



PRIMARY CAMPUS

ENGAGEMENT PROCEDURES



Marymede Catholic College

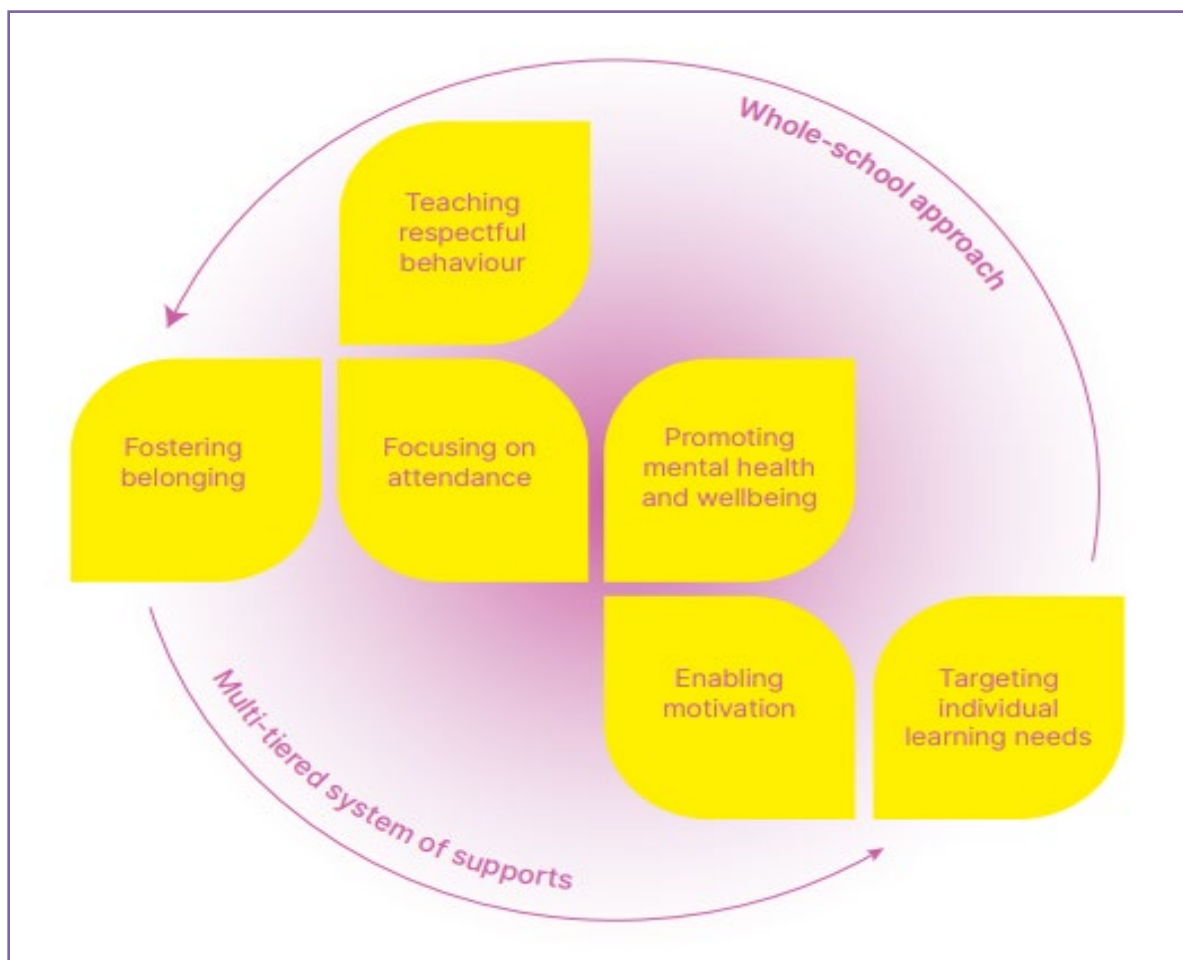
INTRODUCTION

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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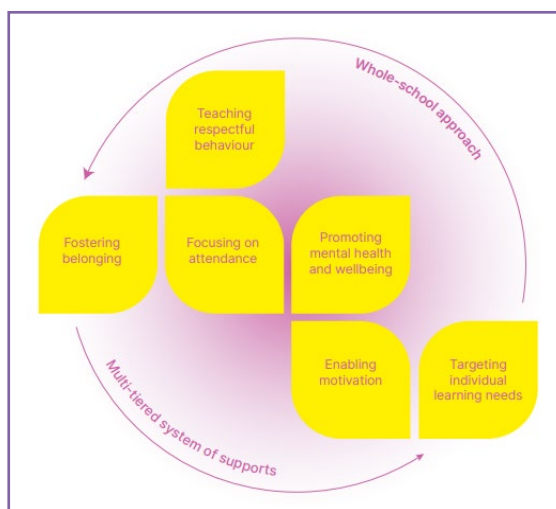
VISION FOR ENGAGEMENT STUDENT WELLBEING • Ready, Set, Flourish! • Positive behaviour 4 Learning (PB4L) • Behaviour Flow Chart • Student Incidents • Restorative Conversations • Respectful Relationships • Bullying Prevention Policy • ABC Charts • Behaviour Support Plan • Student Safety Plan • Environmental Wellbeing • Specialist Transition • Wellbeing Assessment • eSmart CLASSROOM SPACE • Displays • Organisation ROUTINES • Line up • Prayer • Fruit Snacks / Eating times	LEARNING DIVERSITY • Learning Support Officers • Student Referral Process • Summary of Adjustment Pages • Personalised Learning Plans • Intervention Rationale • NCCD cycle
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STUDENT WELLBEING/ENGAGEMENT

THE VISION FOR ENGAGEMENT IS A 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

The MACS Vision for Engagement seeks to ensure that students are 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.



The MACS Vision for
with the Vision for



Engagement is aligned
Instruction.

MACS upholds the dignity and inclusion of all students, with a particular openness to the most vulnerable and marginalised. **As Pope Francis (2015) said, 'Catholic schools are called to foster harmony in diversity' and to '[s]trive to ensure that Catholic schools are truly open to all'.**

MACS POLICIES

Marymede Catholic College is a Melbourne Archdiocese Catholic School MACS and therefore is required to comply with MACS Policies and Guidelines aligned to Care, Safety and wellbeing.

Relevant Policies can be accessed via the Marymede Catholic College website [MACS Policies](#) or via [CEVN MACS POLICIES](#)

- Pastoral Care
- Student Behaviour
- Bullying Prevention
- ICT Acceptable Usage
- Suspension, Negotiated Transfer and Expulsion of Students
- Attendance

MACS PASTORAL CARE POLICY

Pastoral care is a demonstration of profound respect for the human dignity of each person who is created in the image and likeness of God (Genesis 1: 26–27). This call to respect each person is inspired by the sacred Scriptures and brought to life by the person of Jesus Christ.

This policy documents strategies for creating and maintaining a culture in MACS' schools which is culturally safe, and which ensures that children and young people are known, and feel safe, valued and respected. The policy articulates strategies and practices that:

- develop and enhance every student's wellbeing and sense of connectedness and belonging to their school as a faith-filled learning community
- cultivate safe, physical, emotional, mental, social and online environments that comply with relevant legislative and legal requirements
- ensure that the diverse and unique identities and experiences of Aboriginal children, young people and students are respected and valued.

Pastoral care at Marymede is a shared responsibility of all members of our community. Through respectful relationships, we support and respond to the pastoral needs of students in a confidential and responsible manner.

In the primary Campus this is achieved through our College Directions and universal processes that support a positive and safe environment that are documented in this manual and shared with staff to align with MACS policies.



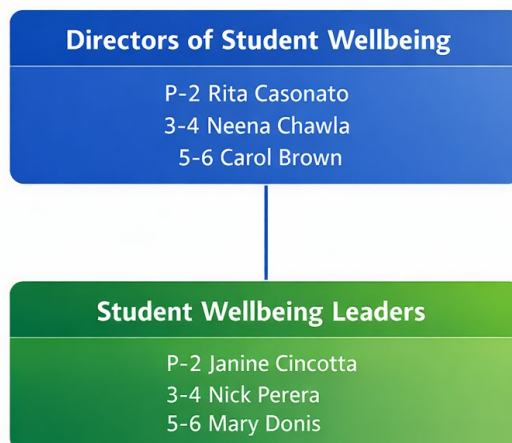
COLLEGE DIRECTION – EMPOWERING STUDENT TO FLOURISH

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

EMPOWERING STUDENTS TO FLOURISH	SELF-ACCEPTANCE	PERSONAL GROWTH	RESILIENCE	RESPECTFUL RELATIONSHIPS
				
	- We identify and acknowledge each individual's character strengths - We support students to reflect and evaluate their thoughts and actions in a realistic and positive manner - We teach, model and acknowledge positive self-talk and self-acceptance - We celebrate our diversity	- We foster student self-efficacy - We teach, model and acknowledge a growth mindset - We empower student voice in goal-setting for achievement	- We explicitly teach positive coping strategies centred on hope - We facilitate restorative responses that empower students to calmly resolve conflict - We teach students to self-regulate	- We prioritise building positive and respectful relationships with and between students - We purposefully build connections between all members of the community - We create an inclusive and safe environment for our diverse community that fosters a sense of belonging

PRIMARY STUDENT WELLBEING STAFF

The Directors of Student Wellbeing in collaboration with the Student Wellbeing Leaders lead Universal (Tier1) engagement and wellbeing initiatives across the Primary school that align with Marymede's Student Wellbeing Strategic Plan.



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)

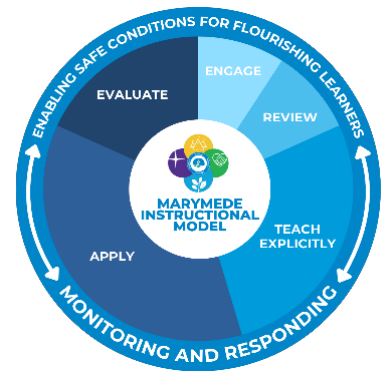
- Effective classroom management creates an inclusive and safe environment that promotes respectful and positive relationships and impactful teaching and learning.
- Effective whole-school approaches that are consistent, proactive and positively framed such as PB4L can increase positive student behaviour, 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.

