

Tarago Behaviour Support and Management Plan

Overview

Tarago Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our key program prioritised and valued by the school community is Positive Behaviour for Learning.

Promoting and reinforcing positive student behaviour and school-wide expectations

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. Tarago Public School has the following school-wide rules and expectations: These rules are on display in each classroom for easy reference and they will be revisited by teachers and students at the beginning of each term.

Tarago Public School Behaviour Code for Students

Rule	Implementation
Be kind and respectful to people and property.	<ul style="list-style-type: none"> • Look after school equipment and the environment: no vandalism, graffiti etc. • Be tidy with rubbish and put it in bins • Treat others with respect – DO NOT tease or bully others • Show respect for school property and the property of others • Be kind to animals and careful towards nature and the environment • Be polite, fair and helpful • Treat others with care and equality
Keep your hands and feet to yourself.	<ul style="list-style-type: none"> • Treat others with respect – DO NOT physically hurt others • Be friendly • Be a good sport • Use equipment safely • Resolve conflicts without violence (tell a teacher)
Follow the teacher's instructions.	<ul style="list-style-type: none"> • Pay attention in class and in the playground and follow school and class rules • Work cooperatively and quietly • Listen carefully • Put hand up to speak in class
Always try your best	<ul style="list-style-type: none"> • Attend school and wear school uniform • Play in the correct places and at the correct time • Finish work to the best of your ability • Be a good ambassador for the school

All students at Tarago Public School are aware of the behaviour that is expected of them. Having a Behaviour Management System requires the students to make behavioural choices knowing there will be consequences, either positive or negative.

Our Values shape our attitudes to the changing circumstances, events and issues encountered in daily life. They influence how students learn, the way they learn and what they learn. Our Values influence the way students think, speak and behave and provide an awareness of their responsibilities as effective contributors to society.

CORE VALUES

There are nine core values recognised by the Government and each of these will be addressed at our school.

VALUE	
Integrity	Being consistently honest and trustworthy.
Excellence	Always doing your best at school, at home and in the community
Respect	Considering yourself and others and accepting their different views and beliefs.
Responsibility	Being responsible for your actions towards yourself, others and the environment.
Cooperation	Working together, helping others and resolving conflict peacefully.
Participation	Contributing as an individual and group member.
Care	Thinking about yourself and others, being empathetic and compassionate.
Fairness	Treating all people equally and with honesty.
Democracy	Understanding and promoting your rights, freedoms and responsibilities of being an Australian citizen.

TARAGO PUBLIC SCHOOL VALUES AWARDS SYSTEM

Tarago PS promotes 5 values to live by at school. The school's major award system is based on the following 5 values that are expected from all students –

- **Be a learner.**
- **Be respectful.**
- **Be cooperative.**
- **Be responsible.**
- **Be kind.**

Every student has a 15-spot sticker chart to start the year on BRONZE (3 spots for each school value). Each week, teachers add stickers to these charts when students demonstrate the 5 values consistently over a week. An average of 2 stickers per week can be added for each student if they have followed these values ALL WEEK. When 15 stickers are recorded, students will receive a small token from the school and a BRONZE certificate at a school assembly.

The process is repeated for the SILVER level (15 more stickers), then GOLD (15 more stickers) and DIAMOND (15 more stickers). Each level achieved has its own certificate and token of reward for students to enjoy, with public recognition through the school assembly and newsletter.

Regular PD lessons are taught throughout the year about these values to reinforce our high expectations of behaviour.

All students learn our school values along with their rights and responsibilities, to understand the need for responsible and acceptable behaviour. As part of the NSW Department of Education, our school expectations for student behaviour are underpinned by the Behaviour Code for Students.

The image shows the cover of the 'Behaviour Code for Students' document from the NSW Department of Education. The title is prominently displayed in blue. The document is organized into several sections: 'NSW Public Schools' with a commitment statement, 'All students have the right to be treated fairly...', 'In NSW public schools, students are expected to:' followed by a bulleted list of expectations, 'Behaviour Code for Students: Actions' with a paragraph on implementation, and three core values: 'Respect', 'Safety', and 'Engagement', each with a bulleted list of specific behaviors. The document also includes a note on professional judgement and departmental support. The NSW Department of Education logo and website are at the bottom right.

NSW Department of Education

Behaviour Code for Students

NSW Public Schools

NSW public schools are committed to providing safe and inclusive learning environments for everyone. We teach and model prosocial behaviours for our students to develop and maintain a school environment where all feel safe, valued and able to learn. Students are expected to abide by this behaviour code.

All students have the right to be treated fairly and with dignity in a school environment free of bullying, harassment, intimidation, victimisation, discrimination and continued disruption. All students have a right to an education, where they can access and fully participate in learning.

In NSW public schools, students are expected to:

- respect all students, staff, community members, property and the school environment
- follow school and class expectations
- apply themselves fully to their learning
- follow and comply with school guidelines and department policies and procedures
- attend school every day.

Behaviour Code for Students: Actions

The NSW Department of Education and local schools implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and positive behaviour.

Respect

- Treat each other with dignity
- Cooperate with others
- Build and maintain positive relationships that value and protect the interests, ability and diversity of others
- Responsible use of and protection of property, the school and its environment

Safety

- Follow departmental, school and class rules
- Take personal responsibility for own words, behaviour and actions
- Negotiate and resolve conflict with respect to others' perspectives, emotional states and needs
- Make responsible decisions that consider the risk, safety and benefit to self and others
- Model safe and inclusive behaviour to other students
- Not be violent, bring weapons or prohibited drugs

Engagement

- Attend school and class on time
- Be prepared for learning
- Actively participate in learning
- Work cooperatively with others

The principal and staff use their professional judgement to maintain appropriate behaviour and provide safe, supportive and responsive learning environments.

The department provides policies, procedures and resources to guide and support principals and school staff in making decisions around supporting and managing student behaviour to align with this code.

education.nsw.gov.au



Behaviour Support Planning

Supporting student behaviour is critical for promoting, engaging and lifting student performance and wellbeing. Our school aims to provide inclusive learning environments that are collaborative, supportive and cohesive. For students who display 'behaviours of concern' an Individual Behaviour Support Plan will be created in consultation with all stakeholders (Appendix #3).

