



Prep – Year 6

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# PROCEDURES GUIDE

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# Marymede Catholic College

A COMPLETE EDUCATION

# **INTRODUCTION**

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At Marymede Catholic College, we aspire to give students a passion for life, a love of learning and a determination to be of service to others by delivering a rich, balanced and comprehensive education to students in an open and friendly environment, where the potential of each student is recognised and developed.

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## **PLANNING**

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### **YEARLY OVERVIEW**

The purpose of yearly overview is to:

- ✓ Provide the sequence of units throughout the year in all learning areas
- ✓ Outline excursion / incursion opportunities
- ✓ Ensures balanced curriculum coverage

This document is prepared prior to the commencement of the year in consultations with learning leaders and uploaded to the relevant Team folder.

### **TERMLY OVERVIEW**

The purpose of Termly overview is to:

- ✓ Clarify which units are taught this term
- ✓ Show how learning will unfold across the term
- ✓ Identify key learning intentions and assessment points
- ✓ Support consistent planning across a teaching team

This document is prepared prior to the commencement of the term in consultations with learning leaders and uploaded to the relevant Team folder.

## UNIT PLANS

The purpose of a unit plan is to:

- ✓ Develop sequenced learning intentions over the duration of the unit
- ✓ Ensure Victorian Curriculum drives planning
- ✓ Outline achievement standards
- ✓ Identify assessment requirements for the unit
- ✓ Provide the pedagogical detail for each learning area
- ✓ Provide a resource bank that informs and assists with efficient weekly planning

These should be completed prior to the commencement of a unit and provide a point of reference for the team throughout the term.

## WORK PROGRAMS: WEEKLY OVERVIEW

The purpose of a work program is to:

- ✓ Show your weekly timetable and the breakdown of curriculum into specific time allocations
- ✓ Weekly timetable to outline students requiring adjustments for NCCD requirements.
  - Student name should be shown in full
  - Current working level identified
  - Learning Intention identified for each lesson
- ✓ Set out lessons on a daily basis
- ✓ See the week's lessons sequentially
- ✓ Show differentiation for students requiring adjustments
  - LSO lesson instructions and/or activities
- ✓ Link to students PLP

Expectations for weekly overviews in regard to Learning Diversity adjustment expectations can be found [HERE](#).

## PLANNING EXPECTATIONS

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Planning documents, guided by the Marymede Instructional Model, should be completed and uploaded prior to working week into the relevant Microsoft Teams folder. Leaders will be available during planning time if staff require extra support to complete and upload work programs.

- ✓ Learning Intention: for each lesson.
- ✓ Success Criteria: for each Learning Intention
- ✓ Whole Class Focus
  - Follows the "I do, We do, You do" approach

- ✓ Independent Activity
  - Meaningful tasks
  - Formative assessment activities
- ✓ Differentiation
  - Enabling activities
  - Extending activities
- ✓ Focus Groups:
  - Names of students
  - Intention for the group focus
- ✓ Checking for Understanding:
  - Opportunities for regular formative assessment at key points in the lesson
  - Conclusion of lesson that helps you to measure for what the students have understood (formative assessment) so you can make personal classroom adjustments for next lesson (*e.g., Exit ticket, reflection sentence stems, retrieval questions, mini whiteboard responses, Traffic Light self-assessment*)
- ✓ Resources:
  - What you will use for the lesson

## COLLABORATIVE PLANNING TIME

Each year level team has three scheduled collaborative planning sessions each cycle (1x double & 1x single). A leader will be available for each of these sessions.

The purpose of collaborative planning is to:

- ✓ develop well planned, sequenced and differentiated work programs
- ✓ collaborate, share and strengthen pedagogical approach
- ✓ analyse data to target individual and cohort needs
- ✓ implement a consistent approach to teaching and learning across all classes in a year level

The expectations for planning are:

- ✓ To be held in staff room meeting rooms/primary administration office. Bookings should be made on SIMON to ensure the room is available.
- ✓ A clear agenda is developed by the team, on a rotating basis, and distributed to the curriculum leader prior to the planning session (*if curriculum leader is supporting*)
- ✓ Dialogue is professional and constructive.
- ✓ Work is evenly distributed amongst team members. Team members should not plan units of work individually.

## CURRICULUM AREA EXPECTATIONS

All learning areas are taught, assessed and reported on using the Victorian Curriculum. Student progress should be monitored based on the achievement standards and moderated as a team. The time allocated to each learning area per cycle is:

Per cycle		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pastoral	Core	12mins	12 mins	12 mins	12 mins	12 mins	12 mins	12 mins
Literacy	Core	20	20	20	20	20	20	20
Numeracy	Core	10	10	10	10	10	10	10
RE	Core	5	5	5	5	5	5	5
Integrated Studies	Core	4	4	4	4	4	3	3
Science							1	1
SEL	Core	2	2	2	2	2	2	2
HPE	Specialist	4	4	4	4	4	4	4
Italian	Specialist	2	2	2	2	2	2	2
Music	Specialist	1	1	1	1	1	1	1
Visual Arts <i>(per semester)</i>	Specialist	2	2	2	2	2	2	2
Digital Technology <i>(per semester)</i>	Specialist	2	2	2	2	2	2	2
TOTAL		50	50	50	50	50	50	50

*\*Note: Visual Arts and Digital Technologies will occur on a semester-based rotation*

## PEDAGOGY

### MARYMEDE INSTRUCTIONAL MODEL

We hold high expectations for all students. Quality instruction makes a difference and therefore it is the responsibility of each teacher to ensure that every child learns.

### GRADUAL RELEASE MODEL

The I Do, You Do, We Do model is a simple yet potent way to use explicit instruction to improve your students' learning. This model is based upon the gradual release of responsibility from teacher to student.

When used well, the I Do – We Do – You Do model:

- Helps all students to master what they need to learn
- Suits novice learners (which most students are)
- Nurtures self-efficacy
- Reduces task anxiety

Students feel less anxious due to the clear modelling and the scaffolded opportunities to practice. These same factors help students to experience independent success, which in turn builds their self-efficacy.

<b>I DO</b>	The teacher tells students about what they need to know and shows them how to do the things they need to be able to do. This is explicit modelling of the knowledge and skills required before checking for understanding and moving on to the next stage.
<b>WE DO</b>	After the teacher models the correct way to understand or perform the new concept being taught, they partner with the students and work through some examples together (partner with teacher or classmates) This allows for a deeper level of learning to develop. Students are able to do more than just listen
<b>YOU DO</b>	Students demonstrate their initial level of understanding of the new concept being taught through independent practice. Students complete tasks independently, but only tasks similar to what you have covered in earlier. Afterwards, you give them feedback on their independent work.



## CLASSROOMS

### DISPLAYS

- ✓ Anchor the important things at the front of the room (visual timetable, date, school values)
- ✓ Anchor student work at the back of the room so it can be celebrated but isn't distracting.
- ✓ Avoid hanging things from the ceiling/above the whiteboard.
- ✓ The barer, the better (less distracting, especially for our ND students).

Displays should include:

- ✓ PB4L display including matrix
- ✓ Religious Education display
- ✓ Subject area related vocabulary (also vocabulary to show inclusivity of the wide variety of cultures within the classroom)
- ✓ Literacy and Numeracy anchor charts and worked examples.

- ✓ Student work

## ORGANISATION

Classrooms and shared spaces should remain neat, tidy and free of clutter to ensure safe movement can occur around the room. Items such as lunchboxes and laptops/laptop bags should not be placed under desks.

All classrooms should have:

- ✓ Prayer table must have a candle, a crucifix or cross, rosary beads, a Bible). The cloth should be changed depending on Liturgical Season.
- ✓ Clock
- ✓ Sensory zone/chill space/zen zone
- ✓ Visual timetable

## ROUTINES

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### SAFETY LINES

Students are required to line up in designated areas before school, at the end of recess and end of lunch. All classes are to line up in a safety line. Each student is allocated their roll order number to remember their place in the line. Adjustments to the roll order may need to be made to accommodate individual students social, emotional and behavioural needs.

This is so that the roll order that can be checked very quickly to support an emergency management event.

Display the safety line near the classroom door for easy reference for students and teachers.

Students should move calmly around the school in their safety lines.

### FRUIT SNACK / EATING TIMES

Time spent eating should be kept to a minimum to maximise learning and teaching time.

Eating times are:

# Marymede Primary Campus

## Student Eating Routines

### Purpose:

To maximise learning time while ensuring eating occurs in a clean, supervised environment. This routine helps to minimise food-related waste in the yard and supports our shared care for creation.

### Prep – Year 4

Break	Pack Up From	Eating Time
Fruit Snack	10:00am	While teaching continues
Recess	10:50am	10:50am – 11:00am
Lunch	1:20pm	1:20pm – 1:30pm

\*Note: Prep students in Term 1 will gradually build toward these timeframes.\*

### Year 5


Break	Pack Up From	Eating Time
Fruit Snack	10:00am	While teaching continues
Recess	10:55am	10:55am – 11:00am
Lunch	1:20pm	1:20pm – 1:30pm

### Year 6 – Terms 1, 2 & 3

Break	Pack Up From	Eating Time
Fruit Snack	10:00am	While teaching continues
Recess	10:55am	10:55am – 11:00am
Lunch	1:20pm	1:20pm – 1:30pm

### Year 6 – Term 4 (Transition to Secondary School)

Break	Pack Up From	Eating Time
Fruit Snack	10:00am	While teaching continues
Recess	10:55am	Students eat outside during break
Lunch	1:30pm	Students eat outside during break

 In Term 4, Year 6 students practice eating outside, simulating secondary school routines. This fosters independence and continues our commitment to respecting the environment.

During eating time students should remain seated and engage in quiet time. During this time you may like to:

- ✓ Watch PB4L videos
- ✓ Mindfulness music
- ✓ Educational game
- ✓ Online storybook reading from <https://storyboxlibrary.com.au/>

- ✓ Clickview resources
- ✓ Practice liturgical songs

If students are not finished eating when the bell rings they are required to take their food outside and remain seated until complete.

For recess/lunch, if eating outside, students must not be using sports equipment or playing games.

## HOMEWORK

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### EXPECTATIONS

We believe that homework is a valuable part of schooling. It provides opportunities to practise skills, review content and deepen understanding of concepts learned. Homework can also assist students to develop self-regulation processes, such as goal-setting, time management and study skills. Homework also supports school-home relationships through connecting families with the learning of their children.

Homework should reflect what has been taught in the classroom and is a means of review and retrieval, where students will consolidate both knowledge and skills. **Homework tasks and due dates should be consistent across the year level and decided upon amongst the team.**

Setting of homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation and cultural pursuits, and therefore the following guidelines should be followed:

Prep	10-15 mins per night. Includes: - Reading a minimum 4 times per week. - 1 x Numeracy activity per week	<u>Digital Resources</u> Literacy: MultiLit e-Library
Year 1	10- 15 mins per night. Includes: - Reading a minimum 4 times per week. - Spelling activity - 1 x Numeracy activity per week	<u>Digital Resources</u> Literacy: MultiLit e-Library Numeracy: Mathletics
Year 2	15- 20 mins per night. Includes: - Reading a minimum 4 times per week. - Spelling activity - 1 x Numeracy activity per week	<u>Digital Resources</u> Literacy: NESSY Numeracy: Mathletics
Year 3	15 – 20 mins per night. Includes: - Reading a minimum 4 times per week. - Spelling activity - 1 x Numeracy activity per week	<u>Digital Resources</u> Literacy: NESSY Numeracy: Mathletics

	- Integrated Studes ( <i>when/if appropriate</i> )	
Year 4	20 - 30mins per night. Includes: - Reading a minimum 4 times per week. - Spelling activity - 1 x Numeracy activity per week - Integrated Studes ( <i>when/if appropriate</i> )	<u>Digital Resources</u> Literacy: NESSY Numeracy: Mathletics
Year 5	30 - 40mins per night. Includes: - Reading a minimum 4 times per week. - Spelling activity - 1 x Numeracy activity per week - Integrated Studes ( <i>when appropriate</i> )	<u>Digital Resources</u> Numeracy: Mathletics
Year 6	30 - 40mins per night. Includes: - Reading a minimum 4 times per week. - Spelling activity - 1 x Numeracy activity per week - Integrated Studes ( <i>when appropriate</i> )	<u>Digital Resources</u> Numeracy: Mathletics

To support students in managing homework, teachers should encourage students to use their diary to document homework and record home reading.