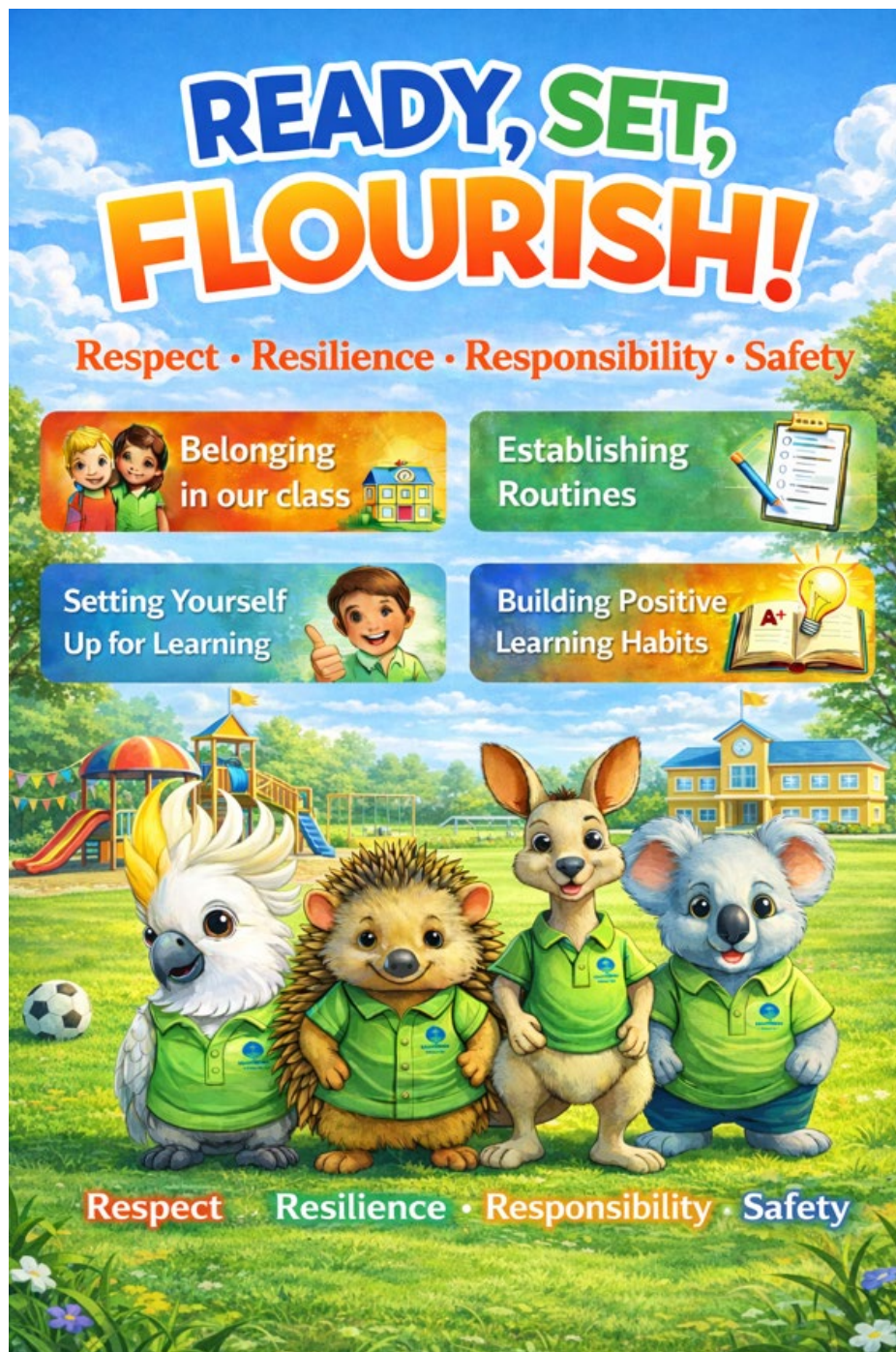
These aims are achieved through explicit teaching, modelling, practising and reinforcement of positive skills and behaviours through out the year.

Our Ready, Set, Flourish program, takes place during the first weeks of each Term.

The aim of the initiative 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





During each day of our **‘Ready, Set, Flourish!’** program, the Primary School focuses a theme that is explored in all classrooms. Teachers will focus on developing classroom routines that will support positive behaviour both inside and outside the classroom; Students will begin establishing positive learning habits that will promote engagement and success in learning; Teachers will also dedicate time to supporting and strengthening students’ sense of belonging to their peers and classroom.

Specialist Teachers must incorporate the learning and behaviour routines, in their lessons.

Students and teachers will continue to refer to the themes and routines taught in our **‘Ready, Set, Flourish!’** program 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.

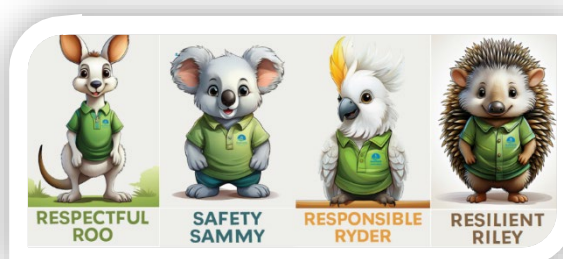
All school staff are responsible for:

- 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	• I ask for help when needed. • I express my emotions appropriately. • I calmly solve problems.	• I listen and follow teacher instructions. • I use kind and appropriate words and actions.	• I take ownership of my words and actions. • I make positive choices. • I take care of my belongings. • I wear correct school uniform.	• I keep my hands, feet and objects to myself. • I am in the right place at the right time. • I move in a safe and appropriate way. • I am an upstander. • I am SunSmart.
Learning Spaces	• I keep trying when challenged. • I learn from mistakes.	• I allow people to speak and learn without interruptions. • I care for our school environment. • I take turns and play cooperatively in games during breaks.	• I take ownership of my learning. • I do my share in group work. • I am on time for class. • I use the toilets appropriately.	• I use resources appropriately.
When I am online	• I can problem solve when using technology.	• I only access and share appropriate content.	• I use school approved sites and apps.	• I report things that make me uncomfortable. • I keep my personal details private.

ACKNOWLEDGEMENT PROCEDURES TO ENCOURAGE POSITIVE BEHAVIOURS

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

Staff acknowledge students making positive behaviour choices by:

1. Recognising and naming expected behaviours
2. 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 class

Staff should be acknowledging a minimum number of 5 students each day. Ensuring that students who consistently demonstrate appropriate behaviours are also acknowledged.

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

HOW TO ACKNOWLEDGE 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)

PB4L PRIMARY CAMPUS TEAM

- The Primary Campus PB4L Team meets fortnightly and reviews Social Behaviour Data in SIMON to identify behaviour trends, incidents, and areas of concern so proactive actions can be implemented.
- Behaviours requiring explicit teaching in PB4L lessons are identified through this data analysis.

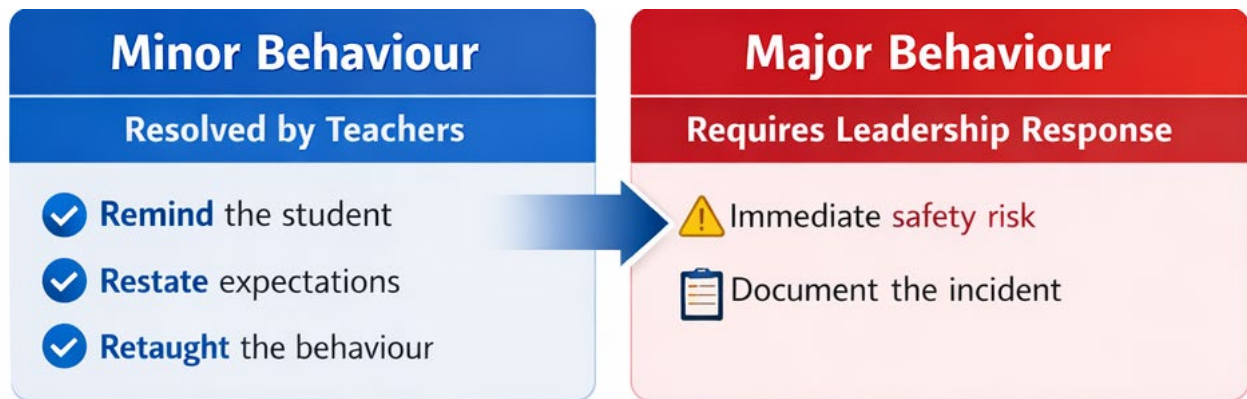
PB4L TEAM MEMBERS

- Directors of Student Wellbeing
- Student Wellbeing Leaders
- Staff Representatives x 2

BEHAVIOUR ERRORS

PRIMARY BEHAVIOUR SUPPORT CHART

Minor Behaviour	Major behaviour
- Resolved by teachers, see behaviour flowchart If you have - Remind - Restate - Retaught Record on SIMON as MINOR Behaviour.	- All Major behaviours need to be documented on SIMON - 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.



BEHAVIOUR FLOW CHART

Primary

OBSERVE BEHAVIOUR	TYPES OF BEHAVIOURS		BEHAVIOUR SUPPORT or STUDENT SAFETY PLAN as this overrides Flow Chart
MINOR BEHAVIOUR		MAJOR BEHAVIOUR	
INTERVENTION 1 RESTATE the expected behaviour to the whole class.	• Defiance, Disrespect or Non-compliance • Disruption • Dress Code Violation • Inappropriate Language • Late to class • Physical Contact/Physical Aggression • Property Misuse • Technology Violation	• 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 • Inappropriate Location / Out of Bounds Area • Lying/Cheating • Physical Aggression • Property Damage/Vandalism • Late to school • Truancy • Technology Violation • Repeated MINOR behaviours more than 4 times in a week.	Major Behaviour that requires an Immediate Response Email primarysupport@marymede.vic.edu.au or Call Primary Admin via TEAMS
INTERVENTION 2 REMIND the child individually of the expected behaviour in a private manner.			INTERVENTION 1 State the expected behaviour according to the PB4L matrix.
INTERVENTION 3 RETEACH the expected behaviour and explain the reason behind using the PBL Matrix and Discussion or reflection with individual students.			INTERVENTION 2 Leadership to provide support to deescalate the situation. In consultation, teacher/leader will decide on an appropriate response. Incident recorded on SIMON by the teacher it was reported to, by the end of day.
INTERVENTION 4 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.			INTERVENTION 3 If an additional Major Behaviour occurs on the same day, the child is referred to Leadership. Parents/carers notified by the leader who is managing the behaviour. Leader to establish an action plan.
TIPS FOR A GREAT DAY: Each day is a new day. Praise and acknowledge students who are demonstrating positive behaviour. Mistakes are proof that you are trying. Work hard and be kind! RESPECTFUL, RESPONSIBLE, RESILIENT, SAFE			
INTERVENTION 4 For reoccurring and extreme major behaviours additional steps to be put into place at the discretion of leadership. A re-entry with leadership may be required.			

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.

MINOR Behaviours • Defiance, Disrespect or Non-compliance • Disruption • Dress Code Violation • Inappropriate Language • Late to class • Physical Contact/ Physical Aggression • Property Misuse • Technology Violation	Responses/Consequences Teacher Managed
INTERVENTION 1 RESTATE the expected behaviour to the whole class.	• Re-teach procedure with class; practice several times. • Redo- ask class to repeat the action to show expected behaviour. • Acknowledge students on task. • Use call to attention and wait for students to listen before speaking to the class • Do not move on until the whole class is demonstrating the expected behaviour (Adjustments for students who are BSP or PLP)
INTERVENTION 2	• Non-verbal warning – eg eye contact / hand movement / shake of head / teacher positioning to stand near misbehaving student(s) • Spend 5/10 mins of break time checking in and reminding student of expected behaviour.

REMINDE the child individually of the expected behaviour in a private manner.	• Private verbal warning which identifies the misbehaviour and gives the student opportunity to change his/her behaviour • Moving student to another learning area in the room • An apology - written or verbal: I am sorry for.....It affected you when.... Next time I will... • Engage in restorative actions supported by teacher • Praise when on task • Utilise ENABLE techniques
INTERVENTION 3 RETEACH the expected behaviour and explain the reason behind using the PBL Matrix and Discussion or reflection with individual students.	• Individual re-teaching or conference • Individual role-play/practice at selected time - breaktimes • Making up wasted class time at break time (no more than half of break time.) • Restorative Conversation • Delayed start to activity and related outcomes (less time for work in class; delay in getting out to recess- for students involved) • Adjust seating plan • Separating student from the class (within the classroom) for a short period of time to provide an opportunity for the class to settle • Student required to stay in after class for a set period of time during break times (up to 20 minutes) • Student required to complete work during lunchtime in learning spaces only • Playground - loss of playtime: student required to walk with the teacher or participate in community service • Student engaged in restorative actions supervised by classroom teacher

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

DEFINTIONS of MINOR BEHAVIOURS OF CONCERN

Minor Problem Behaviour	Behaviours of Concern Data Definitions	What does this look like at Marymede?	Which expectation(s) does this fit?
Defiance/Disrespects/ Non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.	• Saying “No” • Ignoring one off requests. • Disrespectful body language e.g. rolls eyes, folds arms • Avoiding following instructions infrequently. • Answering back: Low level refusal where student complies with re-direction. • Failure to follow basic instruction.	Respect Responsibility
Disruption	Student engages in low intensity, but inappropriate disruption.	• Distracting others.	Respect
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	• Incorrect uniform for the day (without notification from the parent). • Wearing long sleeved t-shirt under sports top • Mixing and matching winter and summer uniforms • Non-compliant shoes e.g. runners with formal uniform • Wearing a smart watch • Wearing non-compliant jewellery. • Makeup and/or nail polish. • Making-up excuses, “I thought I had training.”	Respect