Whole School Approach

Care continuum	<ul style="list-style-type: none"> *Praise often, catch students being good *High expectations of care and courtesy towards all people at school, every day *Teachers lead by example with behaviour, respect for others and provision of a safe environment
Prevention	<ul style="list-style-type: none"> *Beginning of Year Whole School Rules and Values explicitly taught *K-6 Weekly Focus Lessons on our 5 Values *K-6 Whole School Morning Assembly highlights Values and Rules *Strong teacher/student relationships *Alternative breaktime play spaces *Termly Communication with Parents (newsletter) around TPS Wellbeing processes *TPS Student Profiling Snapshot *Awards processes used on a daily basis in all classrooms <ul style="list-style-type: none"> • Weekly Values sticker chart rewards for Bronze/Silver/Gold/Diamond, • class-based awards with each teacher, • Behaviour ladder in each room to assist with self-moderation and feedback
Early Intervention	<ul style="list-style-type: none"> *Tarago Public School Behaviour Management Flowchart (Appendix #4) *Social Story creation/s *Visual cue / story board creation/s *Behaviour Ladder in each room to assist with self-moderation and feedback *Proactive approach to home/school relationship *Ongoing Brain-Breaks (when required) *School Learning Support Officers *K-6 Morning Fitness Focus to promote physical activity to improve brain function * Alternate playground activities to engage students (eg, crochet club, chess club)
Targeted	<ul style="list-style-type: none"> *Playground Monitoring – recording of behaviours that cause concern on a Behaviour Incident Report. Incidents are recorded on School Bytes. LaST coordinator analyses data after discussion at weekly LST meeting. Support and communication decisions are made to support student behaviour improvement *LaST updates IBSPs on a regular basis in consultation with classroom teachers to provide support for students having behaviour challenges. *LaST and class teachers implement targeted behaviour improvement programs to support student
Individual	<ul style="list-style-type: none"> *Individual Behaviour Support Plan (Appendix #3) *Structured Playground Plans *Outside agency assessments (observations and recommendations) *Support from NSW DoE Delivery Support Team members (Out of Home Care Liaison, Assistant Principal Learning and Support, Behaviour Specialists, Network Specialist Facilitator and School Counsellor) *Application/s for Integration Funding Support and/or Supported Learning setting *Differentiated and student-orientated Interventions negotiated with LaST/teacher/principal

Reflection and Restorative Practices

Action	Details
In-Class Behaviour Ladder	*Inappropriate student behaviours are monitored via the classroom teacher using the In-Class Behaviour Ladder (Appendix #10)
Teacher-Directed In-Class Reflection	See TPS In-class Behaviour Ladder (Appendix #10) *If required, students may be directed to In-Class Reflection (Appendix #8a & #8b)
Teacher-Directed Buddy-Class Reflection	See TPS In-class Behaviour Ladder (Appendix #4) *If required, students may be directed to an assigned Buddy Class for reflection and reset purposes (Appendix #13)

Partnership with Parents/Carers

Tarago Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Tarago Public School will communicate these expectations to parents/carers by providing ongoing communication to parents around our Wellbeing processes (termly) via the school newsletter and a start of year workshop is provided to outline for our community our Wellbeing processes at Tarago Public School.

In Term 1 each school year, the Principal (or delegate) will present the Behaviour Support and Management Plan with the schools Parents & Citizens Association.

Our Behaviour Support and Management Plan is located on our school website at <https://tarago-p.schools.nsw.gov.au/about-our-school.html>

School Anti-bullying Plan

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-Bullying Plan (Appendix #15) which details the strategies implemented to reduce student bullying behaviours.

Our school has an Anti-Bullying Plan which can be found on our school website by visiting - <https://tarago-p.schools.nsw.gov.au/about-our-school.html>

Suspension

At Tarago Public School we use preventative, whole-school strategies and practices to support positive behaviour. Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risk to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. The allocated time imposed for suspension lies with the Principal (or delegate).

Our school will provide a student and their parent or carer with a **Formal Caution to Suspend** (Appendix #16) for a particular behaviour of concern before proceeding with a suspension (if appropriate). A formal caution is valid for up to 50 school days from the date the caution is issued.

Our school uses suspension as a behaviour management response. When determining if suspension is appropriate our school will determine whether a student's behaviour of concern:

*causes **actual harm** to any person; or

*poses an **unacceptable risk** to health and safety, learning and/or the wellbeing of any person

- TPS Notice to Suspend template (Appendix #17)
- NSWDoE Suspension Parent Factsheet (Appendix #18)
- Behaviour Parent Factsheet (Appendix #19)
- Suspension Appeal template (Appendix #20)
- Return to School Planning Meeting template (Appendix #21)
- Individual Behaviour Support Plan (Appendix #3)

Attendance

Supporting positive school attendance is a shared responsibility: everyone has a role. Education in NSW is compulsory for all children between the ages of 6 years and below the minimum school leaving age. The Education Act 1990 requires that parents ensure that their children of compulsory school age are enrolled at and regularly attend school.

At Tarago Public School student attendance is monitored daily via the classroom teacher. Our school has a defined process for attendance reporting and monitoring of attendance concerns (Appendix #22).

Parents/carers are reminded of their obligations around student attendance and their responsibilities around explanation procedures through the school newsletter and other communicative channels (Appendix #23).

This plan will be reviewed at the start of every school year. The plan will be communicated to appropriate stakeholders at the start of every school year.

Appendix

1. TPS Wellbeing Matrix
2. NSW DoE Behaviour Code for Students
3. TPS Individual Behaviour Support Plan Template
4. TPS BSP student reflection template
5. TPS Behaviour Management Flowchart
6. Classroom Monitoring Plan
7. Playground Monitoring Plan
8. TPS Learning Support Team Referral Flow Chart
9. Teaching Reflection – for teachers
10. Tarago Public School Behaviour Ladder
11. Timeout Reflection (K-2)
12. Time out from Classroom – teacher record template
13. Timeout Reflection (3-6)
14. Principal Notification to Parents Template – student referred to principal
15. TPS Antibullying Plan
16. TPS Formal Caution to Suspend Template
17. TPS Notice to Suspend Template
18. NSW DoE Suspension Parent Factsheet
19. NSW DoE Behaviour Parent Factsheet
20. Suspension Appeal Info and Template
21. TPS Return to School Planning Meeting Template
22. TPS Attendance Monitoring Flowchart
23. TPS Compulsory Attendance – Parent Information

