Young Writers competition
- Premier's Debating
- Public Speaking + Multicultural Public Speaking
- Premier's Spelling Bee

Creative domain

The creative domain of potential refers to natural abilities in imagination, invention and originality.

Programs for HPGE:

- Young Archies
- School dance program
- Auditions for Sydney North Dance Ensemble
- Band and strings program

Social domain

The social-emotional domain of potential refers to natural abilities in self-management and relating to and interacting with others.

Programs for HPGE:

- Kids Ambassador Team
- Student leadership program (Stage 3)
- Buddies program
- Intergenerational visits
- Hallogen leadership conference + Dream and Lead conference

Physical domain

The physical domain of potential refers to natural abilities in muscular movement and motor control.

Programs for HPGE:

- School dance program
- PPSSA
- Zone sport selection
- State Knockout

POTENTIAL ON A CONTINUUM

The domains of potential may not be mutually exclusive and are highly influenced by one another. Potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention.

High Potential

High potential students are those whose potential exceeds that of students of the same age in one or more domains. Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age.

Gifted

Gifted students' potential significantly exceeds that of students of the same age in one or more domains. Gagné and others commonly estimate 10% of students may be considered gifted. These students typically develop talent and achieve mastery notably faster than their peers. They may benefit from an extended curriculum and learning opportunities significantly beyond the typical level of students the same age.

Highly Gifted

Highly gifted students' potential vastly exceeds that of students of the same age in one or more domains. Highly gifted students have potential assessed in the top 1% or less of age peers. Highly gifted students may require specific and more significant curriculum adjustments to meet their learning and wellbeing needs.

HPGE | Identification Process

At Mona Vale Public School, there is one HPGE Literacy and one HPGE Numeracy group for each grade (Kindergarten - Year 6). The groups have the capacity for 6-10 students (depending on cohort size) and are fluid between semesters. The process for selection is as follows:

- Analysis of grade assessment data
- Examination of other supplementary/relevant data sets
- Meeting with Assistant Principals/Grade Leaders and Classroom Teachers

BEHAVIOUR CODE FOR STUDENTS

Be an engaged learner

- attend school every day
- arrive at school and class on time
- be prepared for every lesson
- listen to and follow staff instructions
- ask questions to clarify when you don't understand
- collaborate with your classmates
- aspire and strive to achieve the highest standards of learning

Be responsible for what you say and do

- model and follow departmental, school and class codes of behaviour and conduct
- reflect on your words and actions and how they impact others
- express your feelings and needs in a respectful way
- when you make a mistake, own it
- say sorry and make amends
- be in the right place at the right time
- avoid dangerous behaviour and encourage others to avoid dangerous behaviour
- move about the school quietly and with consideration
- wear your uniform correctly and with pride
- take care of property and the environment where you learn and play

Be a Good Human

- include others
- co-operate at work and in play
- lead through example
- play fairly and congratulate the winning team or player
- negotiate and resolve conflict with empathy
- value the interests, ability and culture of others
- speak politely and respectfully
- speak with kindness and compassion
- conduct yourself with honesty and integrity

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

We apply an instructional approach to behaviour management. In implementing our expectations, rules and procedures, we understand that students need to know what to do (expectations); how to do it (explicit teaching of skills) and be motivated to do it (reinforcement and function). Whilst these strategies refer to the classroom, they are transferable to the playground, sport field, performance space and community.

Each grade will collaborate to develop procedures for student success and design lessons to explicitly teach these; for example, transition to and from class and within the classroom; the way they ask questions and contribute to classroom discussion. Whole school procedures are displayed for common areas such as: the hall, canteen, library, toilets, and individual playground areas.

The first three weeks of teaching in Term 1 each year are focused on introducing students to the school expectations, rules, and procedures.

Proactive/Preventative Strategies

- Positive classroom climate: A well planned and organised room contributes to a positive classroom climate. Establishing and maintaining a positive classroom climate is an important preventative classroom management strategy because it encourages students to be engaged in learning. A positive climate is transferable to all learning environments and provides the following benefits:
 - i. Increases the teacher's ability to supervise learning
 - ii. Enhances other classroom management practices
 - iii. Encourages positive student expectations
 - iv. Supports individual student needs
 - v. Supports student wellbeing
- Explicit and structured instruction to engage students. Refer to Curriculum Implementation and Monitoring guidelines for further detail.
- Effective rules and routines: classroom rules are explicitly taught and consistently connected to positive and/or negative consequences that are applied immediately. Teach procedures explicitly and consistently to become routines. Teach, model, practise and positively reinforce as each step is achieved. Check for understanding, for example, thumbs up/thumbs down, students paraphrase or model each step.
- Active supervision: move around the environment, interact with students, model and think aloud, scan and reinforce desired behaviours and anticipate support required by students.
- Pre-corrections to remind students of expectations through early intervention and redirection with a measured response.

Good Human Habits

We encourage students to demonstrate the 'Good Human Habits' at MVPS. The habits are linked to the school behaviour code and values. These are reinforced at grade morning assemblies, Monavation assemblies and students are recognised for demonstrating these habits.

Term 1: Good Humans

Weeks 2 & 3: Establish school expectations- Create a culture of kindness and respect

Weeks 4 & 5: Responsibility- Hold yourself accountable for your actions. Be kind, respectful, polite and considerate.

Weeks 6 & 7: Lead through example- Conduct yourself with honesty and integrity. Wear your school uniform with pride.

Weeks 8 & 9: Inclusivity- Play fairly, congratulate others and have a zero-bullying tolerance.

Week 10: Set goals for the year

Term 2: **Strive and Thrive**

Week 1: Reflect- Check in on your goals

Weeks 2 & 3: Listen & Act- Listen to and follow instructions

Weeks 4 & 5: Consideration of Others- Reflect on your words and actions and how they impact others

Weeks 6 & 7: Power of Words- Express your feelings and needs in a respectful way

Weeks 8 & 9: Responsibility- Be responsible for what you say and do

Week 10: Reflect- Check in on your goals

Term 3: **Inspired Learners**

Week 1: Respect your environment- Tidy your area of the school carefully this week and continue this into the term

Weeks 2 & 3: Discovery and Curiosity- Be curious and search for new information

Weeks 4 & 5: Challenge yourself- Be enthusiastic about learning opportunities

Weeks 6 & 7: Solve problems- Use your imagination, initiative and 'out-of-the-box' thinking

Weeks 8 & 9: Inspire- Inspire each other with creativity and innovation

Week 10: Reflect-Check in on your goals

Term 4: **Community in Concert**

Week 1: Forward thinking- Continue to grow and flourish throughout the remainder of the year

Weeks 2 & 3: Community- We are proud to be a Mona Vale student. Represent our school with pride at school and in the community.

Weeks 4 & 5: Respect- Communicate with consideration, thoughtfulness and clarity

Weeks 6 & 7: Connect & Collaborate- We are greater than the sum of our parts and better together.

Weeks 8 & 9: Opportunities- Seize opportunities to play, celebrate and connect with others

Week 10: Learners for life- Reflect on your goals and achievements this year

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Specific Positive Feedback that is contingent, immediate, intermittent, or long term to encourage and maintain expected behaviour or frequent when establishing an expected behaviour. Aim for more positive than negative (4:1) using reinforcers (fast and frequent positive recognition). We acknowledge students who follow our school expectations and demonstrate the core values of our school: Good Humans, Thrive + Strive, Inspired Learning and Community in Concert. Students may receive a Monavation card. These are paired with immediate and specific feedback. Once earned, they cannot be removed. As students earn these cards, teachers will collect them and they are then placed in the grade draw each week on a Friday (11:35-11:50 am). The draw is run by our Wellbeing Ambassadors. Students will receive a prize if their name is drawn.