		No hat (Term 1 and 4)	
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.	- Student engages in low impact inappropriate language (using unkind words) for example “go away”, “dumb”, “shut up”, “stupid”, “retard”, “you can’t kick”, “you’re such a girl” - Isolated unkind comments to another student - Isolated swearing incident, not directed at anybody. - Isolated put down of others. - Writing something offensive on own work - Isolated incident of writing offensive notes to others - Isolated incident of writing something offensive on someone else’s work or property	Respect
Late	Student arrives at class after the bell (or signal that class has started).	- Struggles to transition into the classroom. - Dysregulated entry/transition to school and/or classroom. - Prioritizing play over class - Going to the toilet just after the second bell	Responsibility
Other	Students engage in any other minor problem behaviors that do not fall within the above categories.	Taking something that belongs to someone else e.g. Taking a toy/footy card that belongs to someone else. (not considered major when happening in the lower levels because of intent)	Respect
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.	- Students can push one another, and it can escalate quickly. - Low level ‘play fighting’. - Unintentional low level physical altercation. - Being aggressive over resources and entitlement of ownership	Respect Safety
Property Misuse	Student engages in low-intensity misuse of property.	- Toilets – toilet paper rolled up/wet and thrown onto the ceiling. - Drawing on equipment/tables - Chewing gum under tables/seats - Upper primary/high school students using junior primary toilets	Respect Responsibility
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of technology e.g., phone, computer, social media, email etc.	- Accessing inappropriate websites - Not following teacher directions - Using technology such as phone when they are not supposed to e.g. Using phone during school time - Sending inappropriate emails - Not being monitored by teachers - Social media problems outside of school that are brought into the school environment.	Respect Safety Responsibility

DEFINITIONS of MAJOR BEHAVIOURS OF CONCERN

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
- Inappropriate Location / Out of Bounds Area
- Lying/Cheating
- Physical Aggression

Responses/Consequences

• Property Damage/Vandalism • Late to school • Truancy • Technology Violation • Repeated MINOR behaviours more than 4 times in a week	
INTERVENTION 1 State the expected behaviour according to the PB4L matrix.	• Leadership is called to support if immediate safety is an issue. • Parents informed of behaviour. • Meeting / communication with DOSW inform DP Primary Campus
INTERVENTION 2 Leadership to provide support to deescalate the situation. In consultation, teacher/leader will decide on an appropriate response. Incident recorded on SIMON by the teacher it was reported to, by the end of day.	• Leadership can supervise class or student. • Student may require time out of the class ensure a safe environment and allow for the student to deescalate. • Reflection tool • Readmission to class activity based on student being de-escalated and seriousness of incident • Reduced break times • Ongoing issues 5 & 6 Students may be placed on sporting contract for school representative teams. • Behaviour Support Plans • Student Safety Plans • Boundaries agreements • Restricted play areas

	• Community service • Planned rest days. • Behaviour Observations • Referral to counselling / external support • Educational Interventions (Racism, vaping etc) • Parent support on excursions. • Referral to Pathways and Progress TEAM – Learning Diversity consultation • Suspension – internal or external
INTERVENTION 3 If an additional Major Behaviour occurs on the same day, the child is referred to Leadership. Parents/carers notified by the leader who is managing the behaviour. Leader to establish an action plan.	As above with meeting with Leader managing incident DOSW DP Primary CAMPUS & DP Student Wellbeing further actions to be determined in line with MACS Student Behaviour Policy. Principal Meeting
INTERVENTION 4 For reoccurring and extreme major behaviours additional steps to be put into place at the discretion of leadership. A re-entry with leadership may be required.	Principal & DP Student Wellbeing further actions to be determined in line with MACS Student Behaviour Policy.

Major Problem Behaviour	Behaviour of Concerns Definitions	What does this look like at Marymede?
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	- Continuously engages in low impact inappropriate language (using unkind words) for example “go away”, “dumb”, “shut up”, “stupid”, “retard”, “you can’t kick”, “you’re such a girl”. - Student delivers high impact verbal messages that includes swearing, name calling or use of words or gestures in an intentionally inappropriate way.
Arson	Student plans and/or participates in malicious burning of property.	students have access to lighters/matches for candles?
Defiance/Disrespect/ Insubordination/ Non-Compliance	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	- Shutting down and refuses or is unable to engage in conversation. - Consistently disregarding instructions. - Arguing back (“why? I didn’t do it?”) - Impacts whole class/whole group/whole activity.
Disruption	Student engages in behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained off task behaviour.	- Repeated yelling inappropriate comments in the classroom. - Repeated comments and actions that consistently prevent the teacher from engaging the class in learning. - Repeated Impacts whole class/whole group/whole activity.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school.	- Consistently and/or deliberately wearing the incorrect uniform. - Consistent breach of uniform expectations: haircuts: hair too short, dyed hair, line/lightning bolts shaved into hair, mullets, extreme haircuts, extreme differences in length, hair not tied back
Fighting	Student is involved in mutual participation in an incident involving physical violence.	- Mainly around the sporting areas - Roughhousing gone wrong. - Organising a fight - Engaging in a fight
Forgery/ Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	- Forging parent signature in diaries - Plagiarism/copying another student's work. - Taking someone else's property without permission.
Harassment/Bullying	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, digital or written notes. *Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic	- Exclusion towards others if they appear to be different to them. - Provoking other students - Provoking older students - Racist comments / accents - Lunchtime incidents - Dacking. - Trash talking, roasting. - Continuing to say unkind things after being asked to stop. - Repeatedly putting others down - Encouraging others to self-harm - Multiple incidents of writing offensive (or single incident of highly offensive) notes to others or on someone else's work or property - Writing something offensive online eg. Social Media

	origin, disabilities or other personal matters.	
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	• Inappropriate gestures / sound effects • Inappropriate sexualized statements to peers or teachers
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).	• Students inside classroom without teachers • Students behind gym, House 6. • Out of bounds • In areas designated for secondary students • In areas designated as Out of Bounds for all students • Climbing cricket nets • Climbing fences • -Entering the barriers that surround and protect the trees • Climbing toilet cubicles to look into neighbouring cubicles. • absconding, leaving the College grounds
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.	• Students tell incorrect information to teachers. • Students deliver incorrect information to parents about events that have occurred at school. • Lying to the nurses about illness or events leading to their attendance at sick bay
Other Behaviour	Student engages in problem behaviour not listed.	• Repeated Inappropriate behaviour in and around the toilets. • Repeatedly not returning to class promptly after using the toilet
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	• Headlocks • Pushing and shoving • Students being aggressive during physical games. • Fights during break times. • Throwing rocks, stones or other objects at people or property • Spitting on others • urinating on others
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.	• Locker bays – through a lack of respect • Graffitiing own and other workbooks • Laptops • Inappropriate use of toilets including vandalism or causing damage or mess • putting items into the toilet or deliberately causing blockage • Urinating in places other than toilet
Skip class	Student leaves or misses class without permission.	• Avoidance
Late	Student is late (as defined by the school) to class or the start of the school day (and Late is not considered a minor problem behavior in the school).	• Consistently prioritizing play over class. • Consistently returning to line up/class late after break times. • Consistently attending sick bay at the end of break times and coming late to class
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of technology e.g., phone, computer, social media, email etc.	• Accessing inappropriate websites • Using technology such as phone when they are not supposed to e.g. Using phone during school time • Sending inappropriate emails • Social media problems outside of school that are brought into the school environment. • Making false accounts of Marymede students • Using online platforms to bully / harass/ spread rumour about others.
Use/Possession of Drugs /Alcohol/Tobacco	Student is in possession of or is using illegal	• Vaping • Cigarettes smoking

	drugs/substances or imitations. alcohol.	
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.	- Knives taken from classrooms. - Pocket knives, etc. brought in from home

RESTORATIVE PRACTICES – following an incident/conflict

- Reflect core Gospel values of reconciliation, compassion, and justice
- Promote dignity, relationship, and community
- Encourage accountability, healing, and repair of harm
- Strengthen wellbeing and learning outcomes
- Align with MACS expectations for safe, inclusive, and pastoral learning environments

This approach builds schools where students feel valued, included, and supported to grow—spiritually, socially, and academically.

How Restorative Practices Are Enacted

Restorative continuum, including:

- **Affective statements**
- **Restorative questions** (e.g., What happened? Who was affected? How can we repair the harm?)
- **Impromptu conferences**
- **Circle processes** for community building
- **Formal restorative conferences**
- **Re-entry meetings** after incidents of harm or suspension

These practices reflect the restorative principle of doing things *with* students, not *to* or *for* them.

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?



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

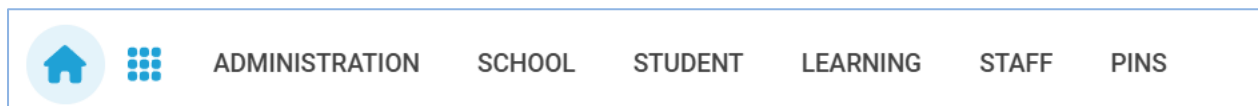
I accept your apology/ Thank you for apologising