### HOMWORK MARKING EXPECTATIONS

SEESAW: for homework assigned/completed via Seesaw, work must be approved and marked in a timely manner (ideally weekly). Marking of work should include comments, corrections and feedback where appropriate.

Homework book: for homework assigned/completed in a homework book, work must be marked in a timely manner (ideally weekly). Marking of work should include comments, corrections and feedback where appropriate.

Homework Journal/Diaries: Homework Journals/diaries should be sighted and signed by the teacher on a weekly basis.

### NON-COMPLETION OF HOMEWORK

Parents of students that regularly do not complete homework should be contacted and reminded of the importance of the tasks set.

Teachers to organise a system to support students who have not completed homework. E.g. rotating half of lunch supervision

Recurring non submission of homework will be followed up by a member of leadership.

### ADDITIONAL HOMEWORK REQUESTS

- Parents can opt to do other activities – to be organised and ‘corrected by’ themselves.
- For any student having private tutoring, it is not the responsibility of the school to plan or assess this work. However, the teacher can provide suggestions to the tutor on goals/areas of need.
- Generally, homework is not to be allocated on holidays (except where students are collecting things for next term, etc.)
- Generally, we do not provide schoolwork for students whose parents take their students out for a holiday mid-term. We can suggest reading and digital resources.

## DIGITAL PLATFORMS

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### SIMON

SIMON is the Learning Management solution and is used for roll marking, timetables, messages, school links, behaviour tracking and reporting. [Please follow the link here for more information on the use of SIMON.](#)

### SEESAW

This platform enables students to build a digital portfolio and share their learning with their parents. All students should upload the following;

- Year 3 – Year 6: at **least 3** posts each term
- Prep - Year 2: at **least 2** posts per term

Teachers are required to approve the post but do not need to comment or like. The Seesaw tasks upload schedule should be planned for and identified within the planning documents. Students will select which piece of work they would like to upload based on the Seesaw Checklist [HERE](#). Checklists should be printed and distributed to students.

### DIBELS AMPLIFY

DIBELS AMPLIFY is the data management system for reading assessment/indicator of progress. Testing occurs 3 x per year and results should be uploaded to the system within 2 weeks of assessment.

Progress monitoring materials are available for use [DIBELS 8th Edition: Australasian Version Materials | DIBELS®](#) for at-risk students for more frequent progress analysis.

### NESSY

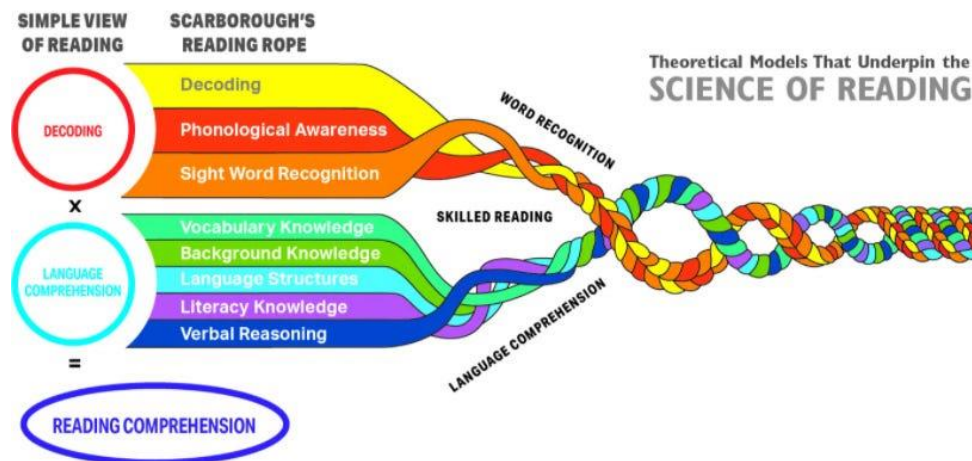
Students in Year 2 – 4 have Nessy Reading and Spelling, a research-informed early literacy program designed to support student acquisition of literacy skills that are essential to building foundation reading and spelling skills. Students in 3 & 4 also have access to Writing Beach to support student learning of grammar, punctuation and sentence structure and Nessy fingers to support students in developing touch typing skills.

### MATHLETICS

All students in Prep – Year 6 have access to Mathletics, an online Mathematics program that builds learning confidence by using personalised games and challenges, targeted to student learning needs.

# LITERACY

At Marymede we implement a structured approach to teaching literacy that follows a rigorous adherence to cognitive research and evidence-based practices. Structured literacy emphasises highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills such as oral language development, decoding, spelling and handwriting, and higher-level literacy skills such as reading comprehension and written expression. Through explicit direct instruction (EDI), teacher modelling, guided practice, and independent activities, students master these skills with confidence, building a strong foundation for lifelong learning.



## INITIALIT F - 2

InitialLit is an evidence-based whole-class literacy program which provides students with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school and is used for literacy instruction at Marymede in Foundation – Grade 2.

## YEAR 3 – YEAR 6

In Years 3-6 students are developing the skills and knowledge required to meet the literacy demands of the 21st century whilst becoming proficient readers and writers in all areas of the curriculum. The skills and knowledge are taught using explicit knowledge-rich, language-rich and text-rich mini lessons focussed on morphology and etymology, vocabulary acquisition, grammar and syntax knowledge and building broad background knowledge. These skills and knowledge, along with fluent reading, are fundamental to successful reading comprehension.

Writing instruction is embedded where possible in the content of the curriculum through both fiction and non-fiction units of work. Students master the skills that are essential to become competent writers at the sentence level, paragraph level and text level.

Teachers should use a range of student groupings ensuring appropriate level of teacher support (whole class, flexible small group independent activity, whole class sharing) based on data collected and the individual needs of each student. Small groups should be fluid and based on skill growth area, **not** reading level.

## SPELLEX

Students in Years 3 & 4 engage in the MULTILIT SpellEx Spelling program. This program is a systematic, evidence informed spelling program that encompasses sound knowledge and morphological knowledge.

## PHORMES

The PhOrMeS Spelling program is a structured approach to teaching spelling through orthography (spelling rules), morphology (word parts and meanings) and etymology (history of word origins). It provides regular reviews of concepts, teaches strategies to assist the spelling of irregular words, and reinforces common spelling rules. The program introduces students in Years 5 and 6 to more complex Latin and Greek roots, prefixes and suffixes to enhance vocabulary development and word comprehension.

## LITERACY ASSESSMENTS

### TYPES

The types of assessments that are used to assess student’s literacy abilities are:

Prep – Year 6	DIBELS Assessments	<a href="https://dibels.uoregon.edu/materials/dibels">https://dibels.uoregon.edu/materials/dibels</a>
Prep – Year 2	Initialit Assessments	
Year 2 – Year 6	Essential Assessment	<a href="https://www.essentialassessment.com.au/">https://www.essentialassessment.com.au/</a>
Year 2 – Year 6	PAT- R (Adaptive)	<a href="https://oars.acer.edu.au/marymede-catholic-college">https://oars.acer.edu.au/marymede-catholic-college</a>

Additional Tier 1 assessments can be found in the folder [HERE](#).

## MATHEMATICS

At Marymede we value that all students have the right to learn the mathematics curriculum and that students feel safe and supported to problem solve, make mistakes, and make sense of their own learning. Mathematics is intertwined and relationships are built between the three strands of mathematics: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The [Mathematics Proficiencies](#) support learning across all three strands of the mathematics curriculum.

### The Five Strands of Mathematical Proficiency

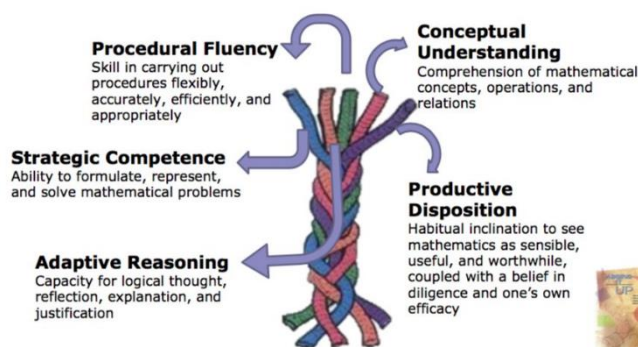


Figure 2: Web: Thinking mathematically <https://buildingmathematicians.wordpress.com/2020/08/22/math-games-building-a-foundation-for-mathematical-reasoning/> (Kilpatrick, Swafford & Kindal.(2003), Adding it up: Helping children learn mathematics, chapter 5)

We build a community of mathematical thinkers in our school where all students and adults in our community can participate, communicate and develop positive, enriching and supportive experiences of mathematics. Numeracy in relation to this is the building of the use of mathematics to our daily lives.

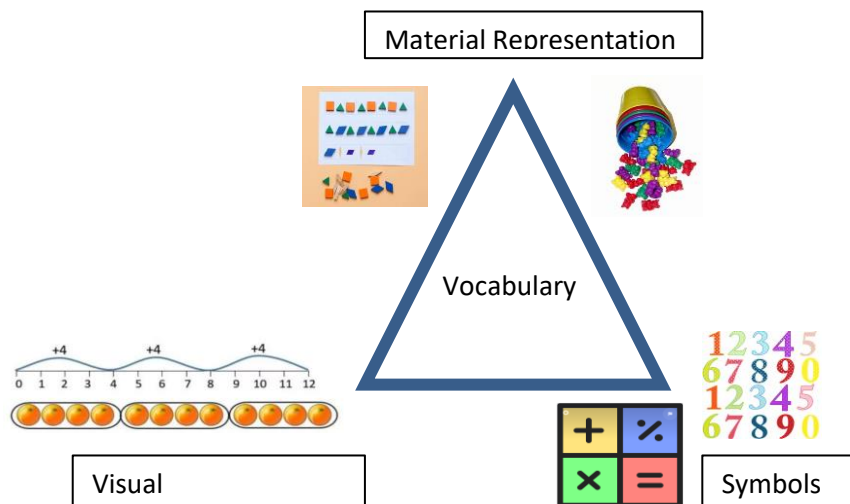
## NUMERACY FOUNDATION TO YEAR 2

Time and opportunities to explore foundational skills in Mathematics is paramount for students in Foundation to Year 2. Growth points as a trajectory for the next steps in learning concepts and developing skills are fundamental to the teaching and learning of Mathematics.

Building number sense is critical build in the early years.

*The phrase 'number sense' is often used to mean conceptual fluency - understanding place value and the relationships between operations. Children need to be both procedurally and conceptually fluent - they need to know both how and why. Children who engage in a lot of practice without understanding what they are doing often forget, or remember incorrectly, those procedures. Further, there is growing evidence that once students have memorised and practised procedures without understanding, they have difficulty learning later to bring meaning to their work (Hiebert, 1999).*

Fluency is built though using a range of purposeful and explicit teaching practices in Mathematics. Using manipulatives (concrete materials) helps students to build visual representations of concepts and build their visual memory. Students who are given opportunity to play and build with manipulatives in purposeful ways build their connection with number over time.



## NUMERACY YEAR 3 TO YEAR 6

The purposeful use of manipulatives and choosing of tasks to support foci in Mathematics remains important as students move through their primary schooling. Students will still be developing number sense as they develop a range of strategies to work with increasing numbers as well as rational number (fractions, decimals, percentage and ratio).

Students, as they approach Year 6, begin to choose and use more efficient strategies, can justify their choice and will continue to notice and develop more efficient strategies to problem solve. It is critical that students continue to develop skills and understanding in multiplicative thinking and use relationships between multiplication and division. Explicit teaching of new content that is connected to previous learning continues to be a focus of the mathematics curriculum.