School Award System

Teachers regularly award merit certificates to students. The number of certificates awarded to a class each week depends on the class size and is calculated at a ratio of 1 certificate per 6 students

(e.g. a class of 30 students would be awarded 5 certificates per week). Three merit certificates accumulate to a bronze certificate. Once a student receives seven bronze certificates, they are awarded with a silver certificate. Two silver certificates earn the student a gold certificate. Two gold certificates earn the student a Mona Vale medallion.

- 3 merits = 1 bronze (3)
- 7 bronze = 1 silver (21 merits)
- 2 silver = 1 gold (42 merits)
- 2 gold = (84 merits)

For all new students, please refer to the table below of where they commence. All merits reset as at Term 1, 2024.

	Term 1	Term 2	Term 3	Term 4
Kindergarten	1 bronze (3 merits)	2 bronze (6 merits)	3 bronze (9 merits)	4 bronze (12 merits)
Year 1	5 bronze (15 merits)	6 bronze (18 merits)	1 silver (21 merits)	1 silver/ 1 bronze (24 merits)
Year 2	1 silver/ 2 bronze (27 merits)	1 silver/ 3 bronze (30 merits)	1 silver/ 4 bronze (33 merits)	1 silver/ 5 bronze (36 merits)
Year 3	1 silver/ 6 bronze (39 merits)	1 gold (42 merits)	1 gold/ 1 bronze (45 merit)	1 gold/ 2 bronze (48 merit)
Year 4	1 gold/ 3 bronze (51 merit)	1 gold/ 4 bronze (54 merit)	1 gold/ 5 bronze (57 merit)	1 gold/ 6 bronze (60 merit)- 5 OC start here
Year 5	1 gold/ 1 silver (63 merits)	1 gold/ 1 silver/ 1 bronze (66 merits)	1 gold/ 1 silver/ 2 bronze (69 merits)	1 gold/ 1 silver/ 3 bronze (72 merits)
Year 6	1 gold/ 1 silver/ 4 bronze (75 merits)	1 gold/ 1 silver/ 5 bronze (78 merits)	1 gold/ 1 silver/ 6 bronze (81 merits)	2 gold (84 merits)

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Responsive Strategies

Understanding the purpose of a behaviour is critical for providing an effective and appropriate response. The same behaviour can serve a variety of functions. Understanding student needs and the function of the behaviour is important to address the behaviour and re-engage the student in learning (CESE 2020).



When a student shows disruptive or unproductive behaviour, the teacher follows these steps:

1. Give a calm and immediate response. This occurs in a quiet and respectful interaction, finding why the student is disengaged or being disruptive. Teachers ask “Can you please explain why you are ...” The interaction is specific and brief. Regulation of negative emotions reduces the likelihood of a corrective response escalating inappropriate behaviour (Epstein et al. 2008; Woolfolk Hoy & Weinstein, 2006). Staying calm can be challenging when responding to negative inappropriate behaviour, but the evidence is clear that it is essential for classroom management practices to be most effective. (CESE, 2020)
2. Make sure the corrective responses are understood by the student. Teachers explain “I am reminding you to ... Do you understand what this means? Are you able to do this or do you need some help?” If the student states they need support, then the teacher lets the student know how/when they will support them. If the student says they understand what is needed from them, the teacher disengages and allows time for the student to follow the instruction. If needed, the teacher refocuses the class/group. Corrective responses are consistent and expected, applying high expectations for all students. They are delivered within an environment of teaching and positive feedback.

A responsive conversation sounds like this:

Teacher (*observes behaviour they wish to address*): Can you please explain why you are...

Student response:

Teacher: Our school rules say.... I am reminding you to....Are you able to do this? Do you need any help from me?

Student response:

Teacher: *moves on/away from student and allows them to show requested behaviour.*

LEARNING SCRIPT: WHEN MANAGING CLASSROOM BEHAVIOUR, KEEP THE FOCUS ON THE LEARNING

Tell the story • What were our learning intentions today? • What's happened? • What were you thinking, doing that?

Explore the harm • Who has been affected by this behaviour? In what ways? • How has your behaviour affected our learning today? • How fair or unfair is this to others in the class?

Repair the harm • How can you go about fixing this? • What exactly are you sorry for? • How will this support others' learning? • How will it support your learning?

Reach an agreement • What do you need to do from now on? • How can I support you to do this?

Plan follow-up • When would be a good time to check in with you to see that you're doing what we agreed. • What support do you need from me to make sure this doesn't happen again?

THIS WOULD *NOT* BE RECORDED AS AN INCIDENT

3. If the student continues to display disruptive or unproductive behaviour, consequences may need to be given. These may need to be personalised, but they are always fair and matched to the severity of the problem behaviour. The certainty of consequence is understood and followed through. Consequences are proportionate to the level of behaviour displayed and a logical outcome of the student's behaviour. The physical, social, emotional and cognitive developmental level of the student must be considered in this process.

A reflection could be one strategy used for students to reflect on their behaviour. Support from classroom teachers may be sought to ascertain important information about the student's particular needs. The responsibility for the reflection lies with the supervising teacher who completed Steps 1-2 above. Casual teachers should refer incidents to the grade leader. Other consequences may be applicable depending on the function and context of the behaviour and the student.

THIS WOULD BE RECORDED AS A BEHAVIOUR WARNING or INCIDENT CARD

4. If the incident/s continue or escalate, a further consequence will need to be given. Other consequences should always be logical, timely, and in relation to practising and learning the desired behaviour. The grade leader needs to be notified of this incident and will record the incident card in School Bytes. Class teacher notifies the parents.

THIS WOULD BE RECORDED AS AN INCIDENT CARD

5. Serious incidents should be referred to the grade leader or the senior executive. Such incidents occur when a student has engaged in behaviour or behaviours of concern that pose an unacceptable risk to health and safety, learning and/or the wellbeing of any person. In this instance a formal caution of suspension or suspension will be issued.

Grounds for a formal caution of suspension or suspension:
* continued/ persistent disobedience and/or disruptive behaviour
* malicious damage to or threat of property
* verbal abuse

* bullying/ cyber bullying
* mis-use of technology
* discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.
* other

Grounds for suspension (where immediate suspension should be considered):
* being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarette
* being in possession of, uses or supplies a suspected illegal/ restricted substance
* being in possession of, or using weapons including knives and firearms (excluding Kirpans)
* seriously threatening or engaging in physically violent behaviour
* engaging in serious criminal behaviour related to the school
* engaging in sexual harrasment, sexual assault or other sexualised behaviour that may pose a risk of, or has caused physical, psychological or emotional harm to others.
* other

SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) skills involve developing the ability to understand and manage our emotions, establish positive relationships, develop empathy for others, set and achieve goals and feel good about ourselves.

WHAT IS SEL?

A sense of self, emotional skills and social skills are at the core of SEL.

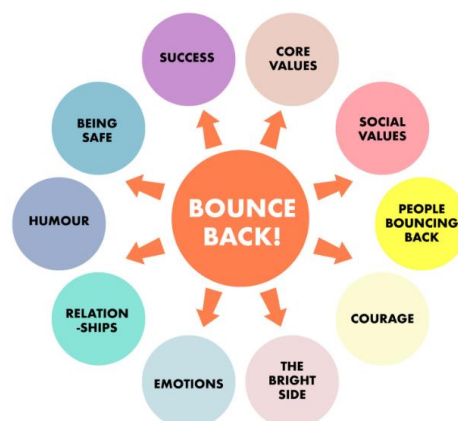
Sense of self: Ideally, this involves feeling good about themselves and what they can do. As children and young people experience success in their efforts to interact with others and explore their world, they develop self confidence and see themselves as capable. This motivates them to continue engaging in new experiences and feel optimistic about the future.