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

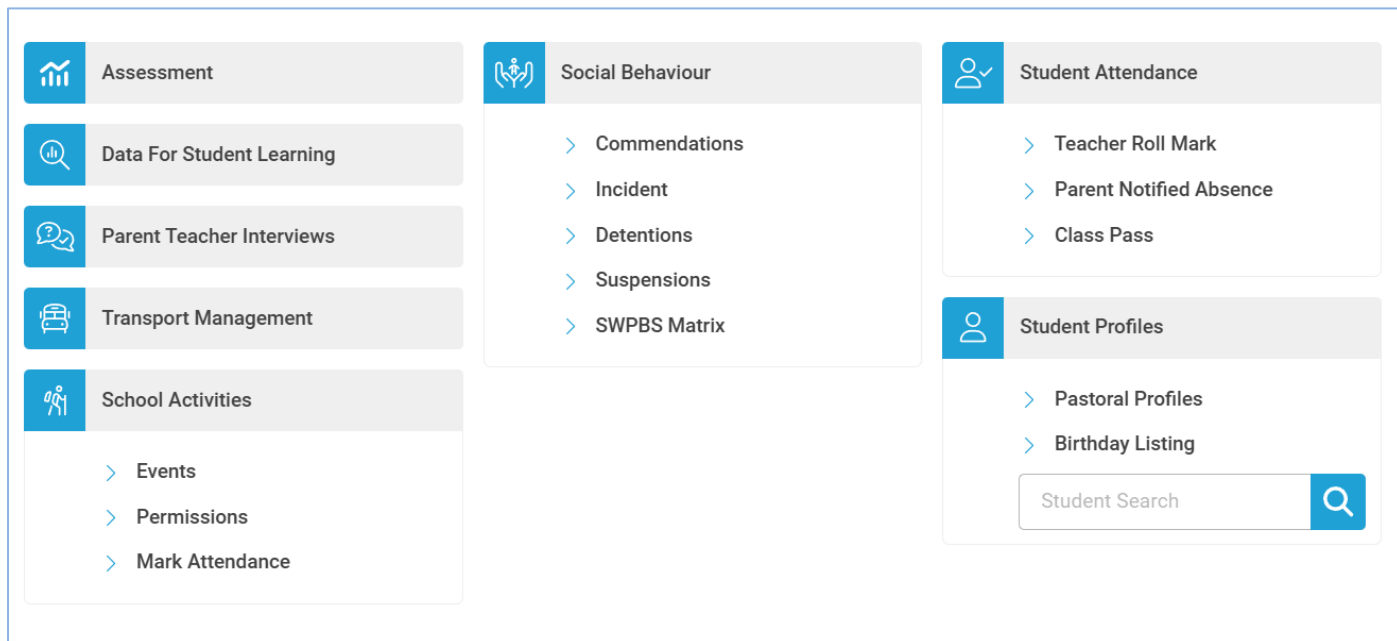
Marymede Catholic College

INCIDENT REPORTING ON SIMON

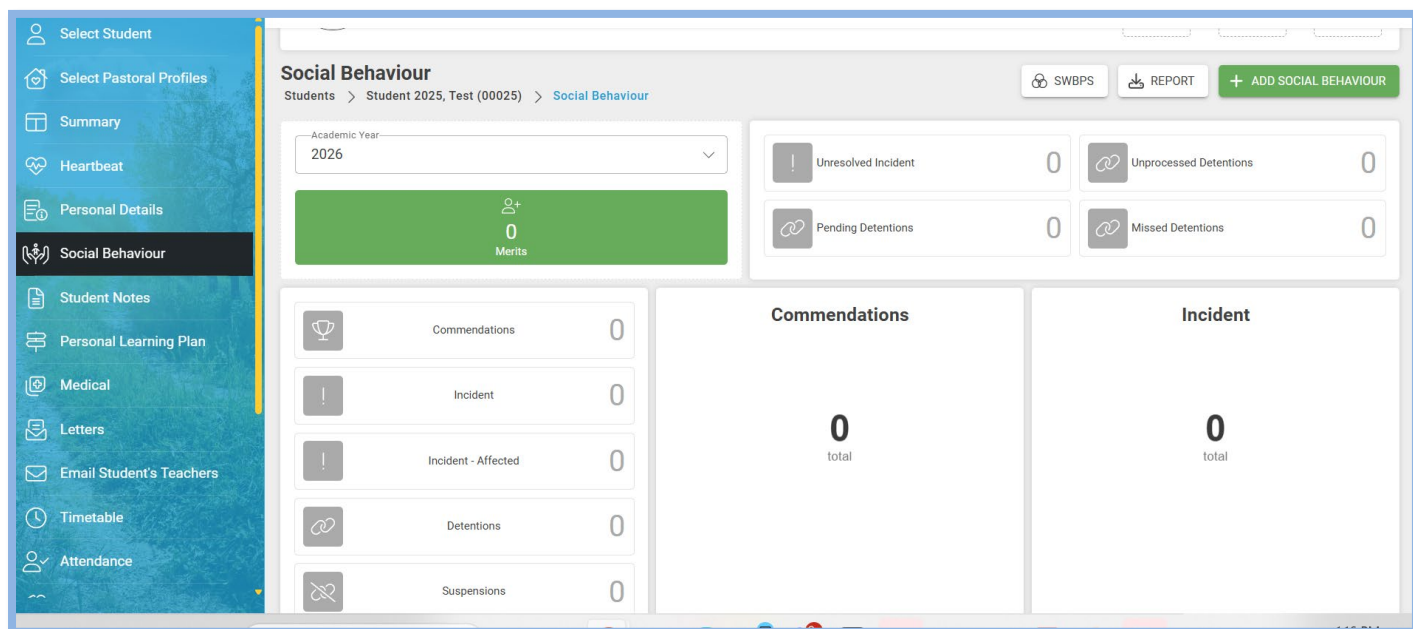
STEP ONE: Select Student Tab



STEP 2: Type in Student's name in student Profile



STEP 3 Click on ADD SOCIAL BEHAVIOUR



STEP 4: SELECT TYPE OF INCIDENT< MAJOR OR MINOR



BEHAVIOUR FLOW CHART

Primary



OBSERVE BEHAVIOUR	TYPES OF BEHAVIOURS	BEHAVIOUR SUPPORT or STUDENT SAFETY PLAN as this overrides Row Chart
MINOR BEHAVIOUR		MAJOR BEHAVIOUR
INTERVENTION 1 RESTATE the expected behaviour to the whole class.	- Defiance, Disrespect or Non-compliance - Disruption - Dress Code Violation - Inappropriate Language - Late to class - Physical Contact/Aggression - Property Misuse - Technology Violation	Major Behaviour that requires an Immediate Response Email: primary.support@marymede.vic.edu.au or Call Primary Admin via TEAMS INTERVENTION 1 State the expected behaviour according to the PB4 matrix.
INTERVENTION 2 REMIND the child individually of the expected behaviour in a private manner.	- Abusive or Inappropriate Language - Defiance/Disrespect/Insubordination/Single episode of non/less/intimidation - Disruption - Dress Code Violation - Fighting - Forgery/ Theft - Harassment/Bullying - Inappropriate Display of Affection - Inappropriate Location / Out of Bounds Area - Lying/Cheating - Physical Aggression - Property Damage/Vandalism - Late to school - Tuancy - Technology Violation - Repeated MINOR behaviours more than 4 times in a week.	INTERVENTION 2 Leadership to provide support to de-escalate the situation. In consultation, teacher/leader will decide on an appropriate response. Incident recorded on SIMON by the teacher if was reported to, by the end of day.
INTERVENTION 3 RETEACH the expected behaviour and explain the reason behind using the PB4 Matrix and Discussion or reflection with individual students.	TIPS FOR A GREAT DAY: Each day is a new day. Praise and acknowledge students who are demonstrating positive behaviour. Mistakes are proof that you are trying. Work hard and be kind! RESPECTFUL, RESPONSIBLE, RESILIENT, SAFE	INTERVENTION 3 If an additional Major Behaviour occurs on the same day, the child is referred to Leadership. Parents/careers notified by the leader who is managing the behaviour. Leader to establish an action plan.
INTERVENTION 4 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.		INTERVENTION 4 For reoccurring and extreme major behaviours additional steps to be put into place at the discretion of leadership. A re-entry with leadership may be required.

Select type of incident by referring to the TYPES OF BEHAVIOUR flow chart. Select either MINOR or MAJOR behaviour dependant on level of severity.

HOME
ADMINISTRATION
SCHOOL
STUDENT
LEARNING
STAFF
PINS

Create Incident

GENERAL
WHO
SWPBS
INFORMATION / NOTIFICATION

Level / Incident
^

Academic
 Major
 Minor

Murray, Lisa (27576)
v

Incident Date
📅

18/1/2026

Type
v

Demerits
0

X CANCEL

< PREVIOUS

NEXT >

STEP 5: SELECT TYPE OF INCIDENT FROM DROP DOWN MENU

The screenshot shows the 'Create Incident' form with the 'GENERAL' tab selected. The 'Level / Incident' dropdown is set to 'Major'. A red box highlights the 'Type' dropdown menu, which is open and shows a list of incident types: Abusive or Inappropriate Language, Bullying Response/Action Plan - HL/DOSW only, Defiance / Disrespect / Insubordination, Disruption (highlighted), Dress Code Violation, Fighting, Forgery / Theft, HALO event - investigation, Harassment / Bullying, and Inappropriate Display of Affection. To the left of the dropdown, a blue information box provides details for 'Major' incidents, including suggested responses like Saturday Morning / Holiday Detention, Interview with parents, Apology, Suspension, Community Service, Counselling, and Enrolment Contract. At the bottom, there are 'CANCEL', 'PREVIOUS', and 'NEXT' buttons.

ADMINISTRATION SCHOOL STUDENT LEARNING STAFF PINS

Create Incident

GENERAL WHO SWPBS INFORMATION / NOTIFICATION

Level / Incident
Major

Incident Title
Major

Type

- Abusive or Inappropriate Language
- Bullying Response/Action Plan - HL/DOSW only
- Defiance / Disrespect / Insubordination
- Disruption
- Dress Code Violation
- Fighting
- Forgery / Theft
- HALO event - investigation
- Harassment / Bullying
- Inappropriate Display of Affection

Level aligned to PB4L Behaviour Flow chart for Major behaviours. House Leaders / Directors of Students should be involved in managing these behaviours in partnership with the teacher, who should already have been through the steps of re-stating, reminding of and re-teaching the relevant expected behaviour. Suggested Responses: [DP, Director, HL]
* Saturday Morning / Holiday Detention
* Interview with parents
* Apology
* Suspension
* Community Service
* Counselling
* Enrolment Contract

X CANCEL

< PREVIOUS NEXT >

STEP 6: SELECT incident date, time, location and room

The screenshot shows the 'Create Incident' form with the 'GENERAL' tab selected. The 'Incident Title' field is filled with 'Major - Disruption'. The 'Reported By' dropdown is set to 'Murray, Lisa (27576)'. The 'Demerits' field is set to '0'. The 'Incident Date' is set to '18/1/2026'. The 'Incident Time' field is highlighted with a red box and has a red error message 'Value is required' below it. The 'Location Type' dropdown is also highlighted with a red box and has a red error message 'Value is required' below it. At the bottom, there are 'CANCEL', 'PREVIOUS', and 'NEXT' buttons.

Create Incident

Incident Title
Major - Disruption

Reported By
Murray, Lisa (27576)

Demerits
0

Incident Date
18/1/2026

Incident Time

Value is required

Location Type

Value is required

X CANCEL

< PREVIOUS NEXT >

STEP 7: SELECT student(s) and press add. You can add multiple students as instigators AND affected students. This will be reordered on individual Students Social Behaviour Dashboard.

ADMINISTRATION SCHOOL STUDENT LEARNING STAFF PINS

Create Incident

Students

Student Name	Year Level	Homeroom	House
Student 2025, Test (00025)	Year 08		*** Unknown House ***

Affected Students

Students

Student Name	Year Level	Homeroom	House
Student 2025, Test (00025)	Year 08		*** Unknown House ***

Affected Staff

X CANCEL < PREVIOUS NEXT >

STEP 8: SELECT PB4L Expectation.

IMPORTANT: Do not skip this step as it helps to inform PB4L lessons and directions

Create Incident

GENERAL WHO SWPBS INFORMATION / NOTIFICATION

At all times, in all spaces - Inside & outside (0 items selected)

When I am online - Online behaviours (0 items selected)

In public spaces - Outside school: on way home, on camps, excursions (0 items selected)

Inside spaces - For Primary student use only (0 items selected)

Outside spaces - For Primary student use only (0 items selected)

X CANCEL < PREVIOUS NEXT >

STEP 9: Add information about the incident and your actions to follow up eg consequence and parent contact.

ADMINISTRATIONSCHOOLSTUDENTLEARNINGSTAFFPINS

Create Incident

GENERALWHO SWPBSINFORMATION / NOTIFICATION

Incident Details

Continued disruption occurred through out class
Calling out continually, not completing tasks
Disrupting peers and encouraging them to not complete tasks and follow directions.
Not following the seating plan
This was the second day in a row where they were disruptive.

Action Taken

Student was asked to stay after class for a restorative conversation to restate and reteach expectations.
Student worked on task that was not completed in class - the rest to be completed at home

Restate, Remind, Reteach (PB4L)

1. Restated expected behaviour

Contact with parents

Phone

Details of discussion

Phone call to parents -spoke to her mother to discuss recent behaviour and consequences.
Parents will have a conversation with them today and ensure work task was completed.
Student will be monitored for the rest of the week and parents provided with feedback.