## NUMERACY ASSESSMENTS

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### TYPES

A range of assessments are used by the classroom teacher and the school to support learning and teaching in Mathematics:

Prep – Year 2	Maths Online Interview (MOI)	<a href="#">Victorian Education Department.</a>
Year 3 – Year 6	Essential Assessment	<a href="https://www.essentialassessment.com.au/">https://www.essentialassessment.com.au/</a>
Year 2 – Year 6	PAT- M (Adaptive)	<a href="https://oars.acer.edu.au/marymede-catholic-college">https://oars.acer.edu.au/marymede-catholic-college</a>
Year 3 – Year 6	PVAT (Place Value)	

## ASSESSMENT SCHEDULE

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In addition to the testing days at the commencement of the school year, assessment is expected to occur regularly as part of level team unit planning and to inform classroom, group and individual learning.

Assessments enable teachers to determine what needs to be explicitly taught. Teachers should also ensure that they continue to monitor student's progress outside of the assessment schedule and administer any relevant formative assessments to determine any gaps in student knowledge/skills.

Formal assessments should be completed as outlined in the Year Level Assessment schedules.

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# CATHOLIC IDENTITY & MISSION

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## RELIGIOUS EDUCATION CURRICULUM

Participation in Religious Education is compulsory for all students at our school.

Our school invites students to discover God's presence in their daily lives through morning prayer and structured classes. Religious Education is at the centre of the Catholic School Curriculum and is reflected in a visible symbolic culture and active sacramental and liturgical practice.

The Religious Education curriculum draws from the content areas of Jesus and Scripture, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacrament and Morality and Justice. Our learners are supported to develop their:

- Knowledge and understanding – seeking truth
- Reasoning and responding – making meaning
- Personal and communal engagement – living story

## SACRAMENTAL PROGRAM

Our students participate in the sacramental life of our Church:

- Year 3: Reconciliation
- Year 4: Eucharist
- Year 6: Confirmation

Need to include expectations of staff in each of these levels including attendance at sacrament and associated TIL

## CLASSROOM PRAYER ROUTINES

Get your class into the routine of creating praying at different stages of the day. Each prayer will look different and will have varying purposes.

### MORNING PRAYER ROUTINES

During morning prayers, children count their blessings and feel grateful for all that they have. They can begin their day by thanking God for the wonderful blessing in their life and also aspire to contribute to society through community work.

### MEALTIME PRAYER

At a mealtime prayer we express our gratitude to God for our food and for all good things in our lives. We thank God for everyone who helped provide and prepare the meal—from the farmer who raised the crops to those who prepared the food.

### END OF DAY PRAYER

Ending your day a prayer is an excellent way to settle your emotions, bring peace and comfort to your spirit, and protect you from fear. God is always waiting to hear from us and welcomes prayer at all times.

## PRAYER TABLE EXPECTATIONS

Classroom Prayer Tables are a place to put small items that are special to us and remind us of God's love. These sacred area in you classroom reminds us that Jesus is always with us, sharing in our family life. It helps us to pray, even if it is just for a few minutes a day.

Some key ideas to keep in mind when setting up your prayer table:

1. The prayer table is a focus for prayer and a constant reminder of the presence and closeness of God.
2. Position the prayer table as the focal point of the room.
3. Set up the table to relate to the lesson of the day/unit theme
4. A different colour cloth is displayed for each of the liturgical seasons. (Advent, Lent, etc.).
5. Some of the most common sacramentals that you will find on a prayer table are a crucifix, college theme, a statue of Mary, a rosary, a candle, a Bible, pictures of saints, everyday items: *i.e feather of a bird, flowers, nature items, prayer book, biblical pictures, various religious icons and children's Bible stories.*

## HOUSE LITURGY CELEBRATIONS

Please note that Community morning Mass takes place on Wednesdays in the Chapel from 8.00am. All staff are welcome to attend.

# INTEGRATED STUDIES








## RATIONALE

Inquiry is an approach to teaching and learning that in essence involves students in the investigations of questions, problems or issues of significance. Through inquiry we seek to develop students’ essential competencies as learners and equip them with a set of transferable skills and dispositions. Inquiry based learning is driven by the search for deep understanding as we take students on a learning journey that moves their thinking from shallow to deep understanding. Teachers utilize many strategies and methods for students to demonstrate the depth of their new learning in rich culminating tasks (summative assessments) and through significant work samples and events through a unit. There is a strong emphasis on learning about ‘big ideas’. Through inquiry, students construct their own understandings, moving from the known to the unknown. The use of questioning techniques and thinking routines that probe beyond the surface are integral to all inquiry units taught at the school.

Each year level excluding Prep will complete 4 units each year. There are 6 throughlines that units are drawn from:

<p>Our Natural World</p> 	<p>The world is home to many diverse environments.                      The environment sustains all life, and living things depend on a healthy ecosystem to thrive.                      Earth has many natural resources that need to be sustained.                      Our earth is constantly changing, both through natural processes and human interaction. These changes impact the survival of all living things.                      Our choices impact the world, it’s environments and all living things.                      It is the responsibility of all people to act more sustainably in order to conserve environments for the future.  <i>Geography, Science (Bio E&amp;S), Civics &amp; Citizenship, Economics &amp; Business, Ethical Capability, Critical &amp; Creative Thinking</i></p>
<p>Our Innovative World</p>	<p>Using our creativity to solve problems or create new and innovative ideas and products.                      Investigating the role of design, innovation and invention in all aspects of our lives and our world.                      Exploring how ideas and products are created to meet needs and wants, and to solve problems in our lives, in the community and in the world.                      Contributing to a better future for the common good</p>

	<p>The role of consumerism drives design and innovation and calls for people to collaborate and become entrepreneurs</p> <p><i>Design &amp; Technologies, Science , Economics &amp; Business, Ethical Capability, Critical &amp; Creative Thinking,</i></p>
<p>Exploring Our World</p> 	<p>Investigating the natural world, including the characteristics and behaviour of materials and phenomena. Scientific discoveries influence our understanding of the world and the universe, and often lead to improvements and advancements in society</p> <p>Being curious; questioning and exploring how the world works and ‘how and why’ things happen</p> <p>Understanding that scientific discoveries over time have changed the way we live and continue to impact our lifestyle today and into the future.</p> <p><i>Science, Ethical Capability, Critical &amp; Creative Thinking, Design &amp; Technologies, Geography</i></p>
<p>My Story, Your Story, Our Story</p> 	<p>Every person, community and Nation has a story to tell</p> <p>Stories from the past can help us to understand the perspective and identity of people today</p> <p>What has happened in the past impacts on our present and future</p> <p>Significant people and events- how they have brought about change over time</p> <p>Events of the past can be viewed from different perspectives</p> <p>How the world has changed and is continuing to evolve</p> <p><i>History, Geography, Civics &amp; Citizenship, Intercultural Capability, Critical &amp; Creative Thinking</i></p>
<p>Our Diverse World</p> 	<p>Communities today and how they operate</p> <p>Celebrating the diversity of communities across the world</p> <p>Understanding the importance of culture to both individuals and groups.</p> <p>What it means to be a citizen both locally and globally</p> <p>Understanding the interconnectedness of people and communities across the world.</p> <p>We are citizens in a diverse world and we are called to treat people with respect and empathy</p> <p><i>History, Geography, Civics &amp; Citizenship, Intercultural Capability, Critical &amp; Creative Thinking, Health</i></p>
<p>Being Out Best</p> 	<p>People are different and they may have different needs in order to achieve health and happiness. Personal health and wellbeing is enhanced when mind, body and soul are catered for, and spirituality and relationships are nurtured.</p> <p>We are all called to be responsible for making choices that enhance our own wellbeing and the wellbeing of others.</p> <p>Communities work together to support the health and wellbeing of their members.</p> <p><i>Health, Personal and Social Capability, Science (Biological), Design and Technologies, Intercultural Capability</i></p>

The yearly scope and sequence can be found here

## REPORTING

### PARENT TEACHER STUDENT CONVERSATIONS

Parent-Teacher-Student Conversations are an opportunity to meet your students’ parents and a great way to promote communication between school and home. They enable both the teacher and the parents to work together toward their student’s learning and social wellbeing.

The objectives of parent-teacher interviews are to:

- ✓ involve the parents in the educational process
- ✓ document the student’s progress for the parents
- ✓ reflect on learning outcomes and goals
- ✓ give parents the opportunity to express feelings, questions and concerns, and establish ongoing communication networks between the teacher, parents and student.

Term 1: Week 3	<b>Meet and Greet The Teacher Interviews</b> Parent led conversations to share information about their child to the teacher
Term 1: Week 7/8	<b>Parent/Teacher/Student Conversations</b> Student led sharing of work samples/portfolio pieces Share student progress and goals
Term 3: Week XX	<b>Progress Meetings</b> Update on student progress Share assessment data / discuss reports Share student work samples (student led where possible) and discuss next steps in learning

## REPORTING CYCLE

There are 4 reporting periods each year:

Term 1	<b>Mid-Semester Progress Report</b> Learning dispositions Work samples
Term 2	<b>Semester 1 Report</b> Attendance Course Description Learning Dispositions & Work Habits Pastoral Comment Learning Area skills Progression Points against Vic Curriculum Work Samples
Term 3	<b>Mid-Semester Progress Report</b> Learning dispositions Work samples
Term 4	<b>Semester 2 Report</b> Attendance Course Description Learning Dispositions & Work Habits Pastoral Comment Learning Area skills Progression Points against Vic Curriculum Work Samples

## PROGRESSION POINTS

Follow link [here](#) for an overview of the Science and Humanities yearly coverage (linked to Inquiry) as well as the coverage of The Capabilities.

## EXPECTATIONS FOR PARENT COMMUNICATION

If a student has not made progress between reporting cycles, please ensure to communicate with parents prior to reports being distributed to families so that there are no surprises for parents upon receiving the report.

In addition, if students are being placed below standard or above standard for any particular learning area, please ensure that you discuss this with the relevant curriculum leader prior to reports being completed.

## AWARDS

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### END OF YEAR – GRADE 6

Awards acknowledging student's academic-related excellence and endeavour are celebrated at the end of the year. These awards aim to strengthen the individual student's self-belief, recognise their efforts and increase the profile of academia within the college.

Awards will be presented at the end of year assembly. These awards are based on student's academic performance across the year. Each class teacher will award 1 of each of the following award types:

**Academic Excellence Award** – A demonstrated strong work ethic and excellence in class through achieving a high academic standard.

**Endeavour Award** – Contributed positively to the learning environment for self, peers and staff and completed academic tasks to the best of their ability and have worked to reach their potential.

**Community Spirit Award** – Demonstrated and lived out the core values of the College in their treatment of others: faith, love, justice, compassion. Been a positive member of the religious and faith life of the College.

### MARIAN AWARD

- Awarded to one Year 6 student

This award recognises an individual student's outstanding contribution to the life and mission of the College.



# LEARNING DIVERSITY REVISED NOV 2025

At Marymede Catholic College, we recognise and celebrate the diversity of our learners. Knowing the needs of their students, our teachers differentiate and adjust to ensure all students have equity of access to education and are provided opportunities to achieve, demonstrate growth and thrive at school.



## MULTI- TIERED SYSTEM OF SUPPORT

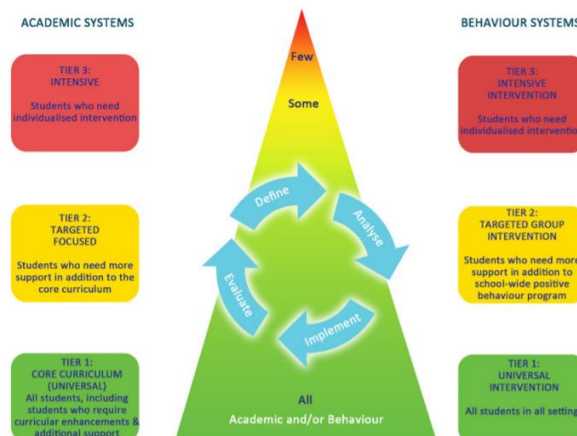
At Marymede, we follow a multi-tiered system of supports (MTSS). This is a systematic continuous improvement framework that uses high-impact evidence-based pedagogical practices to ensure every student receives the appropriate level of targeted support, instruction and adjustments to be successful across the domains of learning, behaviour, and health and wellbeing.