Emotional skills: Emotional skills include recognising, expressing, understanding and managing a wide range of feelings. These help children and young people develop the ability to interact successfully with others and the world around them. Children and young people who can understand and manage their feelings are more likely to develop a positive sense of self and be confident and curious learners. Read more about emotional development in children and young people.

Social skills: These skills are about getting along with others. Through their first relationships, children learn they can trust others to care for them and meet their needs. As they grow, children learn to relate to others by watching, imitating and trying out new behaviours. They begin to understand they can have an impact on others and that other children may have different thoughts and feelings from their own. These skills continue to grow, develop and become refined throughout childhood and adolescence.

Mona Vale PS teaches social and emotional learning through the Bounceback program.

Bounceback is a whole school, teacher led, student centred approach to social and emotional learning promoting sustainable mental health, wellbeing and resilience for students. Bounceback has been identified as an [evidenced-based mental health and wellbeing program](#) by Monash University and appears on the Department of Education list of approved programs.



ANTI-BULLYING POLICY AND PROCEDURES

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

The NSW anti-bullying [website](#) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Mona Vale Public School's commitment: 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

School culture and inclusion: all members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture.

Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Expectations of respectful behaviour established and clarified in class. Explicit teaching of Good Human value
Term 1	Behaviour Code for students at grade / stage assemblies
Term 1	Anti-Bullying lessons taught through the BounceBack program
Term 1	National Day of Action Against Bullying and violence
Terms 2- 4	Child Protection to include Cyber Bullying (Stage 3) e-Safety Commissioner - https://www.esafety.gov.au/young-people/cyberbullying
Ongoing as needed	Responses to incidents of bullying by teachers, executive and the principal https://bullyingnoway.gov.au/support-and-advice/for-schools

Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Bullying Response Flowchart

The following flowchart explains the actions Mona Vale Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

<p>First hour: LISTEN</p>	<ul style="list-style-type: none"> ·Identify bullying behaviour, including cyber-bullying ·Provide a safe, quiet space to talk and reassure the student that you will listen to them ·Let them share their experience and feelings without interruption ·As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.
<p>Day 1: DOCUMENT</p>	<ul style="list-style-type: none"> ·Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots) ·Write a record of your communication with the student and check with the student to ensure you have the facts correct ·Enter the record in School Bytes ·Notify school executive of incident if required in line with behaviour management flowchart ·Notify parent/s that the issue of concern is being investigated
<p>Day 2: COLLECT</p>	<ul style="list-style-type: none"> ·Gather additional information from other students, staff or family ·Review any previous reports or records for students involved ·Make sure you can answer who, what, where, when and how ·Clarify information with student and check on their wellbeing
<p>Day 3: DISCUSS</p>	<ul style="list-style-type: none"> ·Evaluate the information to determine if it meets the definition of bullying (see above) ·Make a time to meet with the student to discuss next steps ·Ask the student what they believe will help address the situation ·Engage the student as part of the solution ·Provide the student and parent with information about student support network ·Agree to a plan of action and timeline for the student, parent and yourself
<p>Day 4: IMPLEMENT</p>	<ul style="list-style-type: none"> ·Document the plan of action in School Bytes ·Complete all actions agreed with student and parent within agreed timeframes ·Monitor student and check in regularly on their wellbeing ·Seek assistance from student support network if needed
<p>Day 5: REVIEW</p>	<ul style="list-style-type: none"> ·Meet with the student to review situation ·Discuss what has changed, improved or worsened ·Explore other options for strengthening student wellbeing or safety ·Report back to parent ·Record outcomes in School Bytes
<p>ONGOING FOLLOW-UP</p>	<ul style="list-style-type: none"> ·Continue to check in with student on regular basis until concerns have been mitigated ·Record notes of follow-up meetings in School Bytes ·Look for opportunities to improve school wellbeing for all students

Anti-Racism Procedures

INTRODUCTION

This document provides information on Mona Vale Public School's Anti-Racism Procedures.

Racism impacts on student wellbeing, participation at school and learning outcomes. Racism and racist behaviour is not tolerated at Mona Vale Public School.

These procedures promote respect and harmony in the school environment. They aim to ensure that educational opportunities are fair for all students regardless of their culture, language or religious background.

These procedures should be read in conjunction with the NSW Department of Education policies, *Anti-Racism Policy* and *Anti-Racism Policy for Parents and Carers*, and the NSW Department of Education procedural documents, *Staff Complaint Procedure*, *School Community and Consumer Complaint Procedure*, and *Anti-Racism Education - Implementation Document for the Anti-Racism Policy*.

DEFINITION OF RACISM

The NSW Department of Education (and, therefore, Mona Vale Public School) subscribes to the Australian Human Rights Commission definition of racism, as below.

Racism takes many forms and can happen in many places. It includes prejudice, discrimination or hatred directed at someone because of their colour, ethnicity or national origin. Examples of racism include:

- *jokes or comments that cause offence or hurt, sometimes unintentionally*
- *name calling or verbal abuse*
- *harassment, intimidation or threats*
- *acts of physical abuse or violence*
- *teaching and learning practices that do not respect the cultural, linguistic or religious identities of students or staff*

COUNTERING RACISM AT MONA VALE PUBLIC SCHOOL

At Mona Vale Public School, every member of the school community has a responsibility to behave in a non-racist way and reject racism and racist attitudes at school. We use a number of strategies to maintain and promote our inclusive school culture, as explained below.

Roles and Responsibilities

Members of the school community must demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in our school environment.

Students monitor their own behaviour so that it does not result in anyone experiencing racism, report any incidents of racism to teachers and call out racism and racial bullying if safe to do so as an upstander.

Staff must complete the mandatory anti-racism policy training, respect and treat all members of the school community fairly and must not discriminate against others on the basis of their cultural, linguistic or religious background in the school environment.

Principals lead the development of school practices and procedures that eradicate expressions of racism and challenge attitudes that allow them to occur. The principal is responsible for ensuring that complaints of racism are dealt with in accordance with the complaints handling policy and the anti-racism policy.

Implementing Anti-Racism Education

At Mona Vale Public School, we implement anti-racism education programs that develop knowledge about our history as a culturally diverse nation, understanding of the nature and the impact of racism, and skills in recognising and challenging racism when it occurs. Our programs promote intercultural understanding and knowledge about our cultural diversity, and encourage cultural inclusion for the equitable participation of people from all cultural, linguistic and religious backgrounds. These strategies help prepare our students for effective participation in our culturally diverse society.

ARCO

At Mona Vale Public School, we have an Anti-Racism Contact Officer (ARCO), who assists in countering and managing complaints of racism. The ARCO is trained to provide advice to parents and carers, and teachers and students about the procedure for resolving complaints about racism. If requested, the ARCO can also act as a support person or advocate during the complaints resolution process.

The ARCO facilitates the handling of complaints by:

- providing advice on the complaints handling process to students, staff and community members
- managing complaints of racism made by students against other students in accordance with the Behaviour Code for Students and the school's discipline and wellbeing procedures
- providing impartial support to staff, students and community members who wish to make a complaint of racism, in cases where the complaint involves staff or a community member
- assisting the complainant during the complaints handling process
- providing advice related to the impact of racism to the principal and/or nominated complaints manager
- maintaining the anti-racism register.

Mona Vale Public School's ARCO details:

Names of Mona Vale Public School's ARCOs:

- Sam O'Kane: sam.okane1@det.nsw.edu.au
- Blake Johnson: blake.johnson35@det.nsw.edu.au
- Karina Singh: karina.singh@det.nsw.edu.au
- Jane Pimentel: jane.pimentel3@det.nsw.edu.au

Training: completed Department of Education ARCO Training

MAKING A COMPLAINT OF RACISM

Any student, parent or carer, departmental employee or community member who has experienced, witnessed or otherwise become aware of alleged racism may make a complaint.