TPS Wellbeing Matrix 2025

Appendix 1

At Tarago, we value:	SAFETY	RESPECT	RESPONSIBILITY
ALL SETTINGS	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We walk on hard surfaces We stay to the left 	<ul style="list-style-type: none"> We follow adult instructions We speak respectfully We use our manners We respect ourselves and each other We use an appropriate voice We put rubbish in the bin 	<ul style="list-style-type: none"> We use equipment as intended We are in the right place at the right time We look after ours and others belongings We ask for help when needed We share and cooperate
CLASSROOM	<ul style="list-style-type: none"> We walk around the room We tuck our chairs under our desks 	<ul style="list-style-type: none"> We listen to the speaker We speak at the correct time 	<ul style="list-style-type: none"> We follow instructions the first time We try our best
PLAYGROUND	<ul style="list-style-type: none"> We stay in bounds where the teacher can see us We use equipment as intended We wear a hat or beanie 	<ul style="list-style-type: none"> We include others We play fairly We respect others' games 	<ul style="list-style-type: none"> We ask permission to leave the playground We be a problem solver We leave the playground when we hear the bell We agree on rules before we play We return all equipment to the correct place We sit if we are still eating
BUILDING AREAS	<ul style="list-style-type: none"> We walk We keep to the left 	<ul style="list-style-type: none"> We speak with quiet voices We stop talking when there is a speaker 	<ul style="list-style-type: none"> We stand quietly in our class lines We go to the bathroom and get a drink before lining up

FIXED EQUIPMENT	<ul style="list-style-type: none"> • We play safely on the equipment • We only play on equipment we can reach • We walk 	<ul style="list-style-type: none"> • We are patient and take turns • We are mindful of others 	<ul style="list-style-type: none"> • We wait for the teacher before going on the equipment
TOILETS	<ul style="list-style-type: none"> • We report any problems • We use taps and toilets correctly 	<ul style="list-style-type: none"> • We respect others privacy • We wait our turn 	<ul style="list-style-type: none"> • We wash our hands • We leave when finished • We leave toilets clean • We use toilets during breaks • We put hand towels in the bin • We use one squirt of soap
ASSEMBLY	<ul style="list-style-type: none"> • We walk to the assembly room quietly 	<ul style="list-style-type: none"> • We enter and exit in two lines • We enter and exit quietly • We sit quietly • We listen to the speaker 	<ul style="list-style-type: none"> • We leave our belongings in the classroom • We stay in class lines • We participate sensibly
OFFICE	<ul style="list-style-type: none"> • We ask permission to go to the office 	<ul style="list-style-type: none"> • We say please and thank you • We knock politely 	<ul style="list-style-type: none"> • We wait patiently and quietly
BUS AREA	<ul style="list-style-type: none"> • We line up quietly • We walk on the path 	<ul style="list-style-type: none"> • We put rubbish in the bin 	<ul style="list-style-type: none"> • We line up in the correct line • We ask for permission if we need to go to the toilet • We keep toys and equipment in bags
LIBRARY	<ul style="list-style-type: none"> • We walk quietly around the room 	<ul style="list-style-type: none"> • We clean up after ourselves • We listen to others 	<ul style="list-style-type: none"> • We put books away in the correct place

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The department provides policies, procedures and resources to guide and support principals and school staff in making decisions around supporting and managing student behavior



Tarago Public School

INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Student:

Year:

Class:



















Date:

STUDENT LIKES •	ABOUT STUDENT •
TRIGGERS •	GENERAL SUPPORT STRATEGIES 1) REMAIN CALM at all times 2) Be consistent 3) Use short, simple instructions 4) Praise students
BEHAVIOURS OF CONCERN	TO SUPPORT THE BEHAVIOUR
•	•
•	•
•	• •
Comments	
Prepared by:	
Teacher signature:	
Principal signature:	
Date:	
Date for planned review:	

Student's view and reflection

Your student reflection should be tailored to your abilities and needs.

Date: Click or tap to enter a date. On a scale of 1 to 5:

How do you feel about school?	Student's comments														
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Do you feel supported at school to achieve your goals and learn?	Student's comments														
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Do you think you are achieving your goals?	Student's comments														
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	1	2	3	4	5										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
<p>Since the last meeting, do you feel that you have achieved any of your goals? Student to provide details on their thoughts, including what they have learnt.</p>															
<p>What else do you think you could do to achieve your goals?</p>															
<p>Is there anything else the school could do to help you achieve your goals?</p>															
<p>Are these goals still relevant, or do you think they need to change?</p>															
<p>What do <u>you</u> think your next goals should be?</p>															

TARAGO PS BEHAVIOUR MANAGEMENT FLOWCHART

Observe Problem Behaviour

Minor Behaviour Response on In-class Behaviour Ladder or playground:

Level 1 – Warning

- Prompt
- Redirect
- Reteach
- Choice
- Conference

Tier One Interventions – Things to try before a behaviour escalates

- * Whole class brain break
- * Positive parent contact
- * Pause before giving directions
- * Alternate seating plan
- * Praise expected behaviour 4:1
- * Active supervision (moving, scanning and interacting)
- * Send student on errand
- * Give choice
- * Proximity to students
- * Stop, walk, talk
- * Adjust task difficulty (length, time, mode or depth of instruction)

Major Behaviour Response:

Reporting Teacher Action:

- Inform student of rule violation/expected behaviour
- Complete major incident report on School Bytes
- Student referred to Principal

Behaviour stops

Behaviour continues

Is the behaviour minor or major?

Give positive verbal/social acknowledgement

Data decision rule

- 3 minors in one week = a major incident

Exec Actions

- Review/investigate incident
- Determine consequences
- Enter data
- Notification to parents
- Feedback given to teacher

Response to all student misbehaviour is: **calm, consistent, brief, immediate, respectful and private.**

Apply Behaviour Consequence on in-class Behaviour Ladder or in-playground consequences (logical, individualised)

Classroom

Level 2

- Loss of 10 min playtime
- Matching consequence e.g. not completing class work = completing class work during break time

Level 3

- Buddy class reflection (max. 20 minutes)

Level 4

- Referral to principal
- Notification to parents

Playground

Level 2

- Direct to alternate activity
- Matching consequence e.g. misusing equipment = equipment being confiscated