This model integrates assessment and intervention within a multi-level prevention system to maximise student achievement, promote positive classroom interactions and reduce behavioural problems.

### Key elements

Multi-level prevention system Schools use a coordinated and effective system of tiered interventions and supports across a sliding scale of increasingly intensive tiers:

- Tier 1: Universal high-impact evidence-based pedagogical practices and quality differentiated teaching practices for all students to promote academic, behavioural and social–emotional success
- Tier 2: Targeted supports and interventions for groups of students who need additional support
- Tier 3: Intensive, individualised interventions for students with the greatest need.



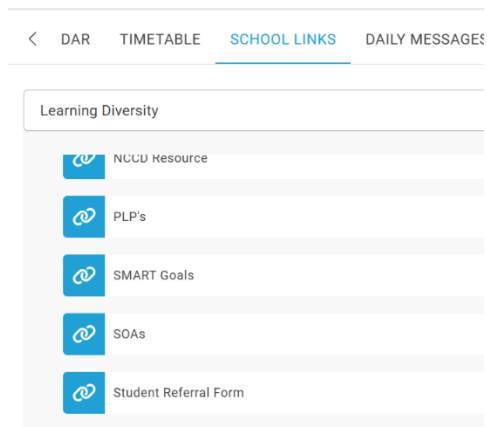
It is expected that students will move between and within the tiers of instruction.

### [What Is a Multi-tiered System of Supports?](#)

## STUDENT REFERRAL PROCESS

When a number of strategies have been implemented at Tier 1 level and concerns remain regarding student learning growth, you may seek assistance from learning diversity or student wellbeing (counselling team) through the submission of a referral.

The student referral form is accessible on SIMON under School Links – Learning Diversity/ Student Referral Form.



### Process of Referral

Referrals are brought to Student Support Group Meeting. Led by LDL, the SSG is made up of Curriculum and Wellbeing leader who discuss referral, associated data and review next steps.

In addition to the Tier 1 differentiation strategies implemented by teachers, following referral investigations, some students will require additional targeted support in the Tier 2 and/or Tier 3 space.

## LEARNING DOCUMENTS

### SUMMARY OF ADJUSTMENT PAGES

In consultation with families and teachers, Learning Diversity Leaders may determine a child is to be placed on a Summary of Adjustment document. The SOA is another layer of documentations to show the additional level of support a student is receiving.

Students will only be placed on a summary of adjustment page if there is an identified need/ a disability or an imputed disability. This need may be imputed (based on data) or diagnosed. Any adjustments made should be related directly to their need and be recorded on the summary page. All decisions regarding a student being placed on an SOA will be made in consultation with the learning diversity leader and family. All Adjustments must be discussed with parents at the parent teacher interview or through alternative communication.

SOA documentations are located as a Report Run on SIMON. (**Student Assessment/Summary of Adjustment**)

## PERSONALISED LEARNING PLANS

In the event that a student's needs are determined to be significantly different from their peers as a result of a diagnosed disability or other specific learning need, it may be appropriate to write and implement a Personal Learning Plan (PLP). A student may be considered to have additional needs without a specific diagnosis of a disability however this would be directed by the Learning Diversity Leader. The aim of the PLP is to articulate effective practices for the identification, targeted assessment, learning and teaching, and evaluation of student individual needs. A PLP is a collaborative, working document with feedback and input actively sought from all stakeholders, including classroom teachers, school staff, parents/carers, external providers and, if applicable, students. Typically PLPs are for those students requiring substantial or extensive levels of adjustments.

Students on a PLP will have a Program Support Group (PSG) Meeting scheduled throughout each semester to set and discuss goals, progress and growth. There are scheduled PSGs around Learning Documents organised once per semester, however, often there will be a need for more regular PSGs throughout the year to discuss current needs, behaviours, external supports etc

The PSG will be facilitated by the Learning Diversity Leader with the core teacher in attendance. It is the responsibility of the subject teachers to complete all aspects of the students' Personalised Learning Plan ready to present and discuss with families through the PSG meeting.

PLPs are located on Teams. ([Learning Diversity Channel/ Campus/ PLPs](#))

## LEARNING SUPPORT OFFICERS (LSO)

LSOs operate under the direction of their relevant Learning Diversity Leader. They work under the direction and supervision of classroom teachers to provide targeted support for students with additional needs (NCCD and other students with similar needs). LSOs may:

- provide supervision and assistance to students in a class when the teacher is engaged in a small teaching group within the same room.
- provide 1:1 support or small group as per a timetable
- provide supervision and assistance to students in a small group outside of the classroom but **must be** in the vicinity of a teacher. The duty of care for the students remains with the teacher
- administer or support an assessment task but **cannot assess or analyse assessment tasks independently**
- communicate with the teacher/ leader but **do not communicate with or report to parents**
- work with students who have social emotional concerns and/or support the implementation of a behavioural management plan **but are not to be used or instructed to take charge of students who are misbehaving** (refer to CECV "Effective Practices Framework for Learning Support Officers" P13.)

It is the teacher's role to:

- plan and document appropriate educational pathways for students based on carefully constructed goals and measurable outcomes.
- work collaboratively with Learning Diversity Leaders to accurately identify student needs
- Document all planned lesson adjustments in the weekly work program which is made accessible for LSOs **prior** to the session.
- Plan and document instructions for LSOs timetabled in their classrooms. This may include general classroom assistance while the teacher provides Tier 3 learning or behavioral support to an identified student

## TARGETED INTERVENTION

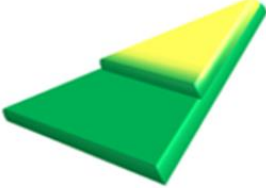
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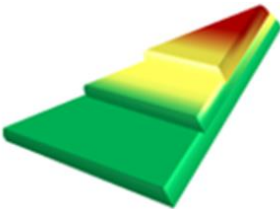
### INTERVENTION RATIONALE

Intervention at Marymede is provided at Tier 2 and Tier 3 to ensure specific individual needs are being met for students who are at risk in Numeracy, Literacy and Wellbeing. We ensure our students are given the opportunity to build skills in these areas.

### INTERVENTION PROGRAMS USED

The intervention programs used at Marymede follow an evidence-based approach. Intervention groups and programs are informed by student data and facilitated by intervention teachers and Learning Support Officers.

<p><b>TIER 2 INTERVENTION</b>  <i>In Tier 2, students are provided with additional, increasingly intensive instruction in response to their levels of performance and rates of progress in Tier 1.</i></p>	<p style="text-align: center;"><u>Secondary Prevention</u></p> 
<p><u>Literacy</u></p>	<p>MultiLit: MiniLit (Grade 1 and 2)          MultiLit: MacqLit (Grade 3-6)</p>
<p><u>Numeracy</u></p>	<p>EMU (3x per week) includes: (Prep - 2)          Explicit 8 minutes per day to work on number sense.  <b>P-2:</b> (Priority 1 = at risk in counting. Priority 2 = at risk in place value)</p>
<p><u>Social &amp; Emotional Wellbeing</u></p>	<p>Seasons for Growth          Peaceful Kids          Superflex          Zones of Regulation          Social Skills          The Social Stencil (Previously known as the Friendship Saver Program)</p>

<p><b>TIER 3 INTERVENTION</b>  <i>At Tier 3, students receive individualised, highly intensive interventions that target the students' skill deficits. These students will generally require 1:1 specialised instruction with a skilled expert in the area of need.</i></p>	<p style="text-align: center;"><u>Tertiary Prevention</u></p> 
<p><u>Literacy</u></p>	<p>MultiLit: MiniLit          MultiLit: MacqLit</p>
<p><u>Numeracy</u></p>	<p>1:1 intervention</p>

## SCREENING PROCEDURES FOR INTERVENTION PLACEMENT- VIA THE STUDENT REFERRAL PROCESS

- Literacy: School wide assessment screening process using DIBELS.
- Numeracy: P-2 MOI & 3-6 (*watch this space*)
- Students below benchmarks will be discussed at Student Support Group Meeting.
- Further TIER 2 testing may occur to find exact area of need, following referral.
- If appropriate, student will sit a placement test for an intervention program.

## PARENT COMMUNICATION

- Communication between the Intervention teacher and cl
- Curriculum Leader to send e-mail to parents advising their child has been identified to receive intervention.
- If parents have questions about proposed intervention, Intervention Leader will contact parent regarding the program.
- Parents are provided with an outline of the intervention program through invitations and consent documentation.
- **Numeracy EMU:** parents will receive a pack of resources (numeracy book/pack/counters) to support consolidating what has been learnt in intervention.

## INTERVENTION PROCEDURES

- Typically Intervention will run for a minimum of 10 weeks in a small group (Tier 2) or 1:1 (Tier 3). The data will determine when intervention ceases.
- Small pull-out groups taken in a specific intervention classroom or open areas in Primary houses.
- Intervention teacher and classroom teacher to regularly collaborate on appropriate strategies and resources to support transfer of learning to the classroom/home. This can occur during the teachers planning time or another time that both parties are available.
- Teachers are to support intervention by ensuring that students are attending intervention classes per intervention timetable.
- Progress is regularly monitored, as are attendance levels.
- Numeracy will run during Numeracy lessons where appropriate
- Literacy intervention will occur in addition to TIER 1 literacy lessons on a rotating subject basis (*and not during Numeracy if possible*).

# INTERVENTION REPORTING

## TO TEACHERS

- Intervention teacher will discuss progress and goals with the classroom teacher at the intervention or classroom teachers request. Notes/ Progress monitoring saved in Teams- Intervention Folder
- Intervention teachers to use spreadsheet [here](#) to track attendance and lesson sequence. Teachers to have access to this document to support student goal setting and classroom teaching focus at point of need.

## TO PARENTS

- Communication regarding intervention occurs via the classroom teacher, at PTIs. If students are linked in with LDLs through the PSG structures, intervention teachers can also be invited to PSGs to discuss progress.
- Primary Intervention Leader will support teachers to report if additional communication around intervention is required.

- If parents do not book interviews with the intervention teacher, intervention teacher to provide detailed report for the teacher to share with parents.
- LSO's will not report to parents. Primary Intervention Leader to support with communication to teachers and parents in this case.
- Curriculum leaders to communicate with parents regarding continuing or discontinuing of intervention.

## FORMAL REPORTING

- End of Semester 1 & End of Semester 2 Reports to include:

Literacy	<ul style="list-style-type: none"> <li>• Overview of the intervention program</li> <li>• Learning Dispositions</li> <li>• Skills covered (<i>via drop down 5-point scale</i>)</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Overview of the intervention program</li> <li>• Learning Dispositions</li> <li>• Skills covered (<i>via drop down 5-point scale</i>)</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• Overview of the intervention program</li> <li>• Learning Dispositions</li> <li>• Free form comment outlining achievements and next steps.</li> </ul>

## TEAMS/SIMON PROCEDURES

- All reports and communication with parents to be uploaded to the appropriate folder in TEAMS and/or SIMON, named appropriately to show evidence of adjustment.
- SIMON/Student Notes/NCCD Current Year Folder OR Evidence of Need/Disability Folder will most information regarding student need

## POST INTERVENTION PROCEDURES




- Students return with clear goals and strategies for teacher adjustment to continue in the classroom.
- Teacher to monitor progress regularly.
- 

You can find the Student Support Group and Intervention Procedures flowchart [here](#)

## NCCD CYCLE

The NCCD cycle runs from August – August and a student is included in the NCCD when all of the following apply:



- 1**  The student meets the definition of a person with disability as defined under the *Disability Discrimination Act 1992*.
- 2**  The functional impact of the student's disability results in the school actively addressing their individual education needs by providing reasonable adjustments.
- 3**  There is evidence at the school that the student has been provided with adjustment/s for a minimum period of 10 weeks of school education (excluding school holiday periods) in the 12 months preceding Census Day.