Classroom teacher supervised detention (Secondary)

Lunchtime (20 mins)

☐ Further follow up required

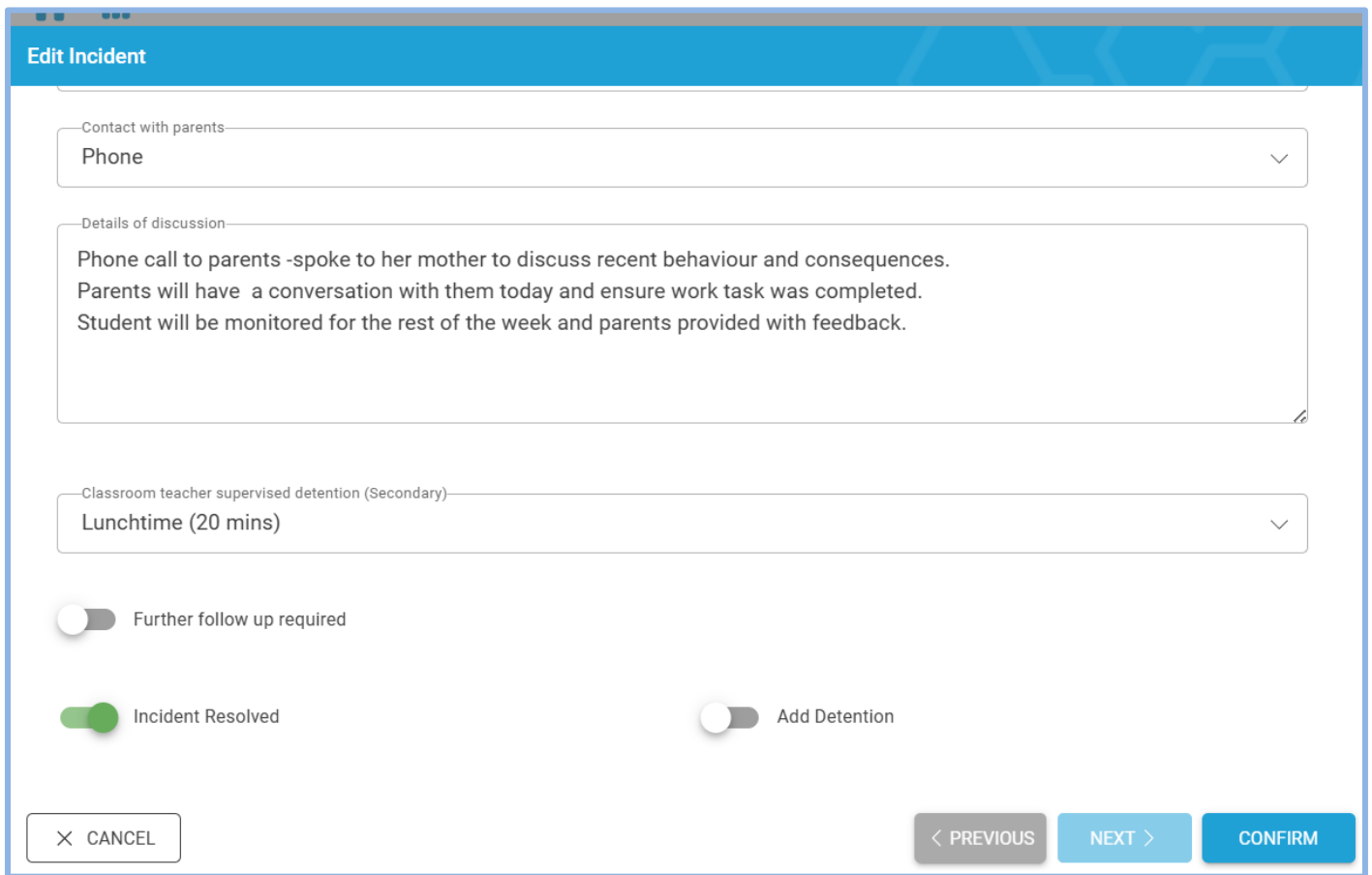
X CANCEL

< PREVIOUS

NEXT >

CONFIRM

STEP 10: Indicate if further support is not required from leadership by sliding the incident **is resolved tab to green.**



Edit Incident

Contact with parents

Phone

Details of discussion

Phone call to parents -spoke to her mother to discuss recent behaviour and consequences.
Parents will have a conversation with them today and ensure work task was completed.
Student will be monitored for the rest of the week and parents provided with feedback.

Classroom teacher supervised detention (Secondary)

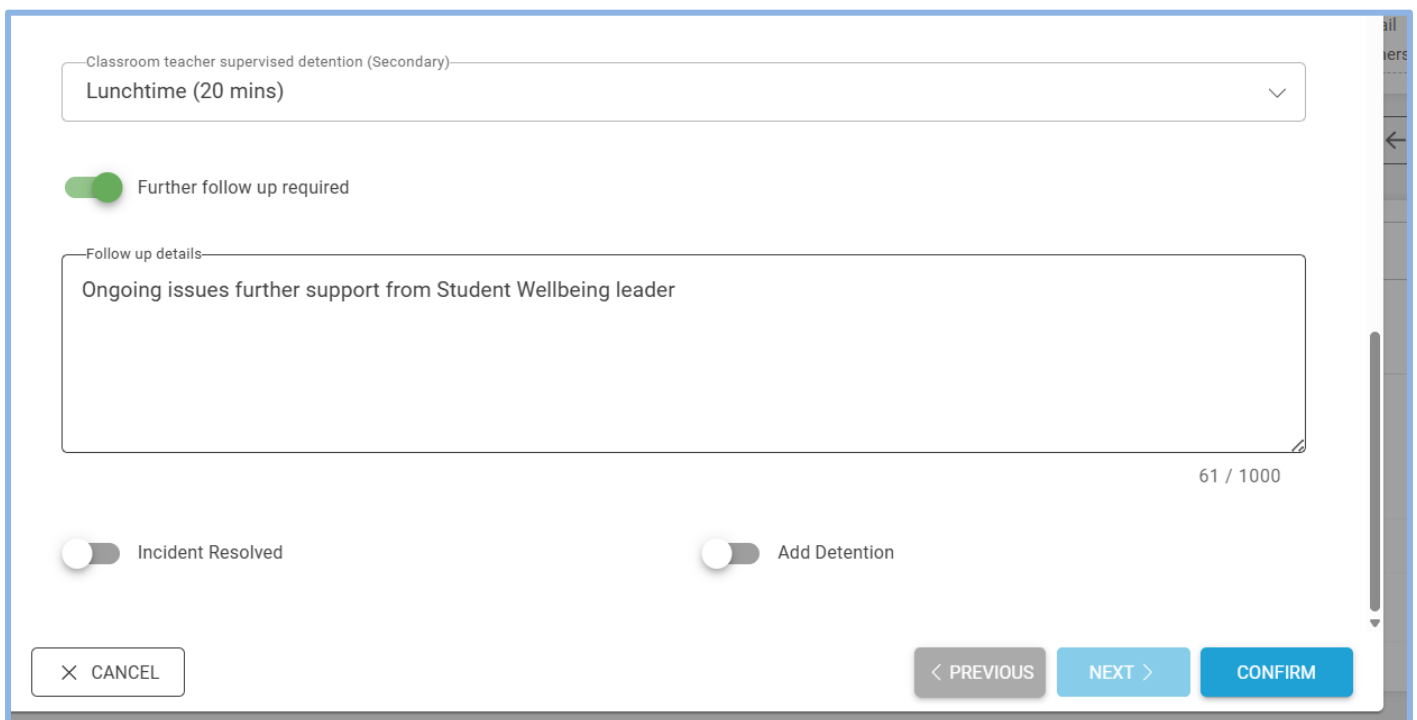
Lunchtime (20 mins)

☒ Further follow up required

☒ Incident Resolved

☐ Add Detention

STEP 11: Indicate if further support is required from leadership by sliding the further follow up required to indicate that the incident **is not resolved and leadership support is required.**



Classroom teacher supervised detention (Secondary)

Lunchtime (20 mins)

☒ Further follow up required

Follow up details

Ongoing issues further support from Student Wellbeing leader

61 / 1000

☐ Incident Resolved

☐ Add Detention

STEP 12: Select staff who need to be informed via drop down box and click CONFIRM.

Create Incident

Incident Received

Staff To Notify

Role

- Deputy Principals (0)
- Boarding House Leader (0)
- House Leader (0)
- Director of Students (0)
- Pastoral Teacher (0)
- Year Coordinator (0)
- House Leader (0)
- Director of Students (0)

Staff

- Bray, Emmersen
- Brennan, Barbara
- Brice, Stacey
- Brick, David
- Broadbent, Thomas
- Brown, Carol
- Brown, Rachel
- Bugden, Annie
- Bui, Sue
- Buters, Michelle

DOCUMENTING INCIDENTS TIPS

Incident Details:

Continual disruption - refer to incidents on Feb 4, 9 and 12.
Student called out to a friend and was getting out his seat multiple times during the class, during a individual writing task

Incident details should:

- Include observed behaviours – verbs (They hit , kicked , refused – rather than was heightened and angry)
- Be specific
- Be objective
- Give context

Action Taken:

Restated to the class that they were only permitted to talk to the person next to them.

Reminded the student of the PB4L value

Kept student back for 15 minutes of lunch to reteach value.

Student acknowledged their actions saying they didn't understand the task. Student was reminded that they could have taken the responsibility of asking for clarification.

Action Taken should:

- Include the language restate, remind & reteach
- Refer to specific interventions used
- State who contact has been made with (parents/other staff)
- Include a summary of discussions

If assistance is required, you select **UNRESOLVED**. Assistance would come from Directors

- Definitely for major incidents
- For persistent incidents, where contact has already been made with parents and interventions have been implemented
- For additional advice or support to make a referral
- Should be aimed at restoring the relationship

Resolved incidents:

- Where an appropriate intervention has been used.
- Parents have been contacted
- Minor incidents.

A resolved incident does not require any further follow up as the teacher has dealt with the incident

STUDENT NOTES

Teaching staff and CORE teachers use notes for:

- Early leave pass
- Uniform pass
- General concerns
- Wellbeing concerns
- Important communications with students
- Phone calls to parents

STEP 1: ACCESSING STUDENT NOTES VIA student profile. Either in top right icon OR Student Notes



STEP 2 : Click add to access note options

STEP 3 : Select Category of Note and add Title

STEP 4 : Select access type:

General: visible to all teachers

Pastoral Chain: for sensitive information.

The screenshot shows the 'Add Note' form for a student named 'Test Student 2025 (00025)'. The left sidebar contains navigation links: Select Pastoral Profiles, Summary, Heartbeat, Personal Details, Social Behaviour, Student Notes (highlighted), Personal Learning Plan, Medical, Letters, Email Student's Teachers, Timetable, and Attendance. The main form area has a header with the student's name and details: Year Level: 8, Homeroom: House: *** Unknown House ***, Medical Profile: [green checkmark] Homeroom Teachers: None. There are three icons in the top right: Email Teachers, Timetable, and 0 Notes. The 'Add Note' section includes a breadcrumb: Students > Student 2025, Test (00025) > Notes > Add. The form fields are: Category (Wellbeing), Access Type (Pastoral Chain (Restricted)), General (selected), Pastoral Chain (Restricted), Important Note (checkbox), NCCD Related (checkbox), Anniversary Note (checkbox), Entry Date (18/1/2026), and Use Expiry Date (toggle). On the right, there is a 'Documents' section with a cloud icon and the text 'Drop your files here, or click to select them', and a 'Staff To Notify' section with Role and Staff dropdowns.

STEP 5: Enter details of communication and attach any relevant documentation.

This screenshot shows the 'Add Note' form with the 'Title' field highlighted in red, indicating it is required. The form fields are: Category (Wellbeing), Access Type (Pastoral Chain (Restricted)), Title (Value is required), Important Note (checkbox), NCCD Related (checkbox), Anniversary Note (checkbox), Entry Date (18/1/2026), and Use Expiry Date (toggle). The 'Documents' section on the right has a cloud icon and the text 'Drop your files here, or click to select them'. The 'Staff To Notify' section on the right has Role and Staff dropdowns. The bottom of the form shows a rich text editor with various formatting options (B, i, U, A, text alignment, list, link, image, video, etc.) and a placeholder text 'Click here to start adding content'. The word and character counts are both 0.

STEP 6: Add any additional staff to the notification (generates automatic email e.g, Learning Diversity) pastoral chain is notified by default. Click 'save'

This screenshot shows the 'Staff To Notify' section of the form. It features a 'Role' dropdown menu with the following options: Pastoral Teacher (0), House Leader (0), and Director of Students (0). To the right, there is a 'Staff' dropdown menu that is open, showing a list of staff members: Agency, Seven, Agency, Eight, Agency, Eleven, Agency, Fifteen, and Agency, Five.

UNIVERSAL STUDENT WELLBEING ACTIONS

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).

ROUTINES

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.

