

Empowered, enriched, equipped.



MONA VALE
PUBLIC SCHOOL

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.



Contents

3. Research and Evidence base

4. Philosophy and Rationale

5. Roles and Responsibilities

7. Care Continuum

9. Learning and Support team processes

11. HPGE (High Potential and Gifted Education) Identification and Support

12. Student Behaviour Procedures

16. Social and Emotional Learning

17. Anti-Bullying

19. Transition

- **Kindergarten Transition Program (Jane)**
- **Connect Program (Pittwater HS)**
- **Transition to a new school year**
- **OC Class transition**
- **Support Unit Transition Procedures**

23. Student Enrolment Procedures

26. Student Attendance Procedures

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 circumstance that may impact their child's wellbeing

THE 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
- Sentral 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.

LEARNING AND SUPPORT REFERRAL PROCESS

1. Pre-referral Process- *Student demonstrates additional learning needs, including HPGE*

- Check Sentral for any plans.
 - Plans include:
 - Record of Adjustment (documentation may be attached)
 - CF: Counsellor File (RAVENS assessment)
 - IFS-LSP: Integration Funding Support Learning Plan
 - OOHC-LSP: Out of Home Care Learning Support Plan
 - Referral Register
- Ask the School Counsellor if a file exists to ascertain if previous support has been provided.
- Discuss the student with the previous teacher, identify any teaching or learning accommodations / adjustments needed for the student to access the curriculum, and consider and / or implement effective strategies the previous teacher has used.
- Teacher plans and implements adjustments. Create or update Record of Adjustment.
- Contact parents via phone call to make them aware of the student's progress. Discuss concerns and/or adjustments made and check for any relevant information or history. Find out what is going on for the child... Check if the student has had a recent vision / hearing assessment or any specialist documentation e.g. speech / Occupational Therapy / Paediatrician reports (ask the parent to provide copies of this documentation). Record conversation on SENTRAL.*
- Share all documentation (if applicable) with Learning and Support Deputy Principal and School Counsellors.

** In some cases immediate referral to the Learning and Support Team will be required. Please speak to your AP in these circumstances.*

2. Take Action- 3-5 Weeks

- Discuss student with AP. AP provides ideas and strategies for supporting the student and teacher.
- Implement additional adjustments following advice from the AP.

3. Referral Process- *Adjustments implemented and the student is still not progressing according to expectations.*

- Teacher referral form completed and submitted to the Learning and Support Team.
- Record of Adjustment updated.

4. Learning and Support Meeting

- Student will be discussed at the Learning and Support meeting.
- Referring teacher, AP and subject expert to attend the meeting.
- The referral will be discussed with all relevant documentation available.

5. Next Steps - either of the following options may occur

- | | |
|---|---|
| <ul style="list-style-type: none">□ Further action to be taken: including further adjustments to be put in place, LaST or counsellor observations, LaST assessment, referral to an external specialist etc. | <ul style="list-style-type: none">□ LaST will request a Parent Referral Form to be completed. |
|---|---|

6. Implementation: After the Learning and Support Meeting - either of the following options may occur

- | | |
|---|---|
| <ul style="list-style-type: none">□ Referring teacher to implement adjustments with support from AP and LaST (where applicable).□ School Counsellor and/or LaST to assess and observe. | <ul style="list-style-type: none">□ School Counsellor assessment/ observation with referral.□ Results of assessment/observation communicated to parents by School Counsellor.□ School Counsellor to create a CF document.□ Results of assessment/observation discussed at Learning and Support Meeting (teacher and supervisor present).□ Mode of support determined. |
|---|---|

7. Monitor student progress

- | |
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| <ul style="list-style-type: none">□ Teacher and/or LaST(where applicable) review/assess student progress.□ Decide whether further support is required.□ Update student's Record of Adjustment. |
|--|

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.

Creative domain

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

Social domain

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

Physical domain

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

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.

SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN



STATEMENT OF PURPOSE

Mona Vale classroom, support and administrative staff are responsible for creating safe, supportive, and responsive learning environments that develop a sense of community for our students. We are committed to knowing our students, building relationships and a sense of belonging.

We teach and model the behaviours we value in our students, including inclusivity, respect, and resilience. We work together to create a positive and safe learning environment to facilitate and support active engagement in both academic and social and emotional learning.

As students spend most of their time at school in the classroom, positive relationships and social connections within each class is essential for student engagement and learning. We actively support positive behaviour and create consistency between each class and across the school. We understand behaviour is learnt, is observable and predictable, serves a purpose or function and can be changed.

At Mona Vale Public School, behaviour management is underpinned by proactive and responsive strategies to student behaviour that are consistently implemented in our school.