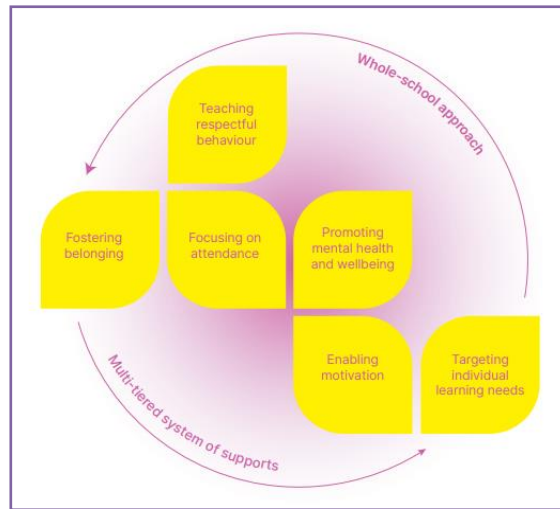
In collaboration with teachers the following areas of evidence is required to satisfy the NCCD requirements:

Evidence of assessed individual need	Evidence adjustments are being provided to the student to address their individual needs	Evidence to show ongoing monitoring and review of adjustments	Evidence of consultation and collaboration
<ul style="list-style-type: none"> <li>- Formative summative assessment, diagnostics, or student progress reports</li> <li>- Specialist diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>-Evidence of teacher adjustment- Weekly Program</li> <li>- SOA</li> <li>- PLP</li> <li>- LSO notes / timetable</li> <li>- Health plan</li> <li>- Behaviour Support Plan</li> <li>-Student Safety Plan</li> </ul>	<ul style="list-style-type: none"> <li>- SOA</li> <li>- PLP</li> <li>- Teacher notes (evidence of adjustment eg. Susie Smith – 1:1 with teacher)</li> <li>- LSO notes</li> </ul>	<ul style="list-style-type: none"> <li>- Parent signature (SOA / PLP)</li> <li>- Record of parent meetings</li> <li>- Correspondence with parents</li> </ul>

# STUDENT WELLBEING/ENGAGEMENT

## VISION FOR ENGAGEMENT

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IS A



VISION FOR  
ENGAGEMENT

**COMMITMENT FROM MACS TO WORK IN PARTNERSHIP WITH STUDENTS AND THEIR FAMILIES TO SUCCESSFULLY NAVIGATE THE ISSUES OF CONTEMPORARY LIFE SO THAT TOGETHER WE MAY FORM LIVES OF FAITH, HOPE AND LOVE IN THE LIGHT OF JESUS CHRIST**

## ALIGN VFI

The MACS Vision for Engagement is for all students to be actively engaged in their learning, equipping them to thrive and make meaningful contributions to the world. Based on evidence of how students learn and thrive, Vision for Engagement articulates six engagement practices and two implementation strategies that, when attended to in a consistent and sustained manner, create enabling learning environments and support young people to be learners.





## MACS POLICIES

Marymede Catholic College is a MACS school and complies with MACS Policies and Guidelines aligned to ChildSafe Behaviour and Pastoral Care.

List Policies ( [LINK](#) )

## COLLEGE DIRECTION – EMPOWERING STUDENT TO FLOURISH

Through proactive wellbeing approaches we foster self-acceptance, personal growth, resilience and respectful relationships.

<b>EMPOWERING STUDENTS TO FLOURISH</b>	<b>SELF-ACCEPTANCE</b> 	<b>PERSONAL GROWTH</b> 	<b>RESILIENCE</b> 	<b>RESPECTFUL RELATIONSHIPS</b> 
	<ul style="list-style-type: none"> <li>We identify and acknowledge each individual's character strengths</li> <li>We support students to reflect and evaluate their thoughts and actions in a realistic and positive manner</li> <li>We teach, model and acknowledge positive self-talk and self-acceptance</li> <li>We celebrate our diversity</li> </ul>	<ul style="list-style-type: none"> <li>We foster student self-efficacy</li> <li>We teach, model and acknowledge a growth mindset</li> <li>We empower student voice in goal-setting for achievement</li> </ul>	<ul style="list-style-type: none"> <li>We explicitly teach positive coping strategies centred on hope</li> <li>We facilitate restorative responses that empower students to calmly resolve conflict</li> <li>We teach students to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>We prioritise building positive and respectful relationships with and between students</li> <li>We purposefully build connections between all members of the community</li> <li>We create an inclusive and safe environment for our diverse community that fosters a sense of belonging</li> </ul>

**MARYMEDE WELLBEING STRUCTURE**

**PRIMARY – VISUAL FLOW CHART**

The Directors of Student Wellbeing (P-2, 3-4 & 5-6) in collaboration with the Student Wellbeing Leaders (P-2, 3-4 & 5-6) lead Universal (Tier1) engagement and wellbeing initiatives across the Primary school that align with Marymede’s Student Wellbeing Strategic Plan.

**Flourishing Week** takes place during the first week of each Term.

The aim of the week is to:

- To assist with transition into new levels/grades at the start of the year.
- To establish and embed classroom and school-wide expectations
- To develop classroom and school based routines and structure
- Embed Tier One practices throughout the College
- To develop respectful relationships and a positive connection to the Marymede Community.



- Enact the ENABLE Critical Action within the Marymede Instructional Model

## MARYMEDE INSTRUCTIONAL MODEL

### ENABLING SAFE CONDITIONS FOR FLOURISHING LEARNERS

Enabling Safe Conditions for Flourishing Learners is a **Critical Action** within the Marymede Instructional Model that creates a learning-focused environment. Effective teachers communicate and act in ways that foster social and cultural inclusion and positive relationships to facilitate belonging.

#### Why is this important?

*“The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning”. (Evertson & Weinstein, 2006)*

- Effective classroom management creates an inclusive and safe environment that promotes respectful and positive relationships and impactful teaching and learning.
- Effective whole-school approaches that are consistent, proactive and positively framed such as PB4L can increase positive student behaviour, reduce negative behaviour and improve learning outcomes.
- Arranging and organising the physical space so all students can see, hear, move freely, and engage to maximise learning and allow for active supervision.

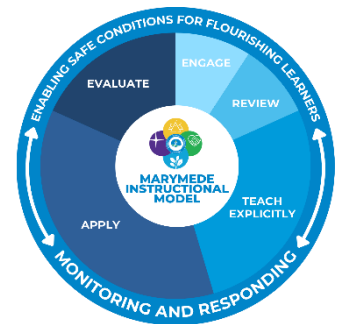
These aims are achieved through explicit teaching, modelling, practising and reinforcement of positive skills and behaviours through out the year.

**INSERT Flourishing Week Image**

**CLT to review with DIFF ED**

Each day of Flourishing Week the Primary School focuses on a theme that is explored in all classrooms.

Specialist Teachers must incorporate the themes and goals taught during Flourishing Week, in their lessons.



Students and teachers will refer the themes taught during Flourishing Week throughout the term to promote a positive learning environment for all at Marymede.

## POSITIVE BEHAVIOUR 4 LEARNING (PB4L)

PB4L is an evidenced based whole-school approach to creating a positive, safe and supportive school climate in which all students can learn and develop. It is implemented to improve the behaviour of all students in all school settings, including classrooms and on the playground.

This is a MTTS framework that addresses the diverse needs of all students.

All school staff are responsible for:

- Teachers demonstrate respectful behaviours and have high expectations for student behaviour
- Teaching and reinforcing consistent expectations of behaviour.
- Consistent implementation of routines
- Provide consistent positive feedback to students
- Respectful error correction and redirection to expected behaviours
- Implementation of Consistent responses to behaviour

**Our behaviour expectations are:**

- **RESILIENCE**

- RESPECT
- RESPONSIBILITY
- SAFETY



### PRIMARY PB4L MATRIX

Behaviour Matrix is displayed in all classrooms and learning areas. Staff should refer to these expected behaviours when providing feedback and behaviour error correction .



## Primary Campus

### Positive Behaviour Expectations

	Resilience	Respect	Responsibility	Safety
At All Times and in all Spaces	<ul style="list-style-type: none"> <li>• I ask for help when needed.</li> <li>• I express my emotions appropriately.</li> <li>• I calmly solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• I listen and follow teacher instructions.</li> <li>• I use kind and appropriate words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• I take ownership of my words and actions.</li> <li>• I make positive choices.</li> <li>• I take care of my belongings.</li> <li>• I wear correct school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>• I keep my hands, feet and objects to myself.</li> <li>• I am in the right place at the right time.</li> <li>• I move in a safe and appropriate way.</li> <li>• I am an upstander.</li> <li>• I am SunSmart.</li> </ul>
Learning Spaces	<ul style="list-style-type: none"> <li>• I keep trying when challenged.</li> <li>• I learn from mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I allow people to speak and learn without interruptions.</li> <li>• I care for our school environment.</li> <li>• I take turns and play cooperatively in games during breaks.</li> </ul>	<ul style="list-style-type: none"> <li>• I take ownership of my learning.</li> <li>• I do my share in group work.</li> <li>• I am on time for class.</li> <li>• I use the toilets appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• I use resources appropriately.</li> </ul>
When I am online	<ul style="list-style-type: none"> <li>• I can problem solve when using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• I only access and share appropriate content.</li> </ul>	<ul style="list-style-type: none"> <li>• I use school approved sites and apps.</li> </ul>	<ul style="list-style-type: none"> <li>• I report things that make me uncomfortable.</li> <li>• I keep my personal details private.</li> </ul>

### ACKNOWLEDGEMENT PROCEDURES TO ENCOURAGE POSITIVE BEHAVIOURS – wellbeing Leaders

The Behaviour skills require reinforcement and re-teaching in all classes, the yard and other spaces.

Staff acknowledge students making positive behaviour choices by:

- Recognising and naming expected behaviours
- Give the student/s a PB4L card and naming the expected behaviour they are demonstrating e.g., “Thank you for being safe while you walk in the courtyard.”

**YOU WERE SPOTTED  
DISPLAYING OUR PB4L  
EXPECTATIONS**

- During Flourishing Week each class collaborate with students and Colleagues to design their PB4L rewards

- Staff collect ideas from Students and collaborate with colleagues and Wellbeing Leader to align with College expectations .
- Students can exchange their PB4L cards for these rewards each week.
- Teachers record the number of cards for each student in the Excel sheet that is shared at the start of the year.
- Acknowledgement of 50, 100, or 200 cards, occurs at year level or campus assemblies.
- Students receive a certificate in clas

Staff should be acknowledging a miniumn number of 5 students each day.

These should include all students.

Cards are located in classrooms for easy access or in Primary Administration.