Level 3

Walk with Teacher

Level 4

Referral to principal
Notification to parents

Minor Teacher Managed

- **Inappropriate language** (offensive but without intent to harm)
- **Inappropriate physical contact** (pushing, shoving, grabbing, taking hats, play fighting, play wrestling, body contact games)
- **Disrupting others or self** (talking at inappropriate times, calling out, off task, inappropriate noises, running through others' games)
- **Disobedience/defiance** (not following instructions, not sitting during eating time, playing without a hat)
- **Inappropriate transition** (not responding to bell/whistle/music, excessive noise during lining up, running in the covered way, running to the playground)
- **Out of bounds** (playing in toilets, climbing trees, playing in unsupervised areas)
- **Property misuse** (low intensity misuse of school property, digital device not kept in bag, not on correct website during ICT)

Major Exec Managed

- **Deliberate, inappropriate language/profanity/action** (with intent to threaten, embarrass or offend)
- **Intentional physical contact likely to result in harm** (hitting, punching, kicking, throwing, sticks/rocks/objects, pinching, pulling hair, spitting)
- **Stealing**
- **Deliberate misuse of school property**
- **Absconding/truancy** (leaving school grounds without permission, late to class without reasonable explanation)
- **Bullying** (incl. cyberbullying)
- **Mis-use of technology**
- **Racism or discrimination**
- **Assault** (incl. harassment, stalking or intimidation)
- **Deliberate damage to property** resulting in destruction or loss
- **Physical violence** (resulting in injury or seriously interferes with the safety and wellbeing of others)
- **Possession of a weapon or illegal substance**
- **Engaging in serious criminal behaviour related to the school**

Tier 2 Interventions

- Behaviour Improvement Card implemented
- Classroom and/or Playground restriction
- LST Referral

Tier 3 Interventions

- Parent interview
- Functional Behaviour Assessment
- Teacher-directed structured breaks
- Individual Behaviour support plan

If behaviour continues

- Formal caution to suspend
- Refer to DoE Student Behaviour Procedures (Section 3 – Suspension)
- Suspension

Reporting teacher completes incident report on School Bytes



Tarago Public School Classroom Monitoring Sheet

Name:	Class:	Week:	Term:
Behaviour Goal: Insert Goal(s) no more than 2.			

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Morning Session	Morning Session	Morning Session	Morning Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Middle Session	Middle Session	Middle Session	Middle Session	Middle Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Afternoon Session	Afternoon Session	Afternoon Session	Afternoon Session	Afternoon Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Comment (<i>Optional</i>)	Comment (<i>Optional</i>)	Comment (<i>Optional</i>)	Comment (<i>Optional</i>)	Comment (<i>Optional</i>)

- 1 = Needs improvement
- 2 = OK
- 3 = Great

The Purpose of this plan is to ensure appropriate behaviour in the school setting. The continuation or termination of this plan will be revised each Friday between the class teacher and the principal. If this plan is needed for a duration longer than 15 school days other strategies will be implemented (such as missing school events i.e. sports carnivals/excursions). A copy of this plan will be sent home on Friday.



Tarago Public School Playground Monitoring Sheet

Name:	Class:	Week:	Term:
Behaviour Goal: Insert Goal(s) no more than 2.			

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Play	Morning Play	Morning Play	Morning Play	Morning Play
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Lunch	Lunch	Lunch	Lunch	Lunch
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Recess	Recess	Recess	Recess	Recess
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Comment (Optional)	Comment (Optional)	Comment (Optional)	Comment (Optional)	Comment (Optional)

- 1 = Needs improvement
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The Purpose of this plan is to ensure appropriate behaviour in the school setting. The continuation or termination of this plan will be revised each Friday between the class teacher and the principal. If this plan is needed for a duration longer than 15 school days other strategies will be implemented (such as missing school events i.e. sports carnivals/excursions). A copy of this plan will be sent home on Friday.

Learning and Support Team Referral Flowchart

Appendix 8

Pre-referral Process

• Before making a student referral:

- Student demonstrates additional learning / behavioural needs; teacher plans and implements adjustments
- Teacher discusses student with previous teacher and stage supervisor (use the Classroom Teacher Reflection sheet to assist)
- Teachers will provide basic anecdotal data that identifies frequency, intensity and duration of issues and other background information that relates to academic and social engagement
- Check student records on School Bytes and Student Record Card to ascertain if previous support provided e.g. LST, EAL/D and discuss previous support programs implemented (if applicable). Check if the student has any specialist documentation e.g. Speech/Occupational Therapy/Paediatrician reports (ask the parent to provide copies of the documents) (if applicable)
- Speak to the student's parents/carers about your concerns and indicate your intent to submit a referral to the LST (ascertain if any ongoing supports are being provided i.e., paediatrician etc) and document meeting on School Bytes.



Referral Process

• When completing the LST referral:

- Complete LST referral form via School Bytes and submit to LST
- LST to check all the required information has been submitted



LST Meeting

• Student will be discussed at next LST meeting:

- LST discusses cases at weekly meeting, allocating responsibilities and resources as appropriate
- Develop an action plan for the student which will be kept on School Google Drive
- Determined whether a School Counsellor referral is required (for assessment purposes). If so, class teacher discusses referral form with the parent, when completed return to LST. Class teacher completes school counsellor referral form.
- Mode of support determined



Planning, Implementation and Monitoring

• After the LST meeting:

- Adjustments devised; outcomes determined; preparation of teaching activities; Parent / carer notified by letter or interview
- Implementation
- Ongoing assessment and evaluation

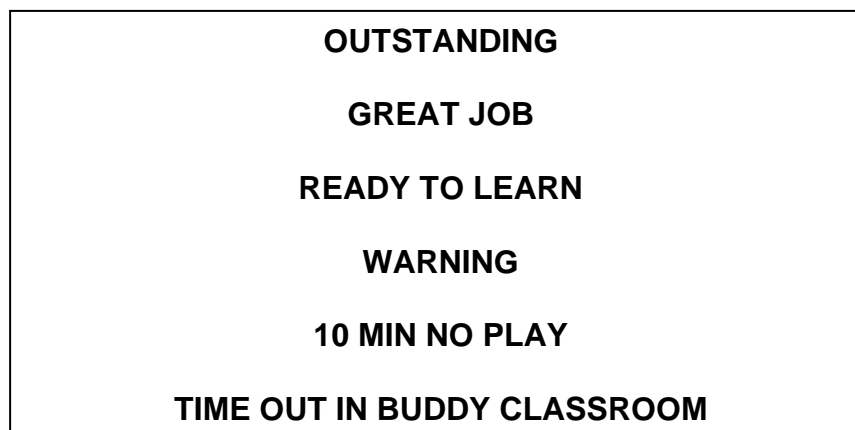
Teaching Reflection (for teachers)

Have you considered any of the following to modify a concept/skill/activity to ensure success?