Complaints of racism can be resolved formally or informally. An informal resolution may be sought depending on the complaint's seriousness. If this is not possible, the ARCO can support the complainant to put the complaint in writing if necessary.

When a formal complaint has been made, the ARCO and a member of the executive conduct a formal process. Our formal complaints handling guidelines are as follows:

1. Making a complaint

Any person or group of people with a complaint should seek assistance from the nominated ARCO. The person or group of people making the complaint should have either directly experienced or observed the alleged racist behaviour or practice. They may approach any staff member to help them bring their complaint to the ARCO. Parents/guardians may lodge a complaint on behalf of their child.

2. Accepting a complaint

The ARCO will:

- Obtain the details of the complaint and take careful notes
- Inform the person(s) making the complaint of the process by which the complaint will be investigated and the confidential nature of that process; their right to be protected from victimisation for making the complaint; their right to approach an external body.

3. Investigating the complaint

The ARCO will immediately refer the complaint to the principal, who will appoint an executive staff member to investigate the complaint with the ARCO. They will:

- Interview the person(s) against whom the complaint is made and inform them of the investigation process and their rights
- If appropriate, seek resolution of the issue by conciliation to the satisfaction of all parties
- Prepare a written report for the principal. If the principal or deputy principal is the subject of the complaint, or if the complaint is about schoolwide practices, the complaint should be forwarded to the Director Educational Leadership.
- The report must be made within five working days of the ARCO receiving the complaint. If resolution through conciliation has not been possible, the report will include a clear recommendation on what action is to be taken.
- Any of the parties involved in the above interview and conciliation process may bring another person to the meeting for support and should be made aware of this well ahead of time. Community groups should be represented by no more than two people, in addition to the person(s) making the complaint. Where any of the persons involved is of non-English speaking background or is hearing impaired, access to a professional interpreter, or other appropriate action must be offered.

4. Making a decision

The principal or deputy principal will:

- decide on appropriate action. This may include a further attempt to resolve by conciliation.
- advise all parties of the action and the reasons for it. The action may include:

For employees

- provision of a support program
- requiring staff to participate in an anti-racism development program
- formal disciplinary action
- dismissal of the complaint as groundless

For students

- provision of a student welfare program including, as appropriate, a stronger emphasis on anti-racist perspectives in the school's overall curriculum
- disciplinary action within the context of the school's wellbeing approach
- dismissal of the complaint as groundless
- advise the person(s) who made the complaint and any individual(s) found to have acted in a racist manner, of their right to appeal and how to do so.
- if the complaint concerns a student and is confirmed, the parents/carers will be informed. So too will the parents of the student who was the focus of the racist behaviour. Racist student behaviour will be documented as an incident card in School Bytes.

5. Appeal

Should the person(s) making the complaint, or the person(s) found to have acted in a racist manner, be unhappy with the decision, they may appeal to the next most senior officer. For example, if the decision was made by a principal, appeal can be made to the Director Educational Leadership.

Officers dealing with an appeal will:

- review all the available materials
- discuss the issues with the person making the appeal and any other relevant parties as appropriate
- attempt to resolve complaint through further conciliation and, if this is not possible, determine a course of action
- advise all parties of the decision and the reason for it
- deal with the appeal within ten working days

6. Further action

The principal or deputy principal will be responsible for regular monitoring of the situation to ensure that the recommended actions are implemented

RECORD KEEPING

Any complaints of racism are securely stored by the senior executive.

The ARCO records:

- contact with the complainant
- how they managed the complaint
- the outcome of the complaint
- the steps taken to follow up any outcome actions.

PROMOTING ANTI-RACISM SUPPORT

At Mona Vale Public School, staff and students are made aware of the ARCO and their role through the ARCO's regular communication and contact within the school community.

Parents and Community are made aware of the ARCO and their role through messages in the newsletter. A sample is below.

Our commitment to anti-racism education

With your support, we do the very best we can to ensure culturally inclusive, cohesive, safe and engaging learning experiences for all our students. If at any time you find that you have a concern about racism in our school, you are encouraged to come to the school and talk with a member of staff so that your concern can be resolved. In the case of complaints relating to racism in schools, you can also contact one of the school's Anti-Racism Contact Officers (ARCO) on telephone: 9999 3481

The NSW Department of Education is committed to resolving complaints fairly and at the local level where possible. More information about the process for making and resolving complaints can be found on the education.nsw website at: [Complaints, compliments and suggestions](#).

TRANSITION AND CONTINUITY OF LEARNING

KINDERGARTEN TRANSITION PROGRAM

The Kindergarten Transition Program takes place from the start of Term 3 each year. At this time, contact is made with the School Community and local Early Childhood Centres.

The partnership with the Early Childhood Centres is an important step to ascertain relevant information about the students entering Kindergarten. This knowledge enables the Kindergarten teachers to place students in their preliminary classes, ready for the start of the year.

To better understand the social and emotional wellbeing of the students, a Early Childhood Centre Questionnaire has been developed and is sent to the local centres to complete, prior to visits to the centres by the grade Assistant Principal and School Counsellor.

School tours are arranged for prospective parents to see the Kindergarten classrooms and the school environment where their children will be learning. During Term 4, a Parent information Evening is presented by the Kindergarten teachers. The focus of the evening is to share key points, tools and resources on how best to prepare for the transition to school, with their children. At this time, parents are invited to complete a Parent Questionnaire to provide the Kindergarten team with valuable, pertinent information about their children.

In Term 4, Orientation playdates are arranged for the incoming Kindergarten students, ensuring that they have the opportunity to meet and play with some new friends, as well as immersing themselves in the classroom setting.

Each session has a clear focus on key learning areas that are essential for the start of school. These are literacy, mathematics and play based activities. At the end of the three sessions, each student receives a Transition to School package which includes some fun activities to be completed at home in the weeks leading up to their first day.

During the first few weeks of school, students will take part in a Best Start Interview. This is a one on one interview with the class teacher. At this time, the students will be familiar with their teacher and feel comfortable and confident in sharing their knowledge with them. The Best Start data is then used to guide programs of learning to further extend on the knowledge that students have already demonstrated, and learnt prior to starting school.

TRANSITION TO HIGH SCHOOL - CONNECT PROGRAM (PITTWATER HS)

The Connect Program is a partnership between Mona Vale Public School and Pittwater High School, aimed at connecting Stage 3 and Stage 4 teachers and students between schools to provide a smooth transition for students from Mona Vale Public School to all high schools.

Focus Question: What do Stage 3 and Stage 4 teachers and students need to know and do to foster a smooth transition from primary school to high school?

Program Elements:

- Meet and greet – An annual afternoon with Stage 3 teachers from Mona Vale Public School and Stage 4 teachers from Pittwater High School. During this meeting, teachers connect and chat informally to build relationships and exchange information.

- School visits – Year 6 teachers from Mona Vale Public School visit Pittwater High School and observe Year 7 lessons in a variety of subject areas. Teachers from Pittwater High School visit Mona Vale Public School and observe Year 6 lessons in a variety of subject areas. Time is allocated at each visit for teachers to connect and discuss observations and ways to enhance consistency between Stage 3 and Stage 4. Time is allowed for one visit per term.
- Consistency in learning strategies – Stage 3 Mona Vale Public School teachers and Pittwater High School teachers share effective teaching and learning strategies to bridge the gap between Year 6 and Year 7, for example, expository writing scaffolds such as PETAL and mathematics problem-solving strategies, such as Newman’s Error Analysis. This allows Stage 3 Mona Vale Public School students to be taught strategies they will be using in high school. It also allows Pittwater High School teachers to refer to strategies students were taught in Stage 3, starting from a base of existing knowledge and skills.
- Student voice – Year 7 students are asked what knowledge and skills they wished they’d had when starting high school. This information is used to inform Stage 3 programming.
- Student visits – Year 6 students from Mona Vale Public School visit Pittwater High School to engage in demonstration lessons and familiarise themselves with the school environment and expectations. Students from Pittwater High School visit Stage 3 at Mona Vale Public School to share knowledge related to Stage 3 content and strengthen the connection between the schools.