### HOW TO ACKNOWLEDGEME POSITIVE BEHAVIOURS

- Be specific- Tell the student exactly what it was that they are being acknowledged for
- Acknowledge IMMEDIATELY
- Research shows that VERBAL feedback has the biggest impact
- When introducing a new behaviour/expectation/routine you increase frequency of acknowledgement
- You can't teach without reinforcement
- We give students the credit and continue doing so until students internalise the behaviour (and it becomes habit)

## BEHAVIOUR ERRORS

### PRIMARY BEHAVIOUR SUPPORT CHART

Minor Behaviour	Major behaviour
<ul style="list-style-type: none"> <li>• Resolved by teachers, see behaviour flowchart</li> </ul> <p>If you have</p> <ul style="list-style-type: none"> <li>• Remind</li> <li>• Restate</li> <li>• Retaught</li> </ul> <p>Record on SIMON MINOR Behaviour.</p>	<ul style="list-style-type: none"> <li>• All Major behaviours need to be documented on SIMON</li> <li>• In some cases, major incidents require immediate response by a member of leadership. This would be where there are immediate safety risks for staff or students in the vicinity.</li> </ul>

# BEHAVIOUR FLOW CHART

## Primary

OBSERVE BEHAVIOUR	TYPES OF BEHAVIOURS		BEHAVIOUR SUPPORT or STUDENT SAFETY PLAN as this overrides Flow Chart
MINOR BEHAVIOUR		MAJOR BEHAVIOUR	
<p><b>INTERVENTION 1</b> <b>RESTATE</b> the expected behaviour to the whole class.</p>	<ul style="list-style-type: none"> <li>• Defiance, Disrespect or Non-compliance</li> <li>• Disruption</li> <li>• Dress Code Violation</li> <li>• Inappropriate Language</li> <li>• Late to class</li> <li>• Physical Contact/ Physical Aggression</li> <li>• Property Misuse</li> <li>• Technology Violation</li> </ul>	<ul style="list-style-type: none"> <li>• Abusive or Inappropriate Language</li> <li>• Defiance/Disrespect/ Insubordination/</li> <li>• Single episode of nastiness/intimidation</li> <li>• Disruption</li> <li>• Dress Code Violation</li> <li>• Fighting</li> <li>• Forgery/ Theft</li> <li>• Harassment/Bullying</li> <li>• Inappropriate Display of Affection</li> <li>• Inappropriate Location / Out of Bounds Area</li> <li>• Lying/Cheating</li> <li>• Physical Aggression</li> <li>• Property Damage/Vandalism</li> <li>• Late to school</li> <li>• Truancy</li> <li>• Technology Violation</li> <li>• Repeated MINOR behaviours more than 4 times in a week.</li> </ul>	<p><b>Major Behaviour that requires an Immediate Response</b></p> <p>Email <a href="mailto:primarysupport@marymede.vic.edu.au">primarysupport@marymede.vic.edu.au</a> or Call Primary Admin via TEAMS</p> <p><b>INTERVENTION 1</b> State the expected behaviour according to the PB4L matrix.</p>
<p><b>INTERVENTION 2</b> <b>REMINDE</b> the child individually of the expected behaviour in a private manner.</p>			<p><b>INTERVENTION 2</b> Leadership to provide support to deescalate the situation.</p> <p>In consultation, teacher/leader will decide on an appropriate response.</p> <p>Incident recorded on SIMON by the teacher it was reported to, by the end of day.</p>
<p><b>INTERVENTION 3</b> <b>RETEACH</b> the expected behaviour and explain the reason behind using the PBL Matrix and Discussion or reflection with individual students.</p>			<p><b>INTERVENTION 3</b> If an additional Major Behaviour occurs on the same day, the child is referred to Leadership.</p> <p>Parents/carers notified by the leader who is managing the behaviour.</p> <p>Leader to establish an action plan.</p>
<p><b>INTERVENTION 4</b> If the behaviour occurs again during the same week, record the behaviour under Social Behaviour on SIMON as Minor. Based on data and in consultation with Leadership, teacher to contact parents.</p>			<p><b>INTERVENTION 4</b> For reoccurring and extreme major behaviours additional steps to be put into place at the discretion of leadership.</p> <p>A re-entry with leadership may be required.</p>
<p><b>TIPS FOR A GREAT DAY:</b></p> <p>Each day is a new day.</p> <p>Praise and acknowledge students who are demonstrating positive behaviour.</p> <p>Mistakes are proof that you are trying.</p> <p>Work hard and be kind!</p> <p><b>RESPECTFUL, RESPONSIBLE, RESILIENT, SAFE</b></p>			

## MINOR Behaviour Responses/consequences

The School will apply a range of supports and measures to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards of our school community, the School will institute a staged response, in accordance with the CECV Positive Behaviour Guidelines 2018.

<h3>MINOR Behaviours</h3> <ul style="list-style-type: none"> <li>• Defiance, Disrespect or Non-compliance</li> <li>• Disruption</li> <li>• Dress Code Violation</li> <li>• Inappropriate Language</li> <li>• Late to class</li> <li>• Physical Contact/ Physical Aggression</li> <li>• Property Misuse</li> <li>• Technology Violation</li> </ul>	<h3>Responses/consequences – Teacher Managed</h3>
<p><b>INTERVENTION 1</b></p> <p><b>RESTATE</b> the expected behaviour to the whole class.</p>	<ul style="list-style-type: none"> <li>• Re-teach procedure with class; practice several times.</li> <li>• Redo- ask class to repeat the action to show expected behaviour.</li> <li>• Acknowledge students on task.</li> <li>• Use call to attention and wait for students to listen before speaking to the class</li> <li>• Do not move on until the whole class</li> </ul>
<p><b>INTERVENTION 2</b></p> <p><b>REMIND</b> the child individually of the expected behaviour in a private manner.</p>	<ul style="list-style-type: none"> <li>• Non-verbal warning – eg eye contact / hand movement / shake of head / teacher positioning to stand near misbehaving student(s)</li> <li>• Spend 5/10 mins of break time checking in and reminding student of expected behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Private verbal warning which identifies the misbehaviour and gives the student opportunity to change his/her behaviour</li> <li>• Moving student to another learning area in the room</li> <li>• An apology - written or verbal: I am sorry for.....It affected you when.... Next time I will...</li> <li>• Engage in restorative actions supported by teacher</li> <li>• Praise when on task</li> <li>• Utilise ENABLE techniques</li> </ul>
<p><b>INTERVENTION 3</b></p> <p><b>RETEACH</b> the expected behaviour and explain the reason behind using the PBL Matrix and Discussion or reflection with individual students.</p>	<ul style="list-style-type: none"> <li>• Individual re-teaching or conference</li> <li>• Individual role-play/practice at selected time - breaktimes</li> <li>• Making up wasted class time at break time (no more than half of break time.)</li> <li>• Restorative Conversation</li> <li>• Delayed start to activity and related outcomes (less time for work in class; delay in getting out to recess- for students involved)</li> <li>• Adjust seating plan</li> <li>• Separating student from the class (within the classroom) for a short period of time to provide an opportunity for the class to settle</li> <li>• Student required to stay in after class for a set period of time during break times (up to 20 minutes)</li> <li>• Student required to complete work during lunchtime in learning spaces only</li> <li>• Playground - loss of playtime: student required to walk with the teacher or participate in community service</li> <li>• Student engaged in restorative actions supervised by classroom teacher</li> </ul>

#### INTERVENTION 4

If the behaviour occurs again during the same week, record the behaviour under Social Behaviour on SIMON as Minor.

- Teacher informs parents by phone call , email or meeting.
- If required meet with SW leader or DOSW to plan response.

Possibly further actions

- ABC Chart data collection
- Communication plan with Parents
- Referral for further investigation

## MAJOR BEHAVIOURS OF CONCERN DEFINITIONS

In consultation with Leadership

### MAJOR BEHAVIOURS OF CONCERN

- Abusive or Inappropriate Language
- Defiance/Disrespect/ Insubordination/
- Single episode of nastiness/intimidation
- Disruption
- Dress Code Violation
- Fighting
- Forgery/ Theft
- Harassment/Bullying
- Inappropriate Display of Affection

### Responses/Consequences

<ul style="list-style-type: none"> <li>• Inappropriate Location / Out of Bounds Area</li> <li>• Lying/Cheating</li> <li>• Physical Aggression</li> <li>• Property Damage/Vandalism</li> <li>• Late to school</li> <li>• Truancy</li> <li>• Technology Violation</li> <li>• Repeated MINOR behaviours more than 4 times in a week</li> </ul>	
<p><b>INTERVENTION 1</b></p> <p>State the expected behaviour according to the PB4L matrix.</p>	<ul style="list-style-type: none"> <li>• Leadership is called to support if immediate safety is an issue.</li> <li>• Parents informed of behaviour.</li> <li>• Meeting / communication with DOSW inform DP Primary Campus</li> </ul>
<p><b>INTERVENTION 2</b></p> <p>Leadership to provide support to deescalate the situation.</p> <p>In consultation, teacher/leader will decide on an appropriate response.</p> <p>Incident recorded on SIMON by the teacher it was reported to, by the end of day.</p>	<ul style="list-style-type: none"> <li>• Leadership can supervise class or student.</li> <li>• Student may require time out of the class to settle.</li> <li>• Reflection tool</li> <li>• Readmission to class activity based on student being de-escalated and seriousness of incident</li> <li>• Reduced break times</li> <li>• Ongoing issues 5 &amp; 6 Students may be placed on sporting contract for school representative teams.</li> <li>• Behaviour Support Plans</li> </ul>

	<ul style="list-style-type: none"> <li>• Student Safety Plans</li> <li>• Boundaries agreements</li> <li>• Restricted play areas</li> <li>• Community service</li> <li>• Planned rest days.</li> <li>• Behaviour Observations</li> <li>• Referral to counselling / external support</li> <li>• Educational Interventions (Racism, vaping etc)</li> <li>• Parent support on excursions.</li> <li>• Referral to Pathways and Progress TEAM</li> <li>• DP Primary Campus</li> <li>• Suspension – internal or external</li> </ul>
<p><b>INTERVENTION 3</b></p> <p>If an additional Major Behaviour occurs on the same day, the child is referred to Leadership.</p> <p>Parents/carers notified by the leader who is managing the behaviour. Leader to establish an action plan.</p>	<p>As above with meeting with Leader managing incident DOSW</p> <p>DP Primary CAMPUS &amp; DP Student Wellbeing further actions to be determined in line with MACS Student Behaviour Policy.</p> <p>Principal Meeting</p>
<p><b>INTERVENTION 4</b></p> <p>For reoccurring and extreme major behaviours additional steps to be put into place at the discretion of leadership.</p>	<p>Principal &amp; DP Student Wellbeing further actions to be determined in line with MACS Student Behaviour Policy.</p>

A re-entry with leadership may be required.

# RESTORATIVE PRACTICES **AFFECTIVE** QUESTIONS - MEETING

**Reflective sheets** – where are they located

## Restorative Questions



- What happened?  
(each person has a chance to tell their story)

- Who was hurt/ affected by what happened?

- What needs to happen to make things right?

- If the same situation happens again, what could you do differently?

Who



*What support do you need? Who can you go to for support?*

Marymede Catholic College



## How To Apologise



### **SORRY SCRIPT:**

I am sorry for \_\_\_\_\_

This was wrong because \_\_\_\_\_

Next time I will \_\_\_\_\_ and

\_\_\_\_\_ (PB4L expectations)

### Options:

Do you accept my apology?

What can I do to make it up to you? Or do you need some more time?

### **RESPONSE examples**

I accept your apology/ Thank you for apologising

Please don't do it again/ Next time I would like you to.....

Marymede Catholic College

# UNIVERSAL STUDENT WELLBEING ACTIONS

## STUDENT LEADERSHIP

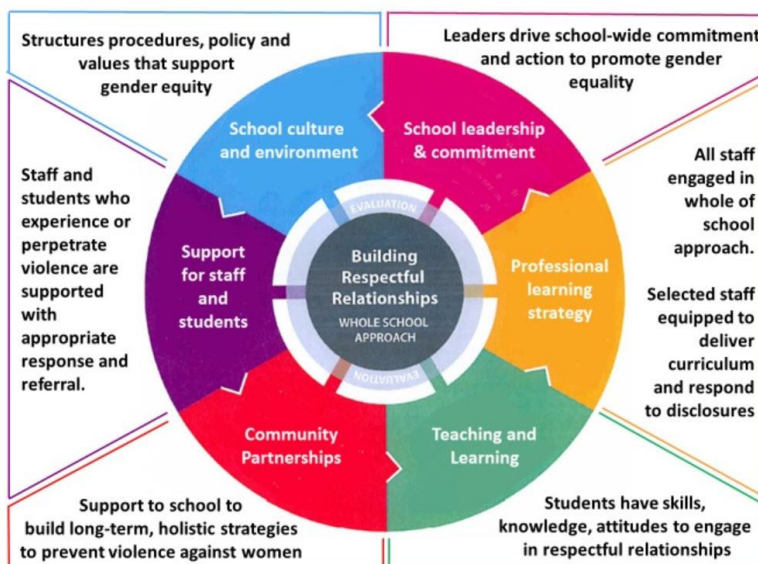
### SEL – WELLBEING PERIOD

#### RESPECTFUL RELATIONSHIPS

Marymede is a Catholic faith community which aspires, in the way of Mary that strives to be a respectful and inclusive community that supports the wellbeing of all members. Marymede successfully applied to be a Respectful Relationship Lead School in 2019.