WELLBEING ASSESSMENT

ACER

The ACER Social-Emotional Wellbeing (SEW) Survey is a confidential, strength-based assessment designed to help schools understand and support the wellbeing of students aged 3–18 years. It provides detailed insights that enable teachers to identify student needs, target resources and monitor changes in wellbeing over time.

The SEW Survey assesses several wellbeing domains depending on student age. Measures may include:

- Feelings and behaviours (positive and negative)
- Internal strengths (social, emotional, learning skills, values)

Reports are anonymous and do not include individual student identities

SEW reporting provides:

- An **overall SEW score** and comparison with national averages.
- Breakdowns by **domain** and **individual survey items**.
- Insights for each **year level and gender group** (minimum five students per group).
- Trend data when administered annually or bi-annually

Year 2 – 6 COMPLETED OCT-NOV YEARLY	ACER SEW Survey	https://oars.acer.edu.au/marymede-catholic-college
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SEL – WELLBEING PERIOD

The wellbeing period is where wellbeing curriculum and initiative is explicitly taught in the Primary School. The personal and social capability of the VIC Curriculum is addressed.

Specific wellbeing initiatives are also addressed throughout the year.

Term 1	Term 2	Term 3	Term 4
Safer Internet Day Harmony week National eSmart Week	Child Safety Week	Bullying No Way: National Week Of Action RU Okay Day	

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 with the support of MACS, has implemented the Resilience, Rights and Respectful Relationships Curriculum in the Primary school in a wellbeing lesson each week. Professor Helen Cahill and Professor Debbie Ollis were engaged to consult with stakeholders and have updated the Resilience, Rights and Respectful Relationships (RRRR) curriculum.

Student Wellbeing leaders support staff to implement this curriculum during the SEL period once a week. Curriculum materials and PL are provided to staff to ensure consistency and fidelity in implementation. Marymede will continue to engage with MACS Student Engagement Unit and Catholic Mission and Identity Team to ensure we teach key content on child abuse awareness and prevention in order to comply with the Ministerial Order No. 1359: Implementing the *Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises in a Catholic context*.

Curriculum Resurces Utilised in the SEL Curriculum:

- Bullying No Way: National Week Of Action Resources
- Daniel Morcombe Foundation: Keeping Kids Safe Resources
- Department of Education: Respectful Relationships resources
- eSafety Commissioner website
- National Catholic Education Commission: Created and Loved
- Victorian Curriculum and Assessment Authority: Victorian Curriculum F–10 Version 2.0



Current topics Resilience Rights and Respectful Relationships: Foundation to Year 10		Updated topics Resilience Rights and Respectful Relationships: Foundation to Year 10	
Topic 1: Emotional literacy	Advancing key social and emotional capabilities and capacity to cope with change and challenge	Topic 1: Emotional literacy	Advancing key social and emotional capabilities and capacity to cope with change and challenge
Topic 2: Personal strengths		Topic 2: Personal and cultural strengths	
Topic 3: Positive coping		Topic 3: Positive coping	
Topic 4: Problem-solving		Topic 4: Problem-solving	
Topic 5: Stress management		Topic 5: Stress management	
Topic 6: Help-seeking	Advancing gender equality. Addressing prevention of gender-based violence	Topic 6: Help-seeking	Advancing gender equality. Addressing prevention of gender-based violence
Topic 7: Gender and identity		Topic 7: Gender norms & Stereotypes	
Topic 8: Positive gender relationships		Topic 8: Positive Gender Relations	

This data can provide feedback regarding the wellbeing initiatives we are implementing and support further refinement and action.

YEAR 6 BUDDIES PROGRAM

Marymede supports the transition of our new Prep students into Primary school through the Year 6 Buddies Program. Each Prep student is paired with a Year 6 buddy who provides guidance, reassurance and a friendly face during the early weeks of school.

This partnership helps our youngest learners feel safe, connected and confident as they settle into school life, while offering Year 6 students an authentic opportunity to demonstrate leadership, responsibility and care.

STUDENT LEADERSHIP

Marymede Catholic College students are inspired by Jesus and in the Marian tradition, In the Way of Mary, to experience the fullness of life and aspire to grow, lead and serve during their time at the College.

Our Student leaders embody our College values and expectations through word and action to foster a compassionate and inclusive learning community built on respect and integrity.

Servant leadership is the foundation of the Marymede Catholic College Student Leadership Program that nourishes the development of our students and the College in the following ways:

- To provide active student voice and participation in matters affecting the College and to use their voice to enrich the College community.
- To enable students to advocate on behalf of their peers on issues relating to College life
- To act as role models for the rest of the school by upholding the mission and values of Marymede Catholic College.

- To develop leadership capabilities of students across all year levels so they can advance as servant leaders and active global citizens

Student Leaders Portfolios	Staff Member supporting the team
Primary Captains	DP Head of Primary Campus
Student House Leaders Student Wellbeing Leaders Cultural Diversity	Directors of Student Wellbeing
Sport	Sports Leader
Environmental ICT / Communication	Director of Differentiated Learning
Catholic Identity & Mission FIRE CARRIERS	Director of Catholic Identity & Mission
Arts Leaders	Specialist Leader Director of Music

Each Student Leadership Team completes at least one action per term.

All members can support lunchtime activities.

Existing Calendar Events/ Items

This can comprise of events/actions that already occur and fall under your Portfolio and incorporate student voice e.g.

- Science Week
- Ru Okay Day
- Harmony Week
- Feast Days
- Marymede Day
- Lunchtime activities

Application for Year 6 Student Leaders commences in Term 3 for Year 5 students.

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	• In term 1 & 4 students take their hats
3	
4	• 3-6 Specialist teacher to take lunch order bucket to class so students can leave the class to collect lunch orders • In term 1 & 4 students take their hats
5	• CORE Teacher to have students packed up prior to lunch so bags can be taken to specialist classes for dismissal at 3:15pm

This policy applies to all students in MACS schools who access or use MACS's ICT. It encompasses all digital devices, networks, online platforms, and related resources provided or approved by MACS or MACS schools, whether accessed on-site or remotely.

In line with the requirements of the Child Safe Standards, MACS schools provide physical and online environments that promote safety and wellbeing while minimising the opportunity for children and young people to be harmed. Age-appropriate strategies and practices are in place to assist in protecting students from risks in online environments which align with the application of the Victorian Child Safe Standards and all online legislative requirements.

ACCEPTABLE USE OF ICT AGREEMENTS

Teachers will use age-appropriate language and strategies to explain this policy to students utilising the MACS Acceptable Use Agreement – Students F-2 , 3-4 , 5-6 .(Displayed in Student Diaries and shared via PAM)

These agreements will be unpacked with students during Term 1 Flourishing Week. Students and parents will sign off on these agreements. Staff will continue to refer to this document throughout the year to restate, remind and reteach expected behaviour related to ICT.

Breaches of this policy:

ICT breaches may include, but are not limited to, the following that may occur during or out of school hours:

- academic misconduct (i.e. plagiarism, cheating, copying, sharing, etc.)
- online behaviours that may cause harm such as:
- cyberbullying or harassment
- sharing or creating material that is explicit, illicit, or harmful
- use of deep fake or AI tools to impersonate (via image, video or sound), humiliate, or defame
- misuse of school devices or digital tools or attempts to bypass network security or filters

Breaches of this policy will be address through the following procedures:

1. Steps to Review a Student Device Checklist

Student Device Breach Review Checklist

This checklist supports Leaders in following consistent procedures when reviewing a student device due to a suspected or reported breach. This document must be read in conjunction with the ICT Acceptable Usage Policy – Students.

Important points of the review:

- Ensure two staff members are present for review (at least one must be VIT registered). This must involve a leader that follows and completes the **Student Device Breach Review Checklist and Steps to review a device Checklist**.
- Ensure that the staff member who submitted the report is **not involved** in conducting the review

2. Checklist for Suspected ICT breaches – Students

Breach classification	Y/N	Out of hours Y/N	Date	Leadership Initial
1. Academic misconduct				

2. Cyberbullying				
3. Deep Fake				
4. Social media breach (Code of Conduct)				
5. School network/ security				
6. Other				

Following this process If breach is confirmed, leaders will use the **Checklist for Suspected ICT Breaches – Students** and follow up actions

Suggested consequence guidance – Please highlight or document consequence under the table

Breach	1 st Incident	2 nd Incident	3 rd Incident
Academic misconduct (i.e. plagiarism, cheating, copying, sharing, etc.)	Contact with family – loss of marks/ school behaviour system eLearning assigned as a proactive measure	Family meeting – loss of marks/ school behaviour system	Suspension 1 day – loss of marks/ school behaviour system
School network/ security	Contact with family *Removal of device eLearning assigned as a proactive measure	Family meeting *Removal of device	Family meeting *Suspension external/ internal
Deep Fake (digital - image, voice, video, other)	Family meeting with (potential for suspension 1 -3 days*)	Family meeting with (potential for suspension)	Extended suspension that is in correlation with the breach – Enrolment discussion
Social media breach (Code of Conduct)	Family meeting with potential for suspension (1 – 3 days*)	Family meeting with potential for suspension (1 – 3 days*)	Family meeting with potential for suspension (1 – 3 days*)
Out of hours breach; action at Principal discretion	Family meeting with potential for suspension/ loss of access (1 -3 days*) eLearning assigned as a proactive measure	Family meeting with potential for suspension/ loss of access (1 – 3 days*)	Family meeting with potential for suspension/ loss of access (1 – 3 days*)
Other; action at Principal discretion	Family meeting with potential for suspension (1 -3 days*) eLearning assigned as a proactive measure	Family meeting with potential for suspension	Family meeting with potential for suspension

Suggested school actions:

- Family contact made following the breach
- Victim supported with follow up meetings as required by their needs
- Re-entry meeting held for suspended students – support offered for their needs
- Bullying register updated
- Copy of breach report included in student file
- Staff debrief using school emergency management debrief procedure
- Staff affected by the breach offered support via the appropriate resource at the discretion of the Principal
- e-safe learning curriculum adjusted to include additional support as required
- e-safe messaging item in the school newsletter in the week following the incident – draw on eSafety Commission resources for additional support.

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 Flourishing week and relevant curriculum areas. 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.

Throughout the year, buddies spend time together during a range of activities and school events—such as Mass, shared learning tasks, and simple moments like enjoying lunch together. This ongoing connection fosters a strong sense of community and belonging and is a valued part of both the Prep and Year 6 experience at Marymede.

MACS BULLYING PREVENTION POLICY



Principals and all staff in MACS schools have a duty of care to take reasonable steps to prevent students from foreseeable harm. This includes taking reasonable steps to prevent physical or psychological harm occurring because of bullying.

Principals and school leadership teams must implement school-wide approaches and measures to educate and inform the school community to help prevent and respond to all forms of bullying, including a specific focus on an eSafety approach to the safe and respectful use of ICT and communication systems.

All incidents perceived or actual, of bullying, harassment and cyberbullying will be recorded, and responded to sensitively, fairly and promptly.

Definition of Bullying

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.