TRANSITION TO A NEW SCHOOL YEAR

This applies to all current students transitioning to a new school year. The beginning of Term One will see a whole school focus on developing relationships and setting a positive classroom climate. Teachers collaborate in their grades to develop lessons that focus on the following:

Week 1 - Getting to know you (Good Human value)

Week 2 - Knowing our grade rules and expectations

Week 3 - Practising our rules and expectations

Transition can be a challenging time for students and their families. We have a collective responsibility to ensure that any concerns are identified early. Students who receive integration funding or have *Records of Adjustment* may require additional support for successful transition to their new class. This may include creation of social stories, an individual transition plan and support from the LaS team.

OC CLASS TRANSITION

Every year, Mona Vale Public School accepts 30 HPGE students into the Year 5 Opportunity Class (OC) program, after being selected by external examination. The transition program for the Year 5 OC students is divided into three phases: the application phase, the acceptance of offer phase, and the Term 1 phase.

During the application phase, Mona Vale Public School provides school tours for parents and students who are applying or considering applying for a place in the Year 5 OC at our school. Parents and students see the school grounds and facilities, as well as visit the Year 5 and 6 OC to observe lessons and talk to the teachers and students.

During the acceptance of offer phase, parents and students who have been offered and accepted a place in the Year 5 OC at Mona Vale Public School, attend an information session to prepare them for the transition and give them the chance to ask questions. Students are also interviewed to provide information that can assist with their transition, and HPGE Records of Adjustment are created for the students.

During the Term 1 phase, students participate in the Universal transition programs provided for students transitioning between mainstream classes at Mona Vale Public School. Their Targeted transition activities include a Year 5 Belonging Day, where the OC and mainstream students work together in mixed groups to complete various fun and engaging sport and recreational activities.

Throughout the year, students in the Year 5 OC have many opportunities to work in collaboration with the mainstream Year 5 classes and the Year 6 OC in various activities to strengthen relationships. Their initial HPGE Records of Adjustment are monitored and modified as required throughout the year.

SUPPORT UNIT TRANSITION PROCEDURES: STUDENTS TRANSITIONING TO MONA VALE PUBLIC SCHOOL

Students can transition to MVPS (Mona Vale Public School) to a support class at any stage in their primary school enrolment (K-6). Parents or Carers will have completed an Access Request via their local school (refer to Learning and Wellbeing procedures for more information regarding Access Requests and applying for a support class placement). Upon accepting the support class placement, the following steps will be completed:

1. Assistant Principal will contact the family to arrange a meeting to plan the students transition to Mona Vale PS.
2. Transition planning meeting will occur with a focus on establishing the following:
 - If an individual plan is needed (Health Care Plan, Behaviour Support Plan, Risk Assessment).
 - The students' strengths and interests.
 - Areas that the student may need specific support (e.g., personal care, literacy or numeracy, sensory support).
 - Students' educational history, including discussion of any areas on Access Request that require clarification or more detail.
 - Agreement on transition plan including dates, duration, and parent/carer support.
 - Sharing of whole school information (uniform and timetables).
 - Transport – application for ASTP (Assisted School Travel Program) if applicable.
 - Enrolment form completed and provided to the Administration team.
 - Start date established and communicated to parents/carers.
3. Transition visits will take place. This is a flexible program that can be amended if needed in consultation with parents/carers.
4. The student will commence enrolment in their allocated support class.

IEP (Individual Education Planning) Planning: If a student is commencing their enrolment at the beginning of the school year, the family will be invited to their IEP planning meeting at the scheduled time in Term 1.

If the student is commencing enrolment at an alternate time (after Term 1 IEP meetings), an IEP planning meeting will be scheduled 3-4 weeks after start date.

Students transitioning between support unit classes within Mona Vale Public School: Students enrolled in a support class may transition to a new class (e.g., K-2 Au class to 3-6 Au class) or require a transition plan when there is a change of staff or classroom (physical space).

When there is a transition taking place within the school setting, the following strategies will be used for students requiring support:

- Social stories.
- A letter will be sent to parents informing them of the change (e.g., at the end of the school year informing them of unfamiliar staff for the following academic year).
- Visits to the new classroom or with the new teacher.

Students transitioning to high school placement from Support Unit Classroom: Students in the support unit who are transitioning to a NSW Department of Education support class setting will be supported using the following procedures:

1. At the beginning of Year 5, during the students IEP planning meeting, placement options will be discussed with parents encouraged to visit different settings.
2. In Term 2, parents will be asked to provide their final preferences for a support class placement in high school (options are provided in IEP meetings).
3. Assistant Principal Support initiates the Access Request, once completed, and signed by all parties the Access Request will be submitted.
4. After receiving notice of placement offer (and upon parents accepting placement), the class teacher will contact the new setting to discuss transition planning. This will be done in consultation with parents/carers. A plan will be established, and may include the following:
 - Dates (including times/duration) of transitions
 - Support for first visit (teacher or SLSO (School Learning Support Officers))
 - Social story
 - Visit for staff from new setting to current class setting
5. The student will be supported by school staff to attend their first transition visit.
6. Consultation with new settings throughout the transition period.
7. Class staff will follow up with the new setting in Term 1 of the following year to offer support if needed/requested.

STUDENT ENROLMENT PROCEDURES (NON-LOCAL STUDENTS)

INTRODUCTION

This document provides information on the entitlements, requirements, and procedures to enrol non-local students at Mona Vale Public School.

It should be read in conjunction with the NSW Department of Education policy, *Enrolment of Students in NSW Government Schools*, and the NSW Department of Education procedural document, *General Enrolment Procedures*.

ENTITLEMENT TO ENROL

In accordance with the NSW Department of Education policy, *Enrolment of Students in NSW Government Schools*, a student is entitled to enrol at Mona Vale Public School if their home is within the local intake area.

Parents/carers of children whose home is outside the local intake area may apply to Mona Vale Public School for non-local enrolment of their child.

ENROLMENT CAP

An enrolment cap for a school is established centrally, based on available permanent accommodation. This is to make sure every NSW student has access to their local school and to ensure that class sizes are at the recommended levels.

PROCEDURES FOR NON-LOCAL ENROLMENT APPLICATIONS

Non-local enrolment applications are considered when Mona Vale Public School can accommodate a child below the enrolment cap, allowing a buffer for local enrolments throughout the year. When the school reaches this buffer, non-local enrolments will only be taken in exceptional circumstances. Mona Vale Public School will only accommodate non-local enrolments into classes with available places. In determining whether Mona Vale Public School can accommodate a child, the following procedures must be followed:

- **APPLICATION**

Non-local enrolment applicants should apply to enrol at Mona Vale Public School via the online or PDF enrolment applications available on the “Enrolment” section of the Mona Vale Public School website.

- **NON-LOCAL ENROLMENT CRITERIA**

Applications will be considered by the Mona Vale Public School Enrolment Panel, according to the department’s policy and subject to the following *Mona Vale Public School Non-Local Enrolment Criteria*:

- Siblings already enrolled at the school
- Proximity and access to the school
- Safety and supervision of the student before and after school
- Recent change in the local intake area boundaries
- Medical reasons
- Compassionate circumstances
- Family history and connections to the school

These criteria have been developed in consultation with the Mona Vale Public School Parents and Citizens Association.