This initiative focuses on building and promoting gender equity in relationships and challenging of gender stereotypes. Teaching and learning about respectful relationships is an essential part of a whole school approach to the prevention of gender-based violence. The aim is to embed a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events

Marymede has implemented the Resilience, Rights and Respectful Relationships Curriculum in the Primary school in a wellbeing lesson each week.



## Environmental Wellbeing

At Marymede we acknowledge that consistent routines, strategies & structures support Environmental Wellbeing such as:

- creating safe spaces for students to express feelings and share openly
- establish a culture of wellbeing across a school, within classrooms and formal instruction, and also in shared spaces such as hallways and playgrounds
- build and explicitly teach routines of learning and schooling that enable students to understand what is expected of them (MACS, 2022)

We achieve this through consistent Practices:

## MACS Student Supervision Policy:

The following requirements will be followed in regard to indoor and outdoor activities on the school site:

- Teachers are responsible for supervising the students in their class at all times while they are in charge of their class.
- If teachers need to leave their class for any reason, they must ensure that their class is being supervised by another authorised teacher.
- School officers, trainee teachers or visiting teachers are not authorised to be responsible for a class in the absence of a designated class teacher.
- Teachers must exercise due diligence in designing activities that take safety and care into consideration for all students with even greater care for younger students or students at risk

## SPECIALIST CLASSES TRANSITION TIPS

Primary Students need to be supervised in their transition between classes.

- Check with the CORE Teacher or specialist if you can arrange a meeting spot where you hand over the class.
- This may be a midpoint between your two classes
- Ensure students are in role order (Safety Line) and in your sight as they move promptly between classes.

Period	Tips to help reduce transition time impacting on the classes
1	Students take their fruit snack to class so they can eat with the specialist.
2	<ul style="list-style-type: none"><li>• In term 1 &amp; 4 students take their hats</li></ul>
3	

4	<ul style="list-style-type: none"> <li>• 3-6 Specialist teacher to take lunch order bucket to class so students can leave the class to collect lunch orders</li> <li>• In term 1 &amp; 4 students take their hats</li> </ul>
5	<ul style="list-style-type: none"> <li>• CORE Teacher to have students packed up prior to lunch so bags can be taken to specialist classes for dismissal at 3:15pm</li> </ul>

### eSmart

eSmart is a long-term change program designed to educate, track, monitor and prevent bullying and cyber bullying. The program was created to address cyber risks and help schools meet their duty of care. The eSmart Team are in the process of auditing the processes at Marymede to identify areas of need to improve our student's ability to be positive cyber citizens. Lessons to support our eSmart accreditation are included in START –Up week. Teachers need to ensure these lessons are included in their planning and implementation. Further evaluation and improvements will occur as they are identified and communicated by the eSmart Team.

### WELLBEING ASSESSMENT

Year 2 – 6	PAT SEW	<a href="https://oars.acer.edu.au/marymede-catholic-college">https://oars.acer.edu.au/marymede-catholic-college</a>
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This data can provide feedback regarding the wellbeing initiatives we are implementing and support further refinement and action.

### YEAR 6 BUDDIES PROGRAM

Marymede helps our new Prep students transition into Primary school by pairing them up with a year 6 student. This special relationship assists our Preps in settling into school life, giving them an older student to go to for assistance and support. It teaches our Year 6 students about responsibility and how to interact with and care for our younger students.



Buddies spend time together throughout the year taking part in various activities and school events, such as mass and also simple moments such as sharing lunch together. It is a key part of both the Prep and Year 6 students time at the college.

## ANTI BULLYING POLICY

**Bullying** Repeated unreasonable behaviour directed towards a person that creates a risk to health and safety. It occurs when an individual or a group deliberately upsets or hurts another person, their property, reputation, or social acceptance on more than one occasion. Bullying can be direct (physical or verbal) or indirect.

Forms of bullying include:

**Cyber-bullying:** The use of various forms of ICT systems to spread text and visual messages that threaten, intimidate, harass or humiliate a person or group of people.

**Extortion bullying:** Physically stronger and more powerful students may bully other students into giving up their possessions, buying food and drink, or taking part in rule breaking activities. **Gesture bullying:** Non-verbal signals used to silence and intimidate a victim.

**Indirect bullying:** This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Indirect bullying includes:

☒ lying and spreading rumours

☒ playing nasty jokes to embarrass and humiliate

☒ mimicking

☒ encouraging others to socially exclude someone

☒ damaging someone's social reputation and social acceptance

☒ cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

**Physical bullying:** Pushing, shoving, fighting, pinching and any other unwelcome physical contact used intentionally to intimidate or hurt someone.

**Sexual bullying:** Touching, sexually orientated jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life.

**Social Bullying:** Also called Relational, Emotional or Exclusion bullying, examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.

Verbal bullying: Put downs, particularly those referring to physical characteristics, can result in loss of self-esteem. Racial discrimination of any kind is a form of bullying.

Visual bullying: Offensive notes or material, graffiti, or damaging other people's possessions.

### What Bullying is Not

- Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying including:
- **Mutual conflict:** In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation, with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection or dislike:** Unless the social rejection is directed towards someone specifically and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- **Single-episode acts:** Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

### RESPONDING TO BULLYING AT MARYMEDE

- When a report or accusation of bullying is made at Marymede staff will follow the Bullying Incident Response Pathway as per MACS Bullying Prevention Policy.
- Marymede will respond to all reported incidents of bullying, perceived or actual, sensitively, fairly and promptly by following the Marymede Bullying Incident Response Pathway. Students are encouraged to speak to staff about any bullying related concerns.

### ABC CHARTS VISUAL

An ABC behaviour chart is an evidence-based observation tool that can be used to track a student's challenging behaviour by recording what happened before, during and after the behaviour. Separating observations into these three categories can be useful in understanding what certain behaviours are linked to or triggered by. It can help us to understand why particular behaviours are taking place. It can even suggest more effective intervention and care.

This needs to be completed over at least a week and submitted with a student referral regarding behavioural concerns. This chart can be found on SIMON

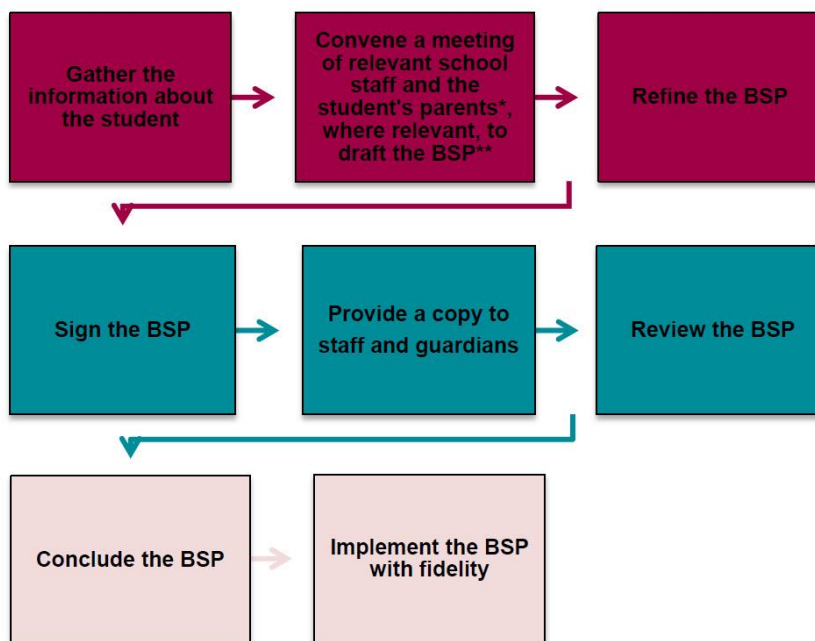
Regulation Plan

### BEHAVIOUR SUPPORT PLAN (BSP)

A BSP is a working document designed to clearly outline the adjustments that will be implemented in order to maximise the student's engagement, thereby increasing learning outcomes.

BSPs should be developed through a collaborative problem-solving process involving all significant people in the student’s life, including parents/carers, classroom teachers, special educators and support staff. Plans will only be effective if they are implemented on a consistent basis and with fidelity. In order to develop successful interventions, BSPs must be based on an understanding that all behaviour has a communicative function and on knowledge of the strengths and needs of the individual student.

The following eight-step process guides schools in developing a BSP. The steps are:



### STUDENT SAFETY PLAN (SSP)

Students with a BSP may also require a Student Safety Plan as a means of reducing risks to health and safety. It will be implemented whenever required for a student who has demonstrated that their behaviour escalates to the point at which learning, and teaching are severely interrupted and/or the safety of others is compromised. This behaviour will usually be presented as overt non-compliance, threatening conduct and/or verbal or physical aggression.

In developing an effective Student Safety Plan to ensure the safety of all concerned, the following matters need to be identified:

- atypical behaviours and planned responses
- triggers and planned responses
- how to intervene early in the escalation
- environmental factors that can be manipulated
- replacement behaviour/s that need to be taught.

In addition to recommending strategies for use with the student, it is also useful to identify any strategies that should be avoided, e.g., those that have previously been tried but did not assist or further escalated the situation.

Traffic Light Behaviours

TEAM Teach

Attendance

### ESmart-

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### COMPLEX CASE

**Students that require further support.**

**Goal of Complex Cases Process:**

- Provide a coordinate approach to support students with complex needs to flourish
- Plan & coordinate actions
- Role Clarity for Staff
- Clear Communication Chanel
- Link in with external support/advice

Complex Cases occur when a student's ability to engage in learning is impacted by a number of issues such as:

- Medical
- Disability
- Mental health
- Family
- Legal
- Behaviour

**Referral to a Complex Case can occur through these processes:**

1. Through the Learning Diversity Care Team Process –
2. A Major Behaviour Incident
3. As directed by the Principal
4. Referred by Campus Deputy Principal

#### CARE TEAM MEETINGS

**PURPOSE:** Regular meeting with key staff to share information and plan actions to support the student.

**Organisation:** DP Student Wellbeing EA to organise time and release for staff if required.

#### COMPLEX CASE PSG MEETINGS

**PURPOSE:** Meeting with Parents / Guardians to share information and collaborate to support student to positively engage in learning

**Organisation:** DP Student Wellbeing EA to organise time and release for staff if required.

Wellbeing Teams < COMPLEX CASES < COMPLEX CASES 2025 < Student Folder

Care meetings and PSG Meetings: Times and locations are determined with the DP Student Wellbeing in consultation either:

- Principal
- Director of Learning Diversity

Care Meetings occur prior to Parent Meetings, these can occur on TEAMS or in person.

- Meetings can occur throughout out the week taking into consideration parents/guardians availability and staff timetables.
- If a meeting needs to occur while a staff member is teaching the relevant campus organizer needs to be contacted to arrange for class/ Yard duty cover.
- The staff member will provide an extra.

Minutes of the Meeting are shared with participants of the PSG once checked they are shared with CARE Team members

Minutes need to be sent to parents for digital approval via PAM .

Once approved PDF of Minutes need to be uploaded to Complex Case folder on SIMON Notes< add< Category< Complex CASE Documentation.

Screen shot parent accepted Statement and add to the document for evidence.

## CHILD SAFETY - MINISTERIAL ORDER 870

Standard 1	Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
Standard 2	Child safety and wellbeing is embedded in organisational leadership, governance and culture.
Standard 3	Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
Standard 4	Families and communities are informed and involved in promoting child safety and wellbeing.
Standard 5	Equity is upheld and diverse needs respected in policy and practice.
Standard 6	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
Standard 7	Processes for complaints and concerns are child-focused.
Standard 8	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
Standard 9	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
Standard 10	Implementation of the Child Safe Standards is regularly reviewed and improved.
Standard 11	Policies and procedures document how the organisation is safe for children and young people.