This document supersedes all previous documents pertaining to behaviour management at Mona Vale PS, other than where specific processes or documents are referred.

This plan incorporates:

1. Behaviour code for students
2. Strategies and practices to promote positive student behaviour
3. Strategies and practices to recognise and reinforce student achievement
4. Strategies and practices to manage inappropriate student behaviour.

BEHAVIOUR CODE FOR STUDENTS

Be an engaged learner

- 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.

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 award one merit certificate each day in their class. Five merit certificates accumulate to a bronze certificate. Once a student receives five 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.

5 merits = Bronze

25 merits = Silver

50 merit = Gold

100 merits = Medallion

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.

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.

Other consequences should always be logical, timely, and in relation to practicing and learning the desired behaviour.

THIS WOULD BE RECORDED AS A BEHAVIOUR WARNING

Serious incidents should be referred to the grade leader or the senior executive. Such incidents pose an unacceptable risk to health and safety, learning and/or the wellbeing of any person.

THIS WOULD BE RECORDED AS AN INCIDENT CARD

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.

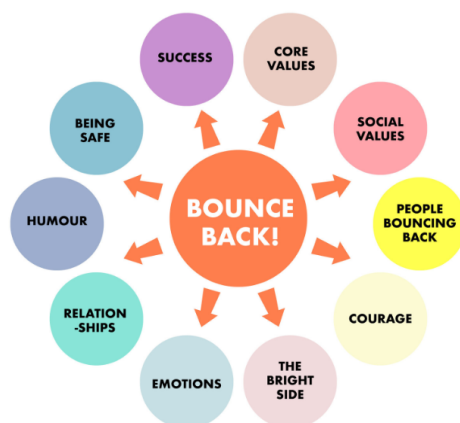
Sense of self: Ideally, this involves feeling good about themselves and what they can do. As children and young people experience success in their efforts to interact with others and explore their world, they develop self confidence and see themselves as capable. This motivates them to continue engaging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

Dates	Communication topics and Professional learning
Week 1, Term 1	Review Anti-bullying plan as part of first week procedures. Communicate to staff through weekly debrief.
Week 2, Term 1	Bounce Back breakfast bite for staff
Week 1 Term 1	Induction for new staff to include Bounce Back training
Week 2, Term 1	Dignity and Respect in the Workplace and Complaints Handling policy included in weekly debrief
Term 3	Professional learning through the e-Safety Commissioner and Bullying No Way

New and casual staff: New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviours. The casual information guide will have the school's anti-bullying policy, as well as anti-bullying plan. A member of the executive team will induct new casual staff about our policies and plans when they enter our school.

Partnerships with families and community: Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance, and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

Website: Our school website has information to support families to help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. School Anti-Bullying Plan; NSW Anti-bullying website: and Behaviour Code for students.

Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parents' understanding of how our school addresses all forms of bullying behaviour.

Support for wellbeing and positive behaviours: Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health, and Physical Education (PDHPE). Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- developing positive relationships with and among students
- explicit teaching of expected behaviours in different settings
- targeted interventions and individual behaviour management plans
- school positive reinforcement of student behaviour through Monavation and Merit systems

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.

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 tea in Term 1 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*:

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

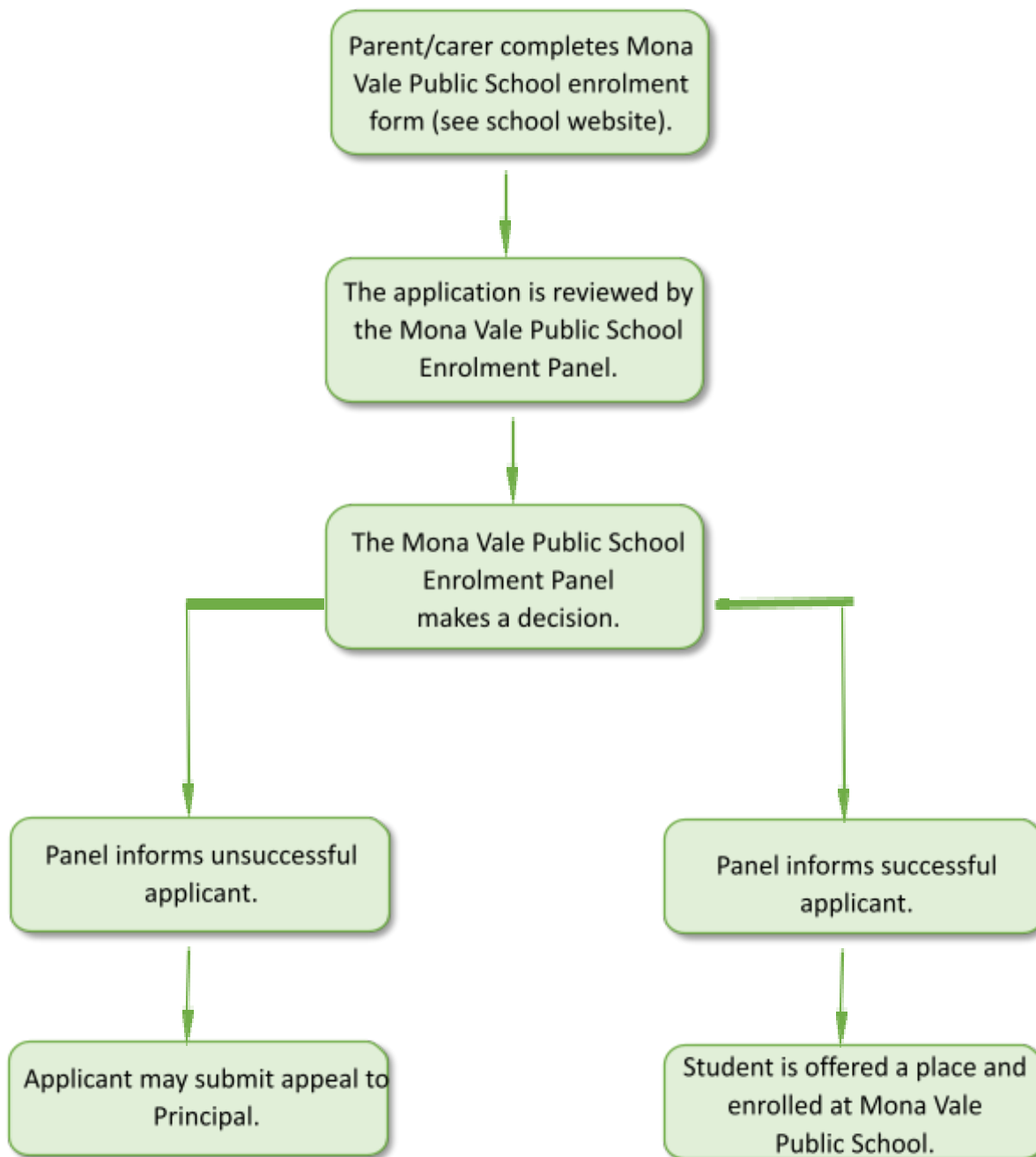
- o Deputy Principal
- o Teacher
- o P&C representative
- o Administration representative (Optional)

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.

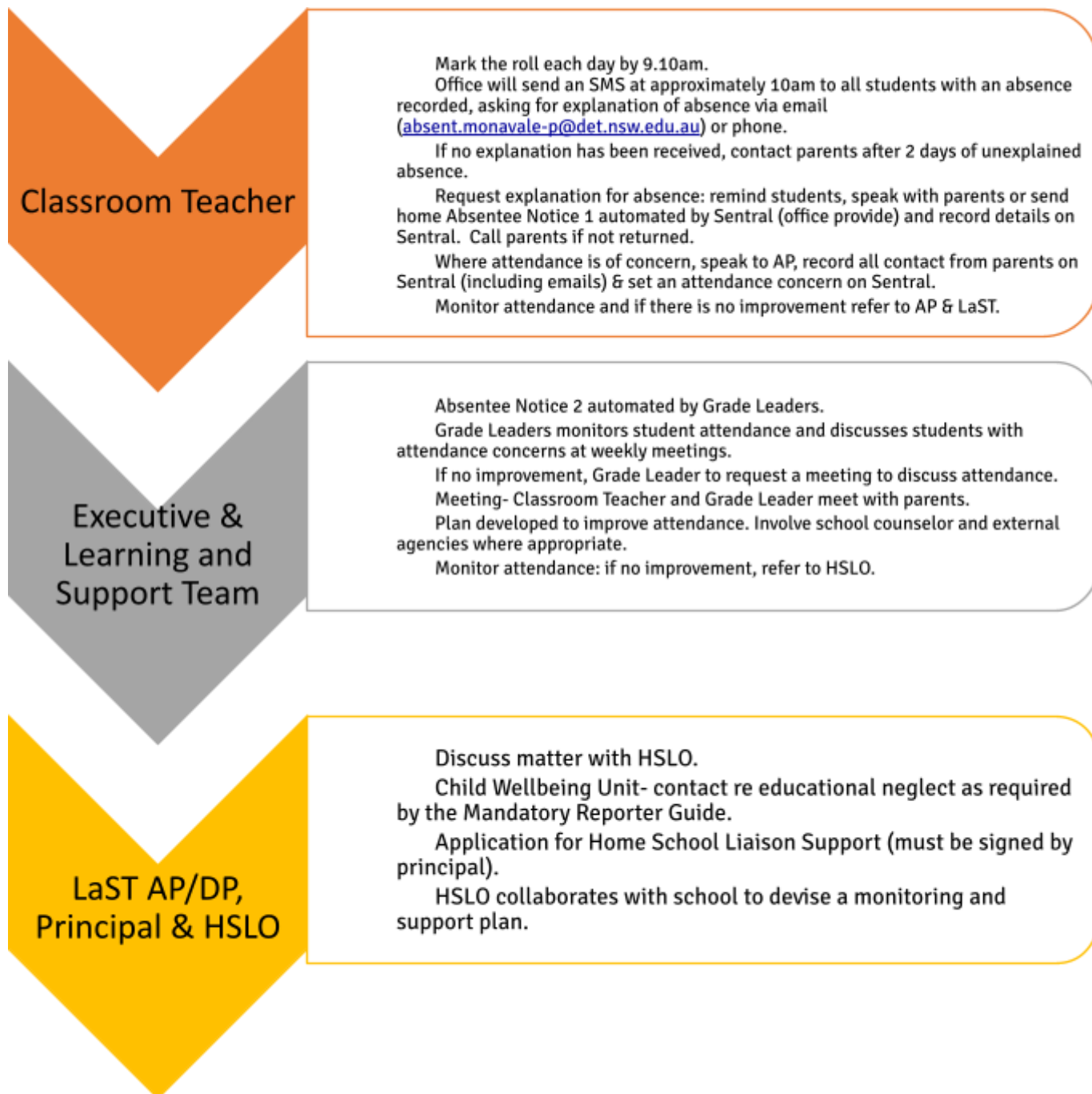
Quality relationships and positive first contact positively influence student attendance and demonstrates that every student is known, valued and cared for.