- **ENROLMENT PANEL**

The Mona Vale Public School Enrolment Panel consists of:

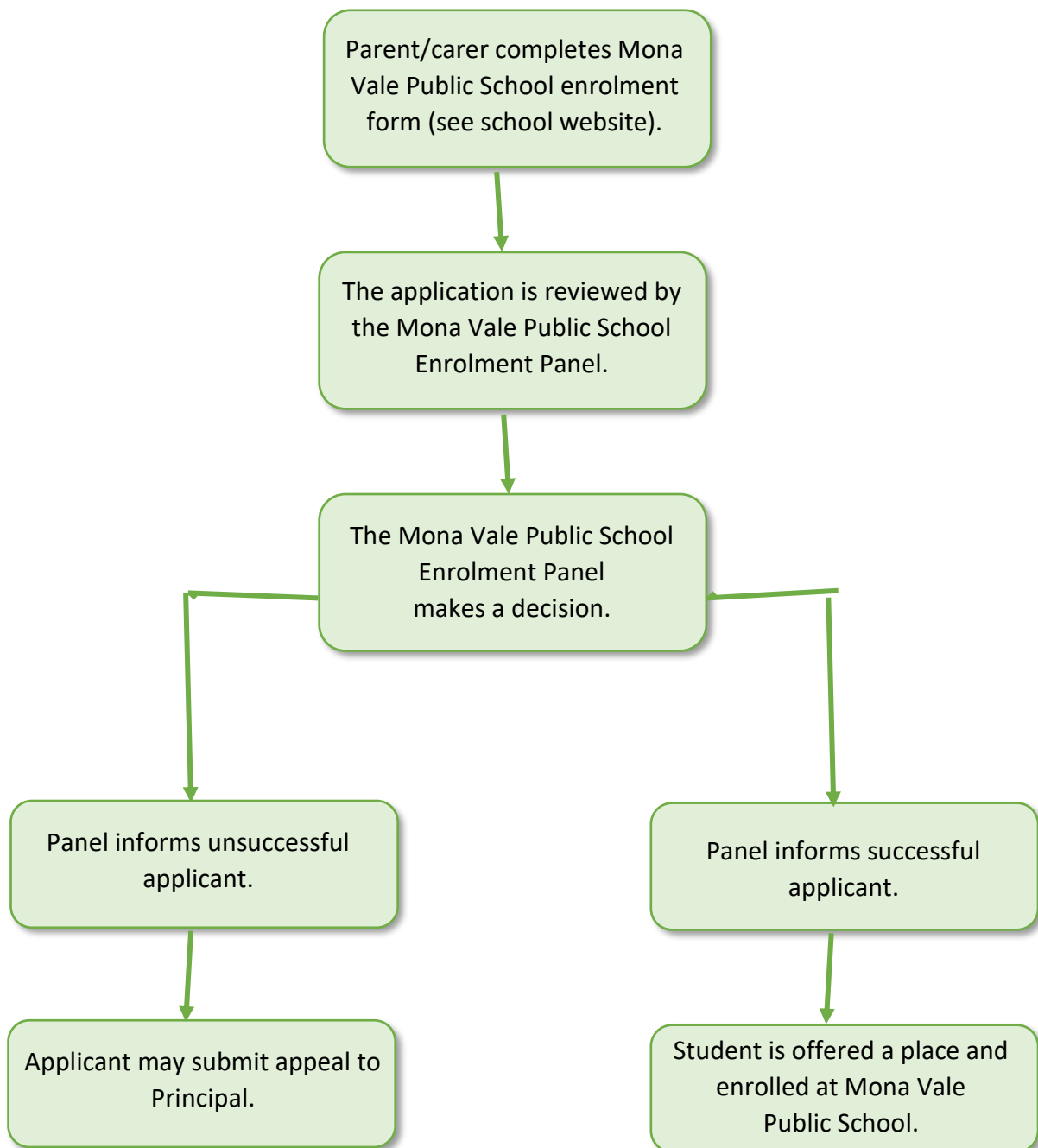
- Deputy Principal
- Teacher
- P&C representative
- Administration representative (Optional)

This panel will meet once per term, and when required throughout the school year to consider non-local enrolment applications. Mona Vale Public School will notify parents of the result of their application. Parents may request a written explanation of the decisions of the panel.

- **APPEALS**

Unsuccessful non-local applicants may appeal against the decision of the enrolment panel. The appeal is made in writing to the principal and sets out the grounds of the appeal. The purpose of the appeal is to determine whether the stated criteria have been applied equitably. The parent will be advised of the outcome in writing. If the matter is not resolved, the final level of appeal is to the Director, Educational Leadership, Pittwater Network.

NON-LOCAL ENROLMENT APPLICATION PROCEDURE FLOWCHART



STUDENT ATTENDANCE PROCEDURES

Regular attendance at school allows students the opportunity to connect, succeed and thrive. Attendance is a key factor in students being connected to their learning, their peers and their overall wellbeing.

Quality relationships and positive first contact positively influence student attendance and demonstrates that every student is known, valued and cared for.

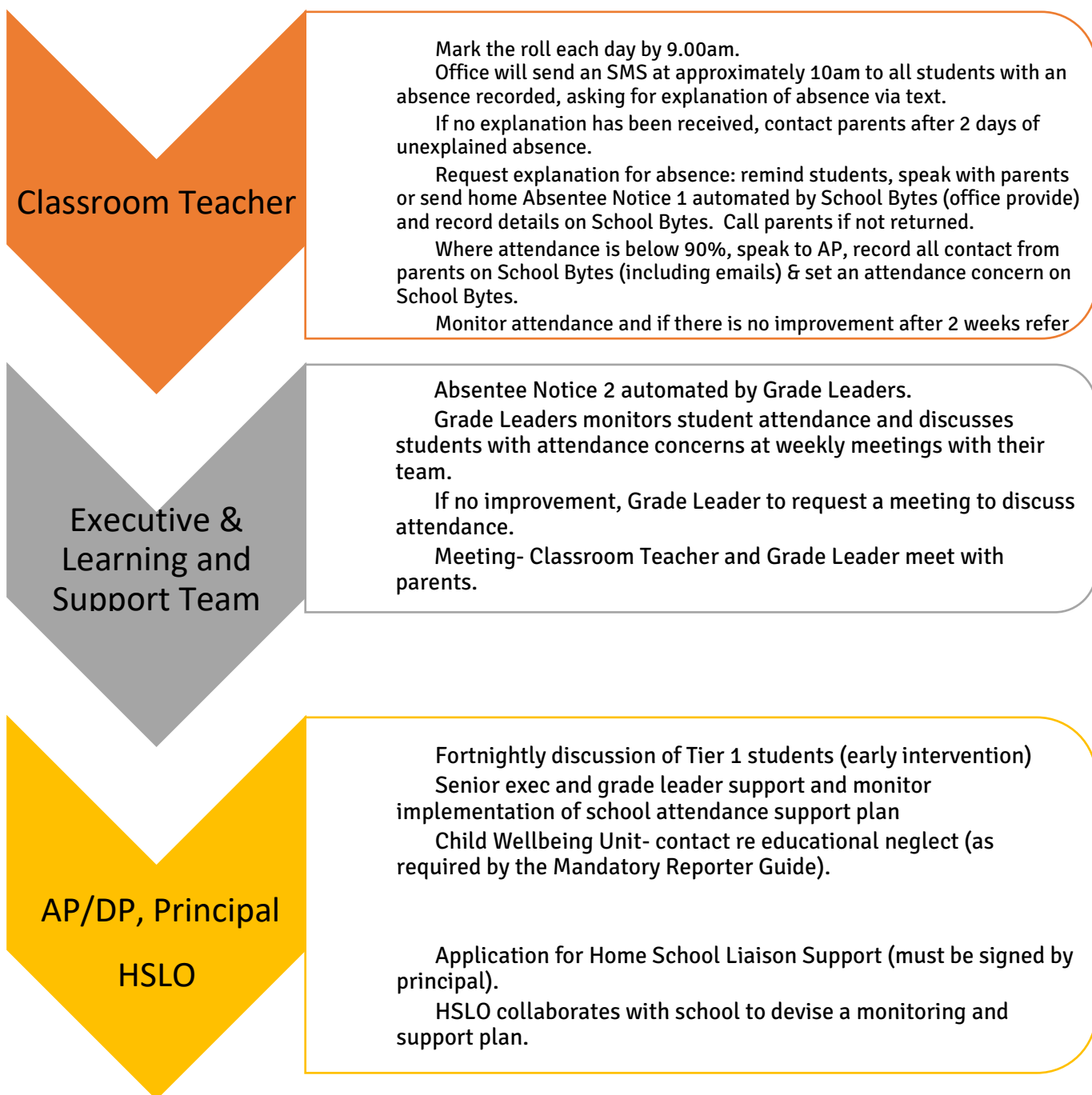
Research highlights a clear correlation between student attendance and the achievement of quality academic, socio-economic and health outcomes. This research tells us that students with an attendance rate below 90% are educationally at risk.