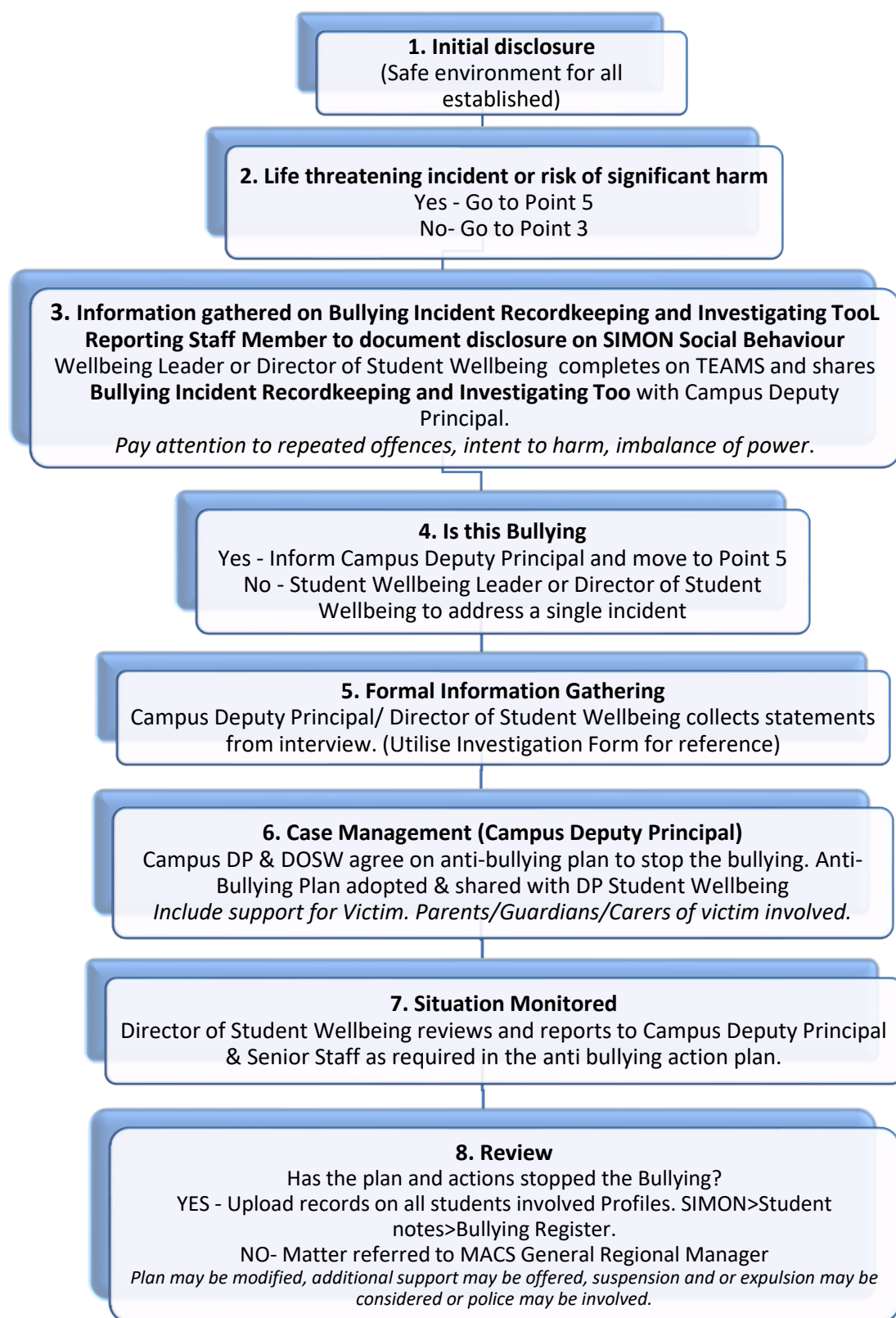
What Bullying is Not

- 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.

Marymede Bullying Incident Response Pathway



Marymede Bullying Incident Recordkeeping and Investigation Tool

Bullying is a serious offence and is not acceptable at Marymede Catholic College. All school employees are required to report alleged violations and every act of bullying will be duly investigated, and parents/guardians/carers informed.

This recordkeeping and investigation tool is to be used when an alleged bullying incident is reported.

This document is to be maintained securely, in accordance with the [Child Safety and Wellbeing Recordkeeping Policy](#).

Upon completion, the document is to be retained in the appropriate student records and the incident recorded in the school's database or register.

Nature of the incident					
Was the incident life threatening or is the target of the incident a high-risk concern?			☐ Yes ☐ No		
If YES , immediately inform the principal and as appropriate:					
Contact emergency services 000	Seek medical assistance	Inform parent/guardian/carers	Follow school's Critical Incident Management process	Inform MACS SWISS	Inform DFFH (if appropriate)
If NO , and the incident is not life threatening or the student is not a high-risk concern, continue completing this document.					

Incident details					
Where did the incident occur? (provide details)					
Online	Bus/transport	School yard	Classroom	Outside school	Other
Who reported the alleged incident?					
Alleged target	Other student/s	Parent/guardian/carers	Staff member	Member of wider school community	Other
Please describe the incident in as much detail as possible:					
Is there concern that the alleged incident may be motivated by any of the following? (Staff note: consider who else in your school community may need to be consulted when dealing with specific concerns)					
Race/culture	Beliefs	Disability	Gender	Socio-economic	Other
Is there any relevant background/history to this incident?					
What effect is the situation having on the alleged target's wellbeing, including self-esteem, physical health, relationships with peers, ability to learn, absenteeism?					
Were there any witnesses to this incident? (Identify students, staff and/or class groups)					

Description of the incident according to the witness <i>(add rows as required)</i> :		
Did any of the student witnesses play an active role in the incident? <i>(Including positive roles, e.g. upstander)</i>		
Description of the incident according to the alleged instigator <i>(if this is possible or appropriate considering the allegations)</i> :		
Indicate other investigation procedures carried out.		
Interviewed parents/ guardians/carers of alleged target/s	Interviewed parents/ guardians/carers of alleged instigator/s	Interviewed parents/ guardians/carers of witnesses /bystanders/accessories
Date: Time:	Date: Time:	Date: Time:
Summary of interviews with parents/guardians/carers or witnesses/bystanders/accessories <i>(any other notes taken should be attached to this report for recordkeeping)</i> :		
After investigation, was the allegation of bullying confirmed? ☐ Yes ☐ No		
<i>If NO, please sign below and place a copy of this document into the student/s file/s and refer to the school's Student Behaviour Policy as required.</i>		
<i>If YES, please sign below. Place a copy of this document on the student/s file/s, refer the incident to the principal or principal's delegate and complete a Bullying Incident Response Action Plan to outline how this will be addressed.</i>		
Signature of investigating teacher		Date

BULLYING INCIDENT RESPONSE ACTION PLAN.

When developing an action plan to respond to incidents of bullying behaviour, Marymede aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying and prevent it from happening again
- restore the relationships between those involved.

Considerations	Actions by school
Identify details specific to each situation or person	<i>(e.g. age, maturity, circumstances, etc. This may have already been outlined in the Investigation Tool)</i>
Address and respond to specific issues identified in the Investigation Tool	<i>(e.g. number of people involved, history of similar interactions, etc.)</i>
Parent/guardian/carer involvement and agreement	<i>(e.g. interview, meetings, etc. This should also include acknowledgement and/or signatures from parent/guardian/carer)</i>
Roles of key and support staff	<i>(e.g. names of staff involved in process and their responsibilities in monitoring, assisting and addressing bullying behaviour)</i>
Support measures for affected student/s (the target of the bullying behaviour and their peers)	<i>(e.g. counselling, peer support, teacher contact, safe zones, facilitation of mediation and/or restorative meetings, whole school/year level/class strategies, etc.)</i>

Strategies for the instigator of the bullying incident	(e.g. behaviour plan, assistance with empathy, counselling, family support, safe zones, facilitation of mediation and/or restorative meetings, whole school/year level/class strategies, etc.)
Consequences for the instigator/s listed	(Ensure proportionate disciplinary consequences for the students engaged in the bullying behaviour, e.g. removal of privileges, lunch restrictions, detentions, suspension, consistent with relevant policies)
Monitoring mechanisms outlined	(Include measures as well as roles and responsibilities outlining the class teacher/year level leader or other staff members supporting role)
Ongoing communication with parents/guardians/carers	(Include agreed date, form of communication, responsibilities, etc.)
First Review	(Include agreed date, form of communication, responsibilities, etc.)
Second review	(Include agreed date, form of communication, responsibilities, etc.)
Staff member Signature	Date

BULLYING REGISTER

As per the MACS policy Incidents of Bullying are recorded on SIMON Directors of Student Wellbeing track incidents of Bullying through SIMON and monitor if there are repeated incidents by students.

COLLECTING BEHAVIOUR DATA FOR REFERRAL

Common reasons for behaviours include: To Avoid/ to Gain

Knowing the function and the student- directs our action (our responsibility)

- Communication: students may be unable to communicate what they want, think or feel
- Attention seeking
- Frustration and/or stress
- Escape from demands
- Lack of understanding of what's expected
- Sensory stimulation
- Increased anxiety and difficulty with emotional regulation
- Cognitive differences related to Theory of Mind, Central Coherence and Executive Functioning
- Once the function of behaviour is established, we can implement proactive strategies aimed at decreasing behaviours of concern.
- **Proactive strategies may include managing the environment, teaching new skills or replacement behaviours and applying positive reinforcement strategies. Positive reinforcers may include objects, tokens or access to their 'special interest'.**

ABC CHARTS

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

ABC Behaviour Record

Define the target behaviour: _____

Record the target behaviour for at least to 10-12 occurrences.

Student Name: _____ Year Level: _____ Age: _____ Classroom Teacher: _____

Date / Time	Setting What were the setting conditions? External e.g. social changes, family issues, social issues; Environment/Activity e.g. playground, table work, subject; Internal e.g. tired, unwell, hungry	Antecedent What happened JUST BEFORE the behaviour? What interactions/event occurred immediately prior? What was the student asked to do?	Behaviour Describe the behaviour in observable and measurable terms. What did the student say or do? For how long? At what intensity?	Consequence What happened after or as a result of the behaviour? How did others react (E.g. teacher/ LSO/peers)? What did they say or do? What did the student do then?

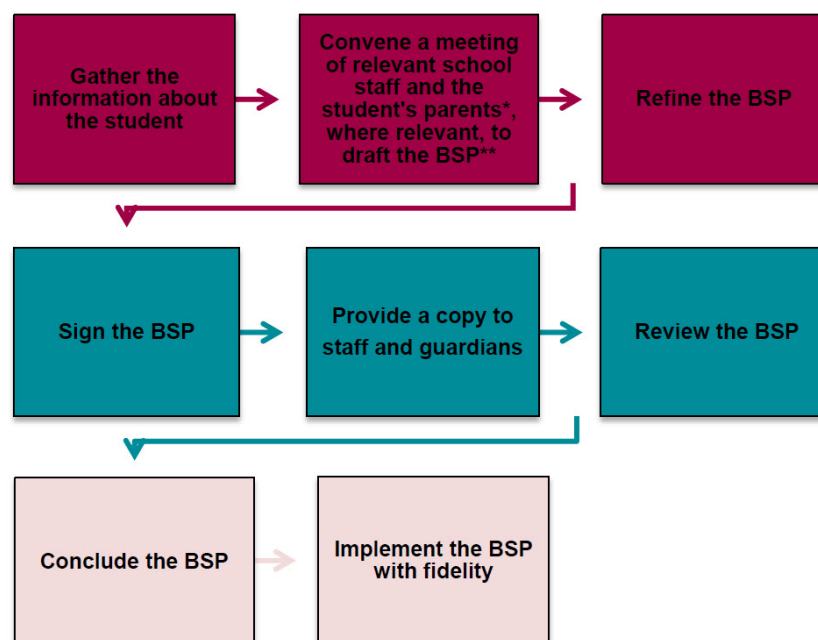
BEHAVIOUR SUPPORT PLAN (BSP)

Consultation between Wellbeing & Learning Diversity

Proactive support to address/ adapt the environment to meet the needs of the individual students. As a result addressing challenging behaviours

- Behaviours of concern shown by all students including Autistic students those with social/emotional challenges **usually serve a communicative function**. PBS focuses on
- identifying the **function of behaviour** allows us to better understand the student and manage the behaviour in the future. – focus on a desired/or alternative behaviour

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



Behaviour Support Plan – Reference Guide

N.B. The "CECV Positive Behaviour Guidelines" also includes information on developing, implementing and reviewing BSPs.