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.

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 2-3 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 Sentral.

- Roll to be marked on Sentral by 9.10am.
- Office check Sentral rolls are submitted by 9.10am. Teachers are notified if not completed or if they have not been submitted.
- Absent notes or emails are to be entered into Sentral. 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.
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	An explanation of the absence is provided which has been accepted by the principal. This may be due to: <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 - recognised religious festivals or ceremonial occasions.
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	<p>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:</p> <ul style="list-style-type: none"> - tutorial centre and programs - behaviour schools - juvenile justice - hospital schools - distance education.
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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 Sentral.
- 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 Sentral.
- 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.

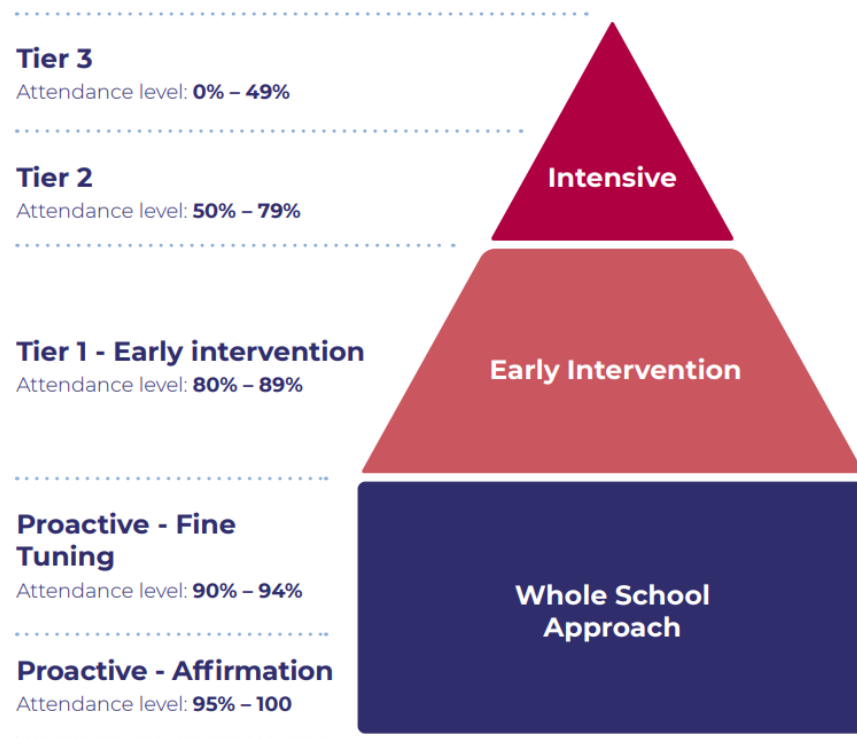
PRINCIPAL

- 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