Above 95% is our expected student attendance. Students with attendance rates below 90% may be educationally at risk.

For any matter relating to school attendance and where safety, welfare or wellbeing concerns arise, classroom teachers **must**, in line with the mandatory reporting requirements, notify their grade leader, or a member of the senior executive.

ATTENDANCE PROCEDURE FLOWCHART

Mona Vale Public School has a responsibility for interventions at different levels. These procedures are implemented prior to applying for support from the Home School Liaison Officer (HSLO).



Note:

- There should only be 2 weeks from identification of attendance concerns to point of referral.
- Rolls can be subpoenaed to court, therefore it is imperative that they are marked according to the school and department policies.

Attendance registers are marked efficiently using the correct codes on School Bytes.

- Roll to be marked on School Bytes by 9.00am.
- Office check School Bytes rolls are submitted by 9.00am. Teachers are notified by the office if not completed or if they have not been submitted.
- Absent notes or emails are to be entered into School Bytes. Please indicate on notes that you have entered an absence explanation with an initial/signature and date, and store in a safe place.

ATTENDANCE REGISTER CODES

If the student is absent it is either explained or unexplained. If the absence is explained you will need to enter a code.

Code	Meaning	Reason
A	Unjustified	This symbol must be used if no explanation has been provided from parents within three days of the first day of an absence or the explanation is not accepted by the principal. In relation to students who are neither sick nor displaying any symptoms of illness, the department's response is that these are unjustified absences. <u>Parents must be notified that an unjustified absence has been recorded.</u>
S	Sick	The student's absence is due to sickness or as the result of a medical or paramedical appointment. Principals may request a medical certificate in addition to the explanations if the explanation is doubted, or the student has a history of unsatisfactory attendance.
L	Leave	<p>An explanation of the absence is provided which has been accepted by the principal. This may be due to:</p> <ul style="list-style-type: none"> - misadventure or unforeseen event - participation in special events not related to the school - domestic necessity such as serious illness of an immediate family member - attendance at funerals - travel in Australia and overseas (<u>only when approved by principal</u>) - recognised religious festivals or ceremonial occasions. <p><u>Families are encouraged to holiday or travel during school vacations. If travel outside of school vacation periods is necessary, the following considerations apply:</u></p> <ul style="list-style-type: none"> • <u>If the principal accepts the reason for the absence, the absence will be marked as "L" and a Certificate of Extended Leave – Holiday issued.</u> • <u>If the principal does not believe the absence is in the student's best interests and does not accept the reason, the absence will be recorded as "A". A Certificate of Extended Leave – Holiday will not be issued.</u> • <u>If the period of absence is in excess of 50 days, the student may be eligible to enrol in Distance Education See Distance Education - Revised Enrolment</u>

		<u>Procedures 2014 For that period the student's enrolment transfers to the distance education school.</u>
E	Suspended	The student was suspended from school.
M	Exempt	The student was exempted from attending school and a Certificate of Exemption has been issued by a delegated officer.
F	Flexible Timetable	The student is not sick but not present at school because: The student has an ongoing medical condition or the student is subject to a Public Health Order directive.
B	School Business	The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake, for example: <ul style="list-style-type: none"> - work experience - school sport (regional and state carnivals) - school excursions - student exchange
H	Shared Enrolment	The student is enrolled in a school and is required or approved to be attending an alternative educational setting on a sessional or full time basis. The symbol is recorded where a student accesses education settings separate to their mainstream school such as: <ul style="list-style-type: none"> - tutorial centre and programs - behaviour schools - juvenile justice - hospital schools - distance education.

RESPONSIBILITIES AND DELEGATIONS

PARENTS/CARERS

- Ensure that their child attends school regularly and for the whole day.
- Wherever possible organise appointments outside school hours.
- Ensure that their child arrives at school on time.
- Students who are late are required to report to the office to collect a late note which is given to the class teacher.
- Explain absences of their child from school within 7 days of absence.
- Work with the school to improve attendance.

ADMINISTRATION

- Send absence SMS messages daily at 10am.
- Generate weekly unexplained absence letters.

TEACHER

- Mark roll and record absences before 9.00am.
- Receive and enter notes explaining absences in School Bytes.
- Identify students who have irregular or unsatisfactory patterns of attendance, including late arrivals and discuss with parents/carers promptly.
- If a student has had more than 2 days off with no explanation, the teacher must contact the parents.
- Issue Absentee Notice 1 generated by Office staff.
- Discuss attendance concerns with the grade supervisor.
- Set attendance concern on School Bytes.
- Work with parents/carers to improve attendance.

ASSISTANT PRINCIPAL

- Ensure student attendance concerns are discussed on a regular basis at grade meetings.
- Implement strategies to encourage regular attendance of students of concern.
- Contacts and meets with parents/carers of students monitored to put interventions in place to support regular attendance.
- Ensure student attendance data is analysed and discussed fortnightly at exec meetings.

LEARNING AND SUPPORT TEAM

- Analyse whole school attendance data
- Issue letters to parents for a child's unsatisfactory patterns of attendance.
- Where required, meets with the Home School Liaison Officer (HSLO) to monitor whole school attendance with a focus on students falling below 85% attendance.
- Contacts and meets with parents/carers of students monitored to put interventions in place to support regular attendance.

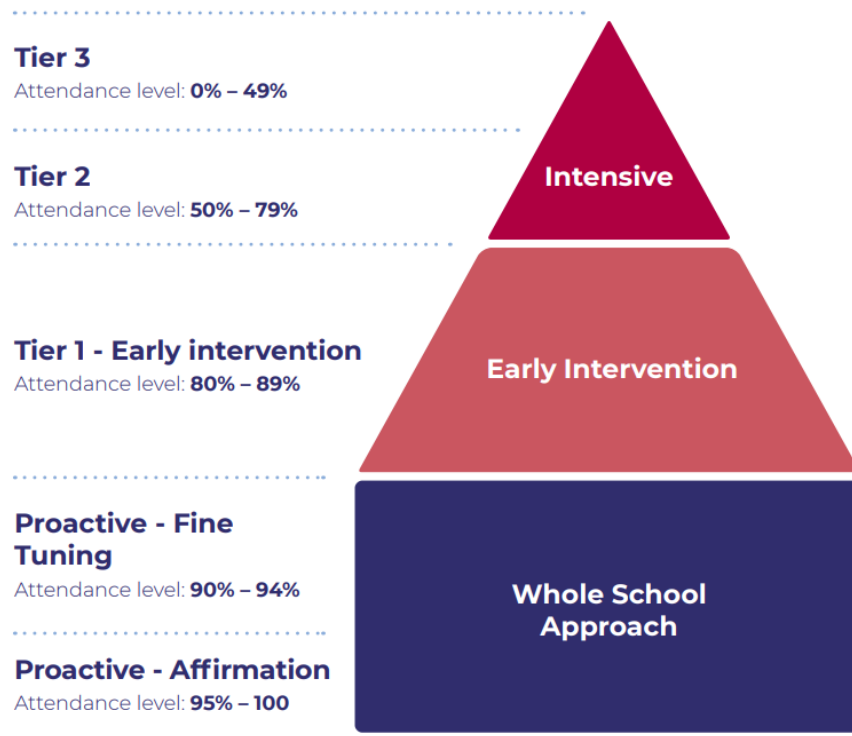
PRINCIPAL

- Provide clear information to students and parents regarding attendance requirements
- Ensure the school has effective procedures in place to monitor and follow up student absences
- Ensure that for students with attendance concerns, the learning and support needs of those students are addressed in consultation with parents
- Ensure that school staff are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at school
- Ensure that the School Attendance Procedures are reviewed on an annual basis and that staff are informed of their roles and responsibilities.
- Manage exemptions from school in line with DoE Policy and Procedures.