- Setting different outcomes for different students
- Asking different questions for different students e.g. more literal questions for students having difficulty
- Setting open ended activities where all students can complete at own level
- Providing additional modelling, rehearsal, practise and review time
- Teaching in smaller steps – breaking skills into sub skills to be taught separately first
- Giving one instruction at a time e.g. having students repeat what he / she is required to do
- Providing more hands-on concrete materials
- Seating closer to teacher and the board
- Opportunities to share ideas with buddies and small groups
- Providing opportunities to practise to mastery level
- Providing visual cues / prompts
- Giving questions before reading a passage instead of after
- Demonstrating using: “Think Aloud” and “Self-Talk” e.g. listen to what I say as I work this out
- Increasing ‘wait time’
- Connecting experiences to real life
- Linking new learning to what is already known
- Highlighting relevant sections of texts
- Using aides, peer tutors and volunteers

Tarago Public School Behaviour Ladder

The behaviour ladder operates in each classroom. Students have their name on a peg and everyone starts on “Ready to Learn” each day. Students can move up or down the ladder according to behaviour choices they make.



EXPECTATIONS and CONSEQUENCES FOR EACH LADDER RUNG

- **OUTSTANDING:** student has completed all work to a high standard, followed teacher instructions consistently, showed respect for others, worked cooperatively all day, showed responsibility for learning all day, displayed kindness to others all day, always keeps hands and feet to self, always tries their best
- **GREAT JOB:** student has begun working well through the day, is following teacher instructions, is showing respect to others, is working cooperatively, is working responsibly, is showing kindness, is keeping hands and feet to self, is trying their best
- **READY TO LEARN:** student is ready and prepared to start work.
- **WARNING:** student has been reminded once to engage with their work and follow rules and values but has chosen to continue inappropriate behaviour
- **10 MINUTES NO PLAY:** student is on **WARNING** and is continuing to use inappropriate behaviour. Teacher advises student that 10 minutes no play will happen at next break. Teacher reminds student of what is required of them to use appropriate behaviour.
- **TIME OUT IN BUDDY CLASSROOM:** student continues inappropriate behaviour and is directed to take unfinished work to Buddy Classroom and follow teacher instructions to work quietly at the back of the classroom.

Timeout Reflection

What happened?

How did you feel?



What can you do next time?

How do you feel now?



I am ready to join the class again?



Timeout Reflection

What happened?

How did you feel?



What can you do next time?

How do you feel now?



I am ready to join the class again?



Timeout from Classroom – teacher record

Name _____ Class _____ Date _____

Time _____ am/pm **Reflection time = 20 minutes** Return to class time _____ am/pm

Work provided: Y / N

- Strategies used:
- | | |
|---|--|
| <input type="checkbox"/> Prompt | <input type="checkbox"/> Redirect |
| <input type="checkbox"/> Re-teach | <input type="checkbox"/> Choice |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Logical consequence |
| <input type="checkbox"/> Class time-out | |

- Reason for timeout:
- | | |
|--|---|
| <input type="checkbox"/> Exceeded 3 warnings | <input type="checkbox"/> Property misuse |
| <input type="checkbox"/> Disobedience/defiance | <input type="checkbox"/> Inappropriate language |
| <input type="checkbox"/> Disrupting others or self | <input type="checkbox"/> Inappropriate physical contact |

Other: _____

Timeout from Classroom – teacher record

Name _____ Class _____ Date _____

Time _____ am/pm **Reflection time = 20 minutes** Return to class time _____ am/pm

Work provided: Y / N

- Strategies used:
- | | |
|---|--|
| <input type="checkbox"/> Prompt | <input type="checkbox"/> Redirect |
| <input type="checkbox"/> Re-teach | <input type="checkbox"/> Choice |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Logical consequence |
| <input type="checkbox"/> Class time-out | |

- Reason for timeout:
- | | |
|--|---|
| <input type="checkbox"/> Exceeded 3 warnings | <input type="checkbox"/> Property misuse |
| <input type="checkbox"/> Disobedience/defiance | <input type="checkbox"/> Inappropriate language |
| <input type="checkbox"/> Disrupting others or self | <input type="checkbox"/> Inappropriate physical contact |

Other: _____

Timeout from Classroom – teacher record

Name _____ Class _____ Date _____

Time _____ am/pm **Reflection time = 20 minutes** Return to class time _____ am/pm

Work provided: Y / N

- Strategies used:
- | | |
|---|--|
| <input type="checkbox"/> Prompt | <input type="checkbox"/> Redirect |
| <input type="checkbox"/> Re-teach | <input type="checkbox"/> Choice |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Logical consequence |
| <input type="checkbox"/> Class time-out | |

- Reason for timeout:
- | | |
|--|---|
| <input type="checkbox"/> Exceeded 3 warnings | <input type="checkbox"/> Property misuse |
| <input type="checkbox"/> Disobedience/defiance | <input type="checkbox"/> Inappropriate language |
| <input type="checkbox"/> Disrupting others or self | <input type="checkbox"/> Inappropriate physical contact |

Other: _____



Timeout Reflection

Student's Name: _____ Date: _____

Your behaviour has broken the expectations we have at our school about how we behave.

Why am I off the playground or out of class today?

What was the TPS value/school rule I did not follow?

My behaviour/actions made others feel? Why?

So that this does not happen again, I will...?

If I continue to _____

then the following consequences/strategies may be implemented: _____

Agreed by:

(Student Name) _____ (Teacher Name) _____

TARAGO PUBLIC SCHOOL

Braidwood Road Tarago NSW 2580

Ph 02 4849 4418 Fax 02 48494462

Email tarago-p.school@det.nsw.edu.au

Web <https://tarago-p.schools.nsw.gov.au/>



Unacceptable Behaviour Resulting in Principal Referral

Appendix 14

Date *****

Dear Parent/Carer,

In order to succeed at school it is imperative that students achieve a sound academic standard. However, schooling is also a socialising experience, and it is the duty of the staff at our school to maintain appropriate forms of behaviour from students at all times.

It has been brought to my attention that ***** has exhibited unacceptable behaviour and has had to spend time with me (*off the playground discussing and reflecting on his/her inappropriate behaviour at school*).

Details of incident/s:

I ask that you please discuss this matter with your child and ask that he/she returns the below slip (signed) to school tomorrow. If you have any questions regarding this matter, please contact the school by phone to arrange a mutually agreeable time for discussion.