BACKGROUND:	Brief summary of key information that may be relevant to the behaviour of concern. This may include diagnosis of disability / disorder, health factors, learning challenges, student strengths and previous interventions.
TARGET BEHAVIOUR:	The priority behaviour of concern identified by the support team. (This may be a behaviour/skill that occurs either more frequently than desired or less frequently than desired.) Describe the form of the behaviour in observable and measurable terms, stating what the student says or does, e.g. student runs out of the classroom three or more times each day, student yells out "I don't want to!" and throws task materials onto the floor. N.B. Avoid subjective descriptions/terms.
TRIGGERS:	The immediate antecedent or setting events / contexts / routines that directly or indirectly increase the likelihood of the target behaviour occurring. Examples of triggers include: environmental stimuli e.g. noise level, changes to schedule, transitions, non-preferred tasks, interaction with / proximity to individuals (peer/s, teaching staff), direction given to / <u>requests</u> made of student, conflict at school.
FUNCTION:	What is the student trying to <u>gain</u> or <u>avoid</u> as a result of the target behaviour? Common functions of problem behaviour may lead to a student: • <u>gaining</u> peer attention / interaction, adult attention / interaction, a desired activity / object / item, sensory input; or • <u>avoiding</u> a non-preferred/difficult/boring/easy task/activity, attention / interaction / proximity to peers / adults, non-preferred / uncomfortable sensory experience. A summary statement can read: 'When _____ happens (trigger / antecedent), the student _____ (says / does) and as a result (gains/avoids) _____.'
BEHAVIOUR GOAL:	What replacement behaviour is desired? What behaviour is socially acceptable and serves the same function (outcome) as the target (problem) behaviour, (therefore increasing the likelihood that the

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.

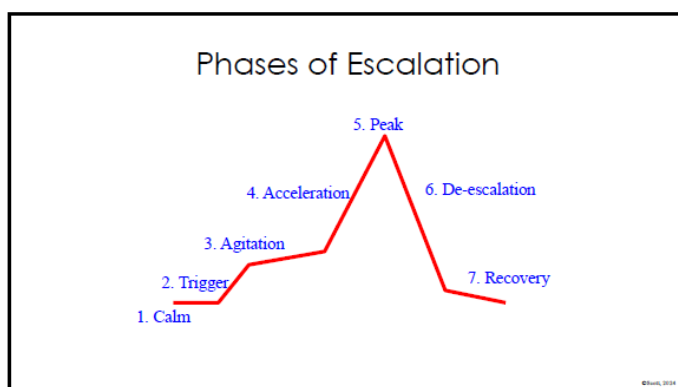
In addition to recommending strategies for use with the student, it is also useful to identify any strategies that should be avoided, e.g., those that have previously been tried but did not assist or further escalated the situation.

STUDENT SAFETY PLANS

CONSULTATION BETWEEN STUDENT WELLBEING & LEARNING DIVERSITY

- Students with a BSP may also require a Student Safety Plan as a means of reducing risks to health and safety. **If it can be reasonably predicted that escalation could occur or historical incidents of escalation are known the SSP must be implemented.**
- A Student Safety Plan is an extension of the BSP. It will provide school teams with a planned response to support the management of a student's escalation cycle, and created by staff who know the student well and can accurately describe the student's escalation cycle.
- The Student Safety Plan needs to be shared and implemented with fidelity by all relevant staff, e.g. casual relief teachers, specialists, classroom teachers and leadership.

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.



Student Safety Plan

Please place School Logo /
School Name Here

STUDENT:

YEAR LEVEL:

DATE OF PLAN:

This plan is designed to provide the school team with a planned response to support the safety and wellbeing of the student and others, with special focus on behaviour/s in which learning and teaching are severely interrupted and/or safety is compromised. Ensure that all relevant staff are informed of the processes to be followed to achieve a consistent approach.

BEHAVIOUR STAGE & DESCRIPTION OF STUDENT BEHAVIOUR	PLANNED RESPONSES <i>(If required, specify locations/contexts for Planned Responses)</i>
POTENTIAL TRIGGER/S 1. 2. 3.	1. 2. 3.
AGITATION •	<i>In addition to the above adjustments:</i> •
ACCELERATION •	•
PEAK UNSAFE BEHAVIOURS (CRISIS EVENT)	•

COMPLEX CASE

Students that require further support.

At times students and families require further support to enable their child to attend the College and access their education. If this does occur the student can be referred to the Complex Case team for 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.

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

REVIEW OF COMPEX CASE STATUS

The Complex case care team will review the status of all cases at the end of each term. Student may no longer require this level of support and will move to a LD Care team process.

The student will be monitored by LD and DOSW and can be referred again if the need arises.

Possible evidence for change of status:

- External Support engaged
- Diagnosis achieved
- Improved behaviour and Learning outcomes
- Alternative Pathway accessed

Complex Case Parent/Guardian Meetings

PRINCIPAL : **Tim Newcomb**

DEPUTY PRINCIPAL STUDENT WELLBING P-12: **Lisa Murray**

DIRECTOR OF LEARNING DIVERSITY: **Libby Audley**

DIRECTOR OF COUNSELLING & WELLBEING: **Chanel Kondo**

LEARNING DIVERSITY LEADER: **Peta Costello or Christie Ramaekers**

Complex Case CARE Team

DEPUTY PRINCIPAL STUDENT WELLBING P-12: **Lisa Murray**

DEPUTY PRINCIPAL PRIMARY CAMPUS: **Narelle Collins**

DIRECTOR OF STUDENT WELLBEING -

DIRECTOR OF LEARNING DIVERSITY: **Libby Audley**

DIRECTOR OF COUNSELLING & WELLBEING: **Chanel Kondo**

LEARNING DIVERSITY LEADER:

STUDENT WELLBEING LEADER

CLASS TEACHER

Once a student is assigned a COMPLEX CASE Care team
Communication about the student must be shared with

Complex Case Parent/Guardian Meeting members.

Parent Communication

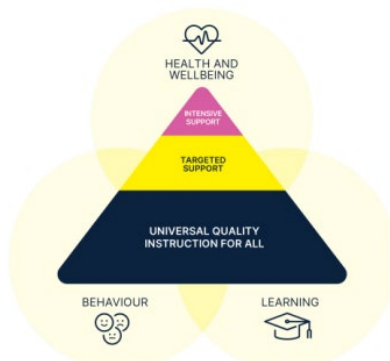
Behaviour incidents

Suspensions

External supports

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

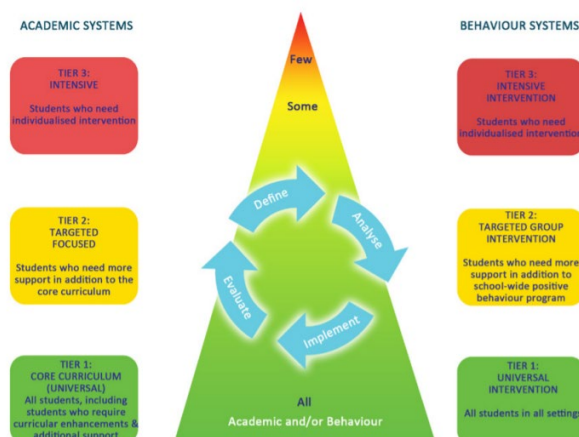
At Marymede, we follow a multi-tiered system of supports (MTSS). This is a systematic continuous improvement framework that uses high-impact evidence-based pedagogical practices to ensure every student receives the appropriate level of targeted support, instruction and adjustments to be successful across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



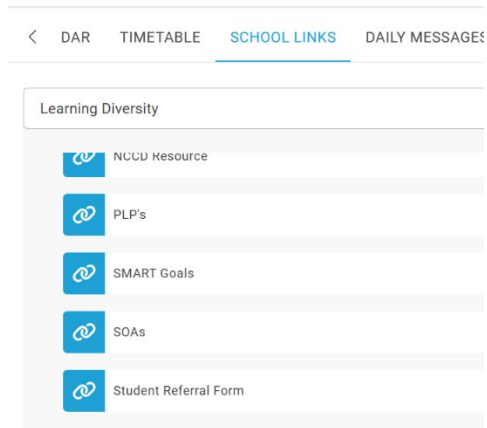
It is expected that students will move between and within the tiers of instruction.

[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

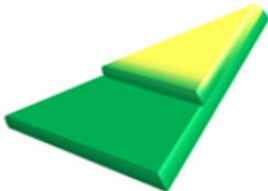
TARGETED INTERVENTION

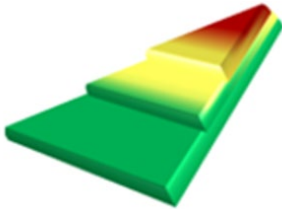
INTERVENTION RATIONALE

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.

TIER 2 INTERVENTION <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>	<u>Secondary Prevention</u> 
<u>Literacy</u>	MultiLit: MiniLit (Grade 1 and 2) MultiLit: MacqLit (Grade 3-6)
<u>Numeracy</u>	EMU (3x per week) includes: (Prep - 2) Explicit 8 minutes per day to work on number sense. P-2: (Priority 1 = at risk in counting. Priority 2 = at risk in place value)
<u>Social & Emotional Wellbeing</u>	Seasons for Growth Peaceful Kids Superflex Zones of Regulation Social Skills The Social Stencil (Previously known as the Friendship Saver Program)

TIER 3 INTERVENTION <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>	<u>Tertiary Prevention</u> 
<u>Literacy</u>	MultiLit: MiniLit MultiLit: MacqLit
<u>Numeracy</u>	1:1 intervention

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	• Overview of the intervention program • Learning Dispositions • Skills covered (<i>via drop down 5-point scale</i>)
Numeracy	• Overview of the intervention program • Learning Dispositions • Skills covered (<i>via drop down 5-point scale</i>)
Wellbeing	• Overview of the intervention program • Learning Dispositions • Free form comment outlining achievements and next steps.

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

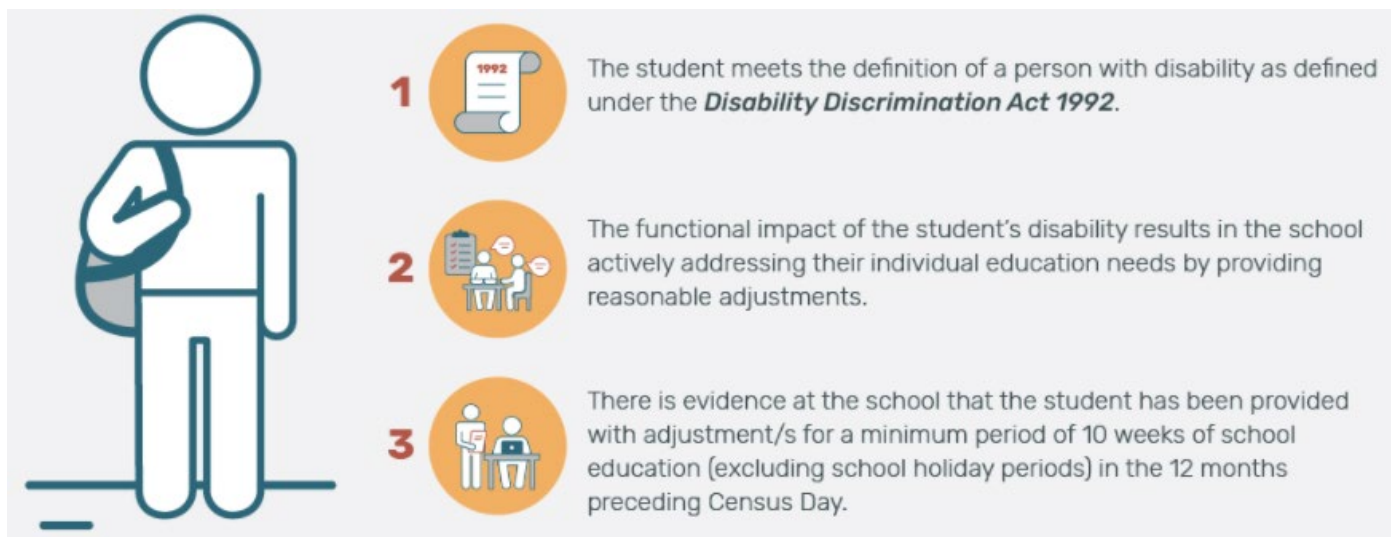