## FORMS OF ABUSE

- Physical
- Sexual
- Grooming
- Emotional & psychological Abuse
- Family Violence
- Neglect

## REPORTABLE CONDUCT

What is reportable conduct?				
<b>Sexual offences</b> • Rape or sexual assault	<b>Sexual misconduct</b> • Crossing professional boundaries	<b>Physical violence</b> • Hitting/kicking/punching	<b>Significant psychological/emotional harm</b> • Exposure to violence or	<b>Significant neglect</b> • Clothing or food

- Failure to Disclose
- “Reasonable belief”
- Exemptions?
- Who must disclose? All adults”
- Failure to Protect
- Includes student-to –student

## CHILD SAFE: REPORTING ISSUES

### Reporting obligations

- **ALL adults** who receive a disclosure or form a ‘reasonable belief’ that a child is in danger
- Reports should be made to DFFH /Police / Orange Door **on the day** you are told (& then to MACS)
- Does NOT have to have Leadership approval but must contact DP Student Wellbeing or a Director to inform of the report
- Must fully document the disclosure / belief
- Do NOT have to inform parents: can await DFFH advice
- Students over 16 may request that parents NOT be informed



- Does this meet the threshold for reporting?
- “My mum slapped me” = report
- “I don’t want to because Dad might hit me” = report
- DFFH & Police rarely involved: referral to Orange Door unless child in immediate danger for issues such as Inappropriate discipline.

## CHILDSAFE: PHOTOGRAPHS / IMAGES

- MCC has security cameras that cover all yard duty areas
- Staff should only take photos of students using own device IF:
  - uploaded to Marymede OneDrive within 7 days & deleted from phone
  - For school publication (newsletter, website, yearbook)
  - A danger is present or a threat made

- Procedure if student says they have images of concern (esp. sexual)
  - **Do NOT ask to look at images**
  - **Do NOT ask the student to send you or any staff the images**
  - **Do ask the student to describe the images or write down a descriptions**
  - Take student phone for safe keeping
  - Call police.
  - If in doubt call police

A continuum of response strategies to student behaviour errors

	Strategy:	Explanation:	Example:
Indirect	Proximity	Strategic movement by the teacher towards student to encourage positive behaviour.	Stand next to a struggling student and give them positive specific feedback when they follow rules.
	Signal, Nonverbal Cue	Signals the teacher is aware of the behaviour and prepared to intervene if it continues.	Sustained eye contact, hand gestures, a handclap, finger snap, or clearing your throat
	Ignore, Attend, Praise	Provide specific positive feedback to a nearby student in the proximity of a student who is not following expectations while not giving eye contact.	Student is off task, ignore them and tell the student next to them how well they are staying on task. When student gets on task, give them praise.
	Re-direct (Specific Corrective Feedback)	Brief, clear, private verbal reminder of the expected behaviour from the classroom rules. (Specific Corrective Feedback)	"Please follow the directions and put your book away." then later, provide positive feedback for following directions.
Direct	Re-teach	Specifically instruct the student on exactly what should be done to follow the classroom rule.	Model "on task" behaviour (have only book, pencil, and paper out, start reading or writing right away and raise hand if you need help). Have students' practice.
	Provide Choice	Stating two alternatives, the desired behaviour and a less preferred choice (away from peers, work later during fun activity, etc.)	"You can be respectful and work quietly at your seat or you can move to the private student area. Which do you prefer?" Later, provide positive feedback to student for working quietly.
	Student Conference	An individual re-teaching or problem-solving opportunity	Reteach the classroom rule(s). Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.

Six key elements that are important to wellbeing

 <p><b>Emotional literacy</b> Understanding emotions helps students to understand themselves and other people. We can do this by focusing on recognising, expressing and managing emotions. Understanding emotions is key to building empathy and self-awareness.</p>	 <p><b>Personal strengths</b> Help to build students' ability to recognise and understand positive qualities in themselves and others. This will help to build your students' self-confidence and their capacity to face and manage challenges.</p>	 <p><b>Positive coping</b> Provide opportunities for your students to discuss and learn different types of coping strategies. This will increase your students' ability to manage stress, control impulses and overcome obstacles.</p>
 <p><b>Problem solving</b> Students can develop their critical and creative thinking skills to explore different types of problems. This can build your students' ability to make responsible decisions that consider the likely consequences of different ways of solving problems.</p>	 <p><b>Stress management</b> Learn about different calming strategies to deal with stress. This can help your students to cope with challenges they are facing now and in the future.</p>	 <p><b>Help seeking</b> In these challenging times, it is important to normalise asking for help. Students will learn to recognise situations in which to seek help, how to identify trusted people in their lives to ask for help and practice asking for and providing help.</p>

Topic 1: Emotional Literacy

Topic 2: Personal and Cultural Strengths

Topic 3: Positive Coping

Topic 4: Problem Solving

Topic 5: Stress Management

Topic 6: Help-Seeking

Topic 7: Gender Roles and Stereotypes

Topic 8: Positive Gender Relations

## STUDENT INCIDENTS

Teachers must log all behaviour incidents on SIMON Behaviour Tracking to facilitate prompt follow up action by relevant staff. This includes incidents that occur in the yard. These reports are very important for generating a comprehensive Behaviour History document for when interviews become necessary with student, parents, CORE teachers, Well being leaders and where necessary, with the relevant Director of Students and Principal. Please see you relevant Director of Students if you need support.

This data is analysed and used to inform the weekly PB4L lessons twice each term.

\*\*\*input Collin's incident report video\*\*\*

## YARD DUTY

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### RESPONSIBILITIES

School staff must wear a provided safety/hi-vis vest whilst on yard duty. Staff who are rostered for yard duty must remain in the designated area until they are replaced by a relieving teacher.

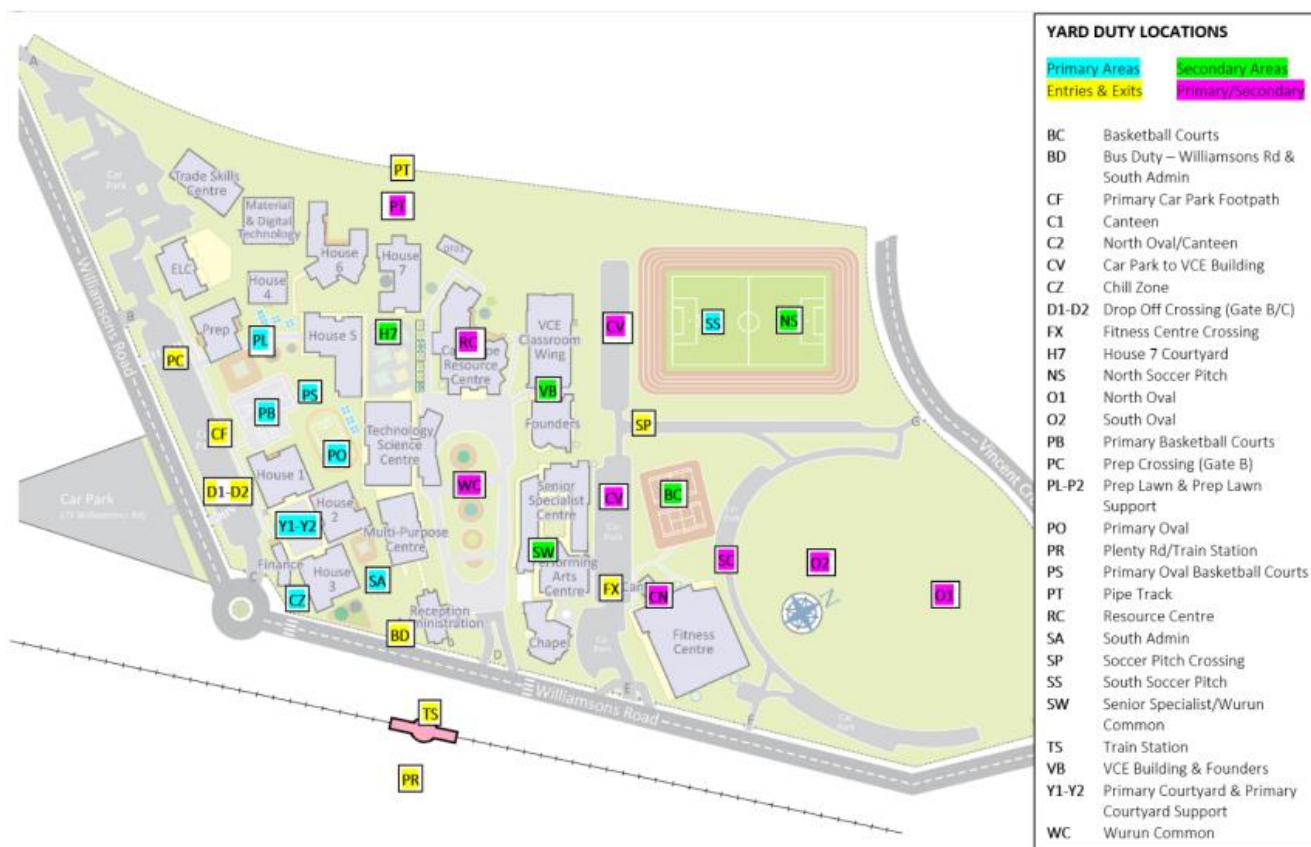
During yard duty, supervising staff must:

- methodically move around the designated zone

- be alert and vigilant
- intervene immediately if potentially dangerous or inappropriate behaviour is observed in the yard
- enforce behavioural standards and implement appropriate consequences for breaches of safety rules
- record incidents on SIMON ( See Above for Log incidents)

Please click [here](#) for yard duty areas/times/supervision explanations

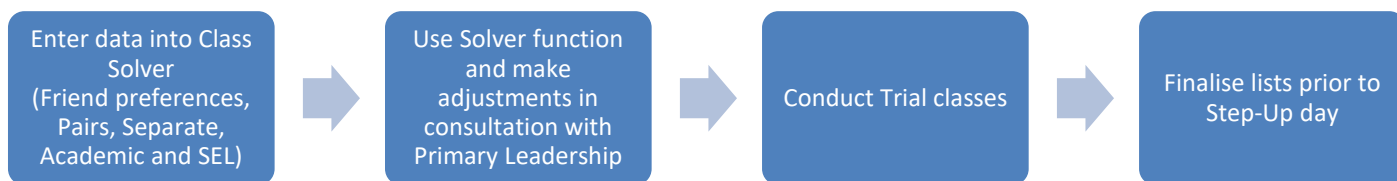
## MAP



## CLASS PLACEMENT

### CLASS SOLVER

This program is used to assist in the development of the core class lists for the subsequent year. The following process is followed when allocating students to their core class for the following year:



## STEP-UP / ORIENTATION

To support the successful transition to the new school year, students and teachers participate in the STEP-UP orientation in December. This involves students spending time with their new class and teacher (if possible) to make connections and reduce any anxiety regarding moving to a new year level.

Students who are identified as requiring extra support regarding significant changes participate in an extended transition in small groups. In collaboration, teachers, Learning Diversity Leaders and the Student Wellbeing Leader identify the students involved. The planning and implementation of the extended transition is planned by the Student Wellbeing Leader and implemented by the LSOs. **This is documented on TEAMS for NCCD evidence**

## END OF YEAR PROCEDURES

### CHECKLIST

	Teacher responsibility	Cleaners responsibility (teacher to put in cleaning request)	Maintenance responsibility (teacher to put in maintenance request)
<b>Classroom Items</b>			
All posters off walls	✓		
Bluetack removed (as much as possible)	✓		
Easily removed large marks on walls		✓	
Hard to clean marks on walls		✓	
Stickers taken of tubs	✓		
Tubs cleared and cleaned- inside and out	✓		
Classroom table tops cleaned	✓		
Teacher desk cleared and cleaned	✓		
Prayer box packed up and returned to Resource Centre	✓		
Whiteboards cleaned	✓		
Chairs cleaned		✓	
<b>General Storage/Shared Spaces</b>			
Green shelving unit cleaned and organised	✓		
Shared Space cleaned and organised	✓		
Breakout Rooms cleaned and organised	✓		

Storage rooms between classes cleaned and organised		✓		
Excess maths resources to be taken to 620		✓		
BAS boxes to be returned to resource centre		✓		
Large cleaning/painting jobs				
Walls painted				✓
Floors steam cleaned				✓