Yours Faithfully,

Principal

Unacceptable Behaviour Resulting in Principal

ReferralReturn Slip

I/we have read this letter and considered the Time Out Reflection Sheet with.....about his/her unacceptable behaviour at school.

Comment (if required)

.....
.....

.....

.....

Signed

Date

ANTI-BULLYING PLAN 2025

Tarago Public School

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

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Tarago Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

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

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

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

Dates	Communication topics
Term 1	Behaviour Code for Students & TPS Whole School Wellbeing Matrix
Term 2	Behaviour Expectations
Term 3	Online/Offline Expectations
Term 4	Advocacy at School

1.2 Staff communication and professional learning

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

Dates	Communication topics and Professional learning
Term 1	Teaching and reinforcing respectful relationships, Staff PL re TPS Wellbeing Procedures & Staff Induction
Term 2	Responding to claims of bullying & ARCO presentation
Term 3	PBL: Promoting Positive Behaviours
Term 4	CESE Publications: Anti-bullying Interventions in Schools - What Works?

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- Information is provided to all new staff upon entry on duty. This is included in the Teacher Induction pack (*teacher-TPS Casual & Induction Folders*)
- An executive staff member speaks to new and casual staff when they enter on duty at the school as part of the induction process.
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

2 Partnerships with families and community

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

2.1 Website

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

The following are published on our school's website. Check the boxes that apply.

School Anti-bullying Plan

NSW Anti-bullying website

Behaviour Code for Students

2.2 Communication with parents

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

Dates	Communication methods and topic
Term 1	P&C meeting (1st meeting of the year) Exec presentation of TPS Behaviour Support & Management Plan School Newsletter Behaviour Support & Management Plan inclusions
Term 2	School Newsletter, School Website and School Facebook - What is bullying?
Term 3	School Newsletter, School Website and School Facebook - Procedures for Reporting Bullying
Term 4	School Newsletter, School Website and School Facebook - Bystander behaviour

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

*Positive Behaviour for Learning (weekly lesson focus based on PBL data)

Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.

Schools which implement the PBL framework make sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

*Behaviour expectations explicitly taught

*Zones of Regulation (Support Learning)

*Mindfulness (resilience)

*Child Protection Lessons

*Promoting positive student-teacher relationships

*Cyber Safety

*Peer Support

*National Day of Action

Completed by: Michelle Jones

Position: Principal

3/3/2023

(Parent / Carer name)

(Address / email address)

(Caseworker name) [if student is in out of home care please forward a copy to caseworker]

(Address / email address)

Dear (Parent / Carer name)

This letter is to advise that I have issued (student full name) a formal caution to suspend on the ground/s that their behaviour (causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person). As discussed, (student name) has had difficulty managing their behaviour at school. This has involved the following behaviour/s of concern:

- [Insert factual details of behaviour/s of concern here].

The behaviour/s of concern and the formal caution to suspend have been discussed with (student name). This formal caution to suspend will remain in place for up to 50 school days to (date). We would like to support (student name) to engage in more positive behaviour and we will continue to work together with you and (student name) to help (him/her/them) to succeed at school.

[Insert any other behavioural expectations for the student here]

I would like to invite you to a meeting at the school. This meeting will give you the chance to respond to this formal caution to suspend and to work with the school to (review/develop) an individual student support plan to better support (student name). Your engagement with the school is very important in managing (student name)'s behaviour, identifying any barriers and developing solutions together.

(Nominated school person) will contact you to arrange a meeting. Any meetings can occur in person, online or by telephone. If you wish, you can bring a support person with you to attend this meeting. A support person can provide you and/or (student name) with practical or emotional support. Please let (nominated school person) know if you would like an interpreter to be present at the meeting and we will arrange it.

If this behaviour continues, further measures may need to be taken, such as suspension from school, in accordance with the NSW Department of Education's Student Behaviour Policy and Student Behaviour Procedures Kindergarten to Year 12.

These documents are available at the NSW Department of Education's website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>. Please contact the school office if you would like a printed copy.

You can access more information about student behaviour, including formal cautions at the Behaviour support toolkit parents and carers webpage <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>.

If you would like more information and you need an interpreter to help you to contact the school or the principal, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the school's phone number and the operator will ring the school and get an interpreter on the line to help with your conversation. You will not be charged for interpreting services.

Yours sincerely,

(Principals name)

Principal

(Date)

Formal Caution to Suspend Response
(please return via email or to school office)

Please tick:

- I have noted the formal caution to suspend and discussed it with_____.
- I will meet with the school to develop a plan to support_____.
- (optional) I will bring a support person to attend the meeting with me.

Parent/Carer Name:

Parent/Carer Signature:

Date:

Parent/Carer's preferred contact method and details:

Please return this slip to Mr Bede Darcey or via email wollondill-p.school@det.nsw.edu.au

(Parent / Carer name)

(Address / Email address)

(Caseworker name) [if student is in out of home care please forward a copy to caseworker]

(Address / Email address)

Dear (Parent/Carer Name)

This letter is to inform you that today I have made the decision to suspend (student name) in accordance with the NSW Department of Education Student Behaviour Policy and Student Behaviour Procedures Kindergarten to Year 12 on the ground/s that their behaviour (causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person). As discussed, (student name) has had difficulty managing their behaviour at school.

This has involved the following behaviour/s of concern:

[Insert factual details of behaviour/s of concern and specific reasons for the suspension here].

I have placed (student name) on suspension for (number of days) days from (start date) to (end date).

Suspension allows time for the school to work in collaboration with you to plan appropriate support for (student name) and to assist with a successful and safe return to school.

I would like to invite you to a return to school planning meeting with the school team, where we can work together to review (student name)'s individual student support plan. Your engagement with the school is very important in managing (student name)'s behaviour, developing solutions together and resolving the suspension. This meeting's aim is to identify any potential barriers and to plan supports together for when (student name) returns to school.

(Nominated school person) will contact you to arrange a time for the meeting. The meeting can be face to face, by telephone or online, based on the format that will give the best chance of a positive and productive discussion. If you wish, you may bring a support person with you to this meeting. A support person can provide you and/or (student name) with practical or emotional support. Please let (nominated school person) know if you would like an interpreter to be present at the meeting and we will arrange it.

We would like to work with you to plan appropriate behaviour supports and strategies in the early days of the suspension so we can put them in place quickly. This may enable (student name) to return to school before the expected end date.