HOME SCHOOL LIAISON OFFICER

- If school based interventions have not been successful in resolving attendance concerns, a referral may be made to the HSLO.
- Legal action may be taken in cases where all internal and external interventions have not resolved attendance problems.

INTERVENTION PROCEDURES



WHOLE SCHOOL APPROACH

Proactive - Affirmation (Rewarding and recognising good attendance - This refers to students whose attendance is between 95% - 100%)

Strategies:

- Monitor and reinforce importance of regular attendance with students
- Regularly promote the importance of and benefits of regular attendance in school communications
- develop positive teacher-student relationships
- implement a range of formal and informal methods to celebrate excellent attendance
- monitor attendance data for signs of slippage with regard to attendance rates

Proactive - Fine Tuning (This refers to students whose attendance is between 90-94%)

Strategies:

- Monitor and reinforce importance of regular student attendance with students
- Regularly promote the importance and benefits of regular attendance in school communications
- Develop positive teacher-student relationships
- Implement a range of both formal and informal methods to celebrate excellent attendance
- Regular monitoring of attendance data for signs of slippage with regard to attendance rates and make contact with student/parent if attendance level drops

EARLY INTERVENTION

TIER 1: This tier is for students whose attendance is between 80% - 89%

Strategies:

- Collaboratively work with student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, regular parent updates on attendance rates)
- Monitor and reinforce importance of regular attendance with students & intervene if signs of slippage
- Monitoring students who are heading towards 90% attendance (or just below)
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Develop positive teacher-student relationships – consider allocating an attendance mentor
- Implement a range of both formal and informal methods to celebrate attendance improvement
- Regular parent update on attendance rate until at or above 90%

INTENSIVE

TIER 2:

This tier is for students whose attendance is between 50% - 79%

Strategies:

- Senior executive collaboratively works with student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, weekly parent updates on attendance rates)
- Implement an attendance contract with students and parents/carers
- Senior executive monitor and reinforce importance of regular student attendance with students and parents/carers
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Referral to learning support team (or equivalent) and allocate an attendance/learning mentor
- Implement a range of both formal and informal methods to encourage attendance improvement
- Given the individual circumstances of each child and the reasons provided for absence, consider a mandatory report regarding educational neglect
- Seek attendance support program advice or referral

TIER 3 students

This tier is for students whose attendance is between 0%- 49%

Strategies:

- Principal collaboratively works with their DEL, student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, weekly parent updates on attendance rates)
- Delivery Support team coordination. For example, Attendance support program referral (ASLO/HSLO), Network Specialist Facilitator, Learning & Wellbeing staff, NDIS Coordinator, Assistant Principal Learning & Support, Aboriginal Community Liaison Officer, Senior Psychologist, support teachers transition, behaviour specialists, Out of Home Care teachers, Non-Government organisations.
- Negotiate and implement an attendance contract with students and parents/carers
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Referral to learning support team (or equivalent) and allocate an attendance/learning mentor
- Implement a range of both formal and informal methods to encourage attendance improvement
- Given the individual circumstances of each child and the reasons provided for absence, consider a mandatory report regarding educational neglect

Important documents to complete:

[School Attendance Support Plan](#) with students and parents/carers

PLANNED ACTIVE MOVEMENT

Active movement plays a crucial role in the development and well-being of children. One of the primary benefits is the enhancement of physical health. Regular physical activity helps to strengthen muscles and bones, improve cardiovascular health, and maintain a healthy weight. Engaging in activities such as running, jumping, and playing sports can also improve coordination, balance, and flexibility. These physical benefits are essential for the overall growth and development of children, laying a strong foundation for a healthy lifestyle as they grow older.

Moreover, active movement positively impacts mental and emotional health. Physical activity has been shown to reduce symptoms of anxiety, depression, and stress in children. It promotes the release of endorphins, often referred to as "feel-good" hormones, which can elevate mood and improve overall emotional well-being. Additionally, participating in group activities or team sports can enhance social skills, foster teamwork, and build self-confidence. Children learn valuable life skills such as cooperation, communication, and leadership, which are beneficial both in and out of the school environment.

Active movement also contributes to cognitive development and academic performance. Research indicates that children who engage in regular physical activity tend to have better concentration, memory, and classroom behaviour. Exercise increases blood flow to the brain, which can enhance cognitive functions and support learning. Activities that require strategic thinking, such as sports or dance, can also improve problem-solving skills and creativity. By integrating active movement into their daily routines, children can experience a holistic improvement in their physical, mental, and academic lives.

The Sport and Physical Activity Policy states that all students must be provided daily opportunities to participate in physical activity with 150 minutes of planned moderate to vigorous physical activity per week for all years, K-10. Mandatory components of the 150 minutes include: weekly sport, physically active PDHPE lessons and a minimum of 60 minutes of sport per week for Years 3 - 6. Additional opportunities to participate in physical activity should be provided to ensure students are physically active daily. For example, classroom energisers and physically active lessons in other key learning areas.

At Mona Vale we are fortunate to have PDHPE specialists who provide opportunities for active PDHPE lessons each week. Sport is organised across grades with 3-6 engaged in School sport and PPSSA each Friday. This leaves approximately nine minutes per day that each student needs to fulfil the quota of 150 minutes of active movement. These nine minutes do not need to be a stand alone addition to the timetable. There are many options available for these planned blocks of movement to be incorporated into a cross curricular teaching program and timetable.

Thinking while Moving in maths and English

<https://app.education.nsw.gov.au/sport/Page/1589>

The Thinking while Moving in mathematics resource provides physically active mathematics activities for teachers to use as consolidation tasks to deepen student understanding and knowledge, practise skills and develop fluency while also increasing student physical activity levels.

Teachers may use Thinking while Moving in mathematics activities as:

- a component of a planned mathematics lesson
- a classroom energiser
- in guided numeracy groups
- as a consolidation activity
- before number talks to spark student engagement and curiosity.

10@10 classroom energisers

<https://app.education.nsw.gov.au/sport/Classroom-energisers>

The 10@10 episodes have been designed to support schools in including classroom energisers in their daily teaching and learning. Each episode is 10 minutes in duration and students are led by School Sport Unit teachers in a high intensity workout based on an Australian sporting theme.' There are 30 workouts based on different sports.

Fast start activity cards

<https://app.education.nsw.gov.au/sport/fast-start-activity-cards>

A Fast start activity provides students with an opportunity to engage in moderate to vigorous physical activity (huff 'n' puff) within the first few minutes of a lesson. The activity cards provide examples of how physical activity or sport sessions can start quickly while maximising movement time and engagement.

More activities can be found at the Sports Unit website

<https://app.education.nsw.gov.au/sport/teaching-and-learning-resources>