It is expected that (student name) will continue to learn while suspended. To support this continuation of learning, please visit the NSW Department of Education Learning From Home packages which can be found at <https://education.nsw.gov.au/inside-the-department/leading-educational-continuity/guided-learning-packages>

Department of Education

Information about accessing support services and a tip sheet to support wellbeing while on suspension is available at the Behaviour support toolkit parents and carers webpage <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>.

(Nominated school person) will contact you or (student name) during the suspension to check on the learning and wellbeing of your child.

Nominated school contact person:	Michelle Jones
Contact details:	4849 4418

As school principal, I have the responsibility to:

- work together with you to develop a plan to support appropriate behaviour
- make sure that a return to school planning meeting is held at the earliest possible time
- arrange an interpreter for you if necessary
- provide you with access to:
 - a learning from home program (<https://education.nsw.gov.au/inside-the-department/leading-educational-continuity/guided-learning-packages>)
 - the Student Behaviour Policy and the Student Behaviour Procedures Kindergarten to Year 12 which are available on the Department of Education's website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>. Please contact the school office if you would like a printed copy.
 - wellbeing tip sheet
 - parent and carer information, including information about behaviour, suspension and appeal rights and processes is available at <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>
 - an appeal template, which is attached to this letter.

As a parent or carer, it is your responsibility to:

- communicate with the school as soon as possible to confirm a time for the return to school planning meeting
- engage with the school to manage (student name)'s behaviour and plan appropriate behaviour support solutions together
- let the school know if you require an interpreter
- arrange a support person to accompany you to the meeting if you wish
- provide adequate supervision, care and safety for (student name) while they are suspended
- ensure that (student name) does not enter onto school grounds without my permission, except to attend the return to school planning meeting.

Department of Education

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may lodge an appeal in accordance with the appeal procedures. If you need help lodging an appeal, you may contact the local Department of Education office on 4633 2700 to discuss the appeal process.

If you need an interpreter to assist you to contact the school or the local Department of Education office, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the phone number you want to ring, and the operator will get an interpreter on the line to help you with your conversation. You will not be charged for interpreting services.

I look forward to working with you in the behaviour support planning process.

Yours sincerely

(Principal name)

Principal

(Date)

Suspension

– Parent Fact Sheet



What is suspension?

A suspension is when the school asks a student not to attend school for a period of time. Students in Kindergarten to Year 2 may be suspended for up to 5 school days and students in Year 3 – 12 may be suspended for up to 10 school days.

Principals may suspend a student when the student's behaviour of concern has harmed or put a person in danger. Principals may suspend when they have already tried to manage the students' behaviours of concern in other ways. Principals must consider the behaviour and the needs of the student when deciding to suspend.

Before a suspension occurs, the principal should provide a **formal caution** for a behaviour of concern. If the behaviour is serious or a safety issue, your child may be placed on a suspension without a formal caution.

What happens if my child is suspended?

Within 24 hours of deciding to suspend a student, the principal must tell the student and parents or carers. You and your child must be given a chance to meet with the school and talk about the suspension and work together on strategies and supports that can be put in place to help your child.

During the suspension your child will not be allowed at school. The school will provide your child with support to keep learning during the suspension and will check in with you and your child. [The Wellbeing tip sheet](#) can help you support your child's wellbeing during suspension.

Extension of a suspension

The principal can ask the Director, Educational Leadership if the suspension can be extended if there is not enough time to plan supports or there is an ongoing safety risk that is not yet managed. You will be notified before the end of the suspension if an extension is approved.

Can I appeal a suspension?

Yes, if you believe that the principal and Director, Educational Leadership made a wrong decision, didn't follow the rules or made a decision that wasn't fair. [Refer to Appeals resource](#).

More information on [advocating for your child](#) is available, as well as our [School Community Charter](#) that outlines ways to communicate with schools.

What is a return to school planning meeting?

Your child will come back to school on or before the date the suspension ends. The school will contact you by phone to arrange a meeting to support your child's return to school after a suspension.

Before coming back to school, you and your child will have a return to school planning meeting (in person, on the phone or online) with school staff who work closely with your child to talk about how you can work together to support your child when they return to school.

For behaviours of concern which require additional strategies and supports, the school will need to create a plan. Your child may already have one in place. If they do, then their existing plan will be adjusted to help support your child. This plan will be shared with you and with other staff in the school who support your child.

What if the behaviour happens again?

If the behaviour of concern happens again, the principal and school learning support team must identify other ways to support your child's learning. This may include asking experts from within the department to help provide support.

More information

Information on [*what to do if your child is suspended*](#) is also available.

Student Behaviour

– Parent Fact Sheet



Behaviour

We want to ensure a safe and happy school for your child. Supporting student behaviour is critical for promoting, engaging and lifting student performance and wellbeing. Schools aim to provide inclusive learning environments that are collaborative, supportive and cohesive. The *School Community Charter* outlines what this looks like for parents, carers, educators and school staff.

The Student Behaviour Strategy

Our *Student Behaviour Strategy* helps build an inclusive education system where every student is known, valued and cared for, and all students can learn to their fullest ability. We know that students who feel supported and safe are more likely to be more connected to school and active participants in their learning.

Positive and respectful learning environments promote wellbeing, engagement and improved academic achievement. The Strategy supports a preventative, positive, student-centred, school-family-community approach in which consistency is key. The needs of all students will be met by a *Care Continuum*.

The *Behaviour Code for Students* outlines the behaviour expected in all NSW public schools. Your child's school will also develop behavioural expectations that will be expected in their school. The staff at your child's school will teach and acknowledge the expected behaviour.

Behaviours of concern

Children and young adults can display difficult behaviour at times as normal part of growing up. Your child may have been affected by the behaviour of others or affect others by their behaviour. More information on *what to do if your child has told you about behaviour issues at school* is available on the website.

More information

If you would like to know more about *behaviour support* or have any concerns about your child's behaviour please contact the school.

Appeal a suspension or expulsion decision – Parent Information



Please attach a copy of the notification of suspension or expulsion from the school

Student name:	
School attended:	
Year or grade:	
Person making appeal:	
Relationship to the student:	
Student:	
Address:	
Phone numbers:	
Email address:	

Appeal a suspension or expulsion decision – Parent Information

This appeal is on the grounds that (please tick relevant box – multiple can be ticked)

- A) Correct procedures have been not followed
- B) Unfair decision made

Major reasons for appealing (summary only)

(You may attach supporting documents to this form. It is important that all matters that you want to be considered in the appeal are mentioned).

Signature of person making appeal:

Date:

Checklist:

- Have you attached a copy of the suspension or expulsion letter?
- Have you attached any additional information?

Please send this appeal letter to you local Education office. The location of this is in the letter of suspension or expulsion that you received.

Return to School Planning Meeting

Student: _____ Meeting Date: _____

Reason for Suspension: _____

Date of Suspension: _____ No. of Previous Suspensions: _____

Present at meeting: (Insert names and titles)

Action	Who	Follow up date
Student Reflection		
Parent/Carer Reflection		
Student Behaviour Code		
Individual Behaviour Support Plan		
Risk Assessment		
Other?		

Student Signature: _____

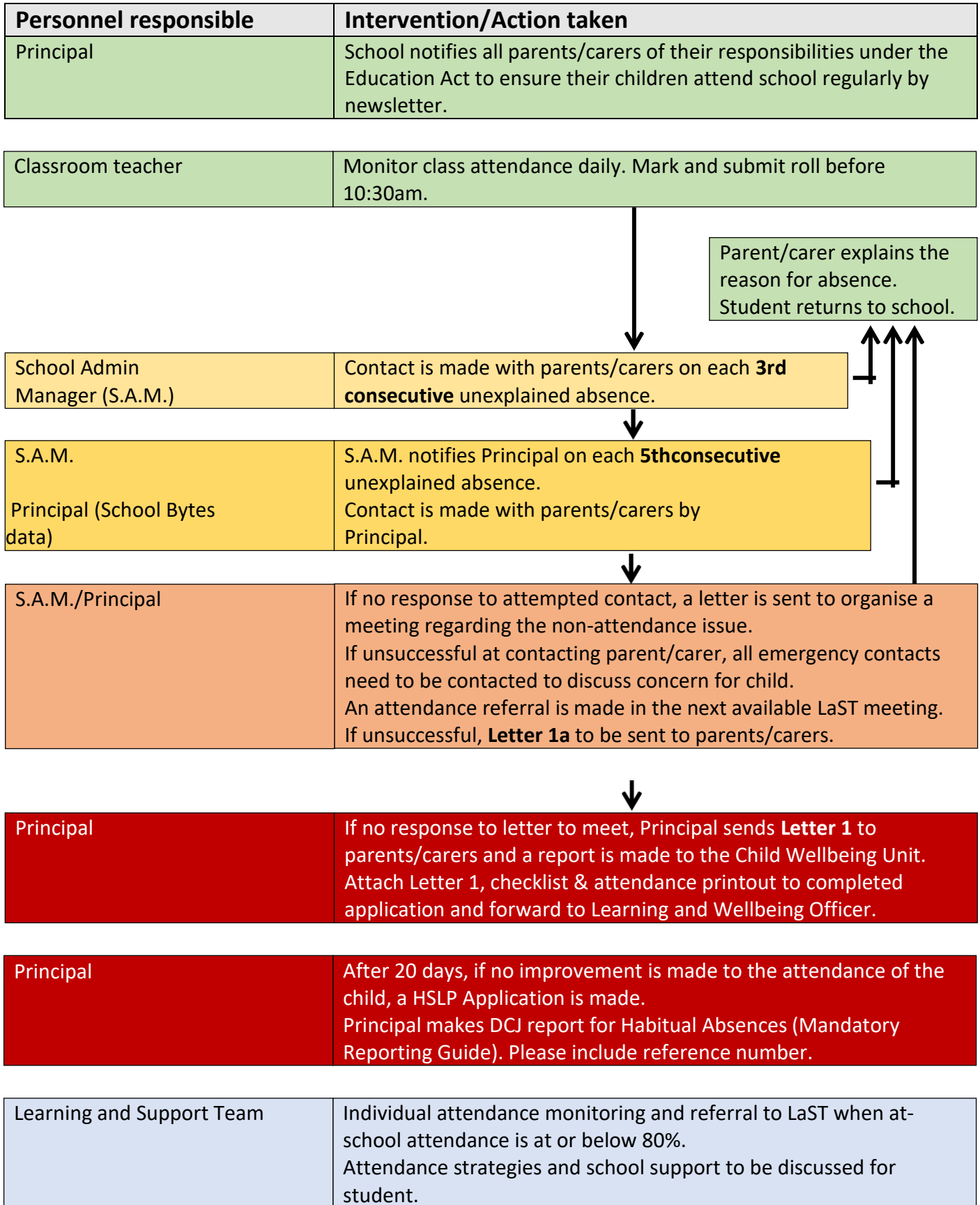
Parent/Carer Signature: _____

Observer Signature (if relevant): _____

Principal (or delegate) signature: _____

Flowchart for Attendance at Tarago Public School

The following outlines the requirements of staff at Tarago Public School in their response to extended absences of a student. These strategies aim to restore school attendance prior to the need of involving external agencies.



Tarago Public School

School Attendance

Parent Information

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier, and your child will build and maintain friendships with other children.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school, you must ensure that **within 7 days** you provide a verbal or written explanation for the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances, your child's absence would be recorded as unjustified. Principals may request medical certificates or other documentation when frequent or long-term absences are explained as being due to illness.

What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling. Once enrolled, children are required to attend school each day it is open for students.

The Importance of arriving on time

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Students time to see their friends before class
- Reduces classroom disruption Lateness is recorded as a partial absence and must be explained by parents.

Every student known, valued and cared for



Did you know...? If your child misses as little as 8 days each school term, by the end of primary school they would have missed over a year of school!

At our school, student Attendance is monitored via the Class Teacher and the Principal. If there are attendance concerns (i.e. no notifications from parents to explain their absence/s or a pattern of absence) the school Learning & Support Team become involved with the support of the NSW DoE Home School Liaison Officer.

Please do not be offended if/when a teacher calls you to discuss your child's attendance; this is our duty of care and responsibility. A teacher may get in touch if/when a student's attendance has been discussed with the parent/carer and it still has not improved

How to let us know when your child is absent:

We have tried to make notifying the school about your child's absence as easy as possible!

- Call the school office on **4849 4418**
- Respond to the Attendance SMS (you will receive this each day your child has an unexplained absence)

As a first response, we encourage all parents and carers to text the school to explain their child's absence.

If you have not been receiving an SMS for your child's absence, please also let us know so we rectify this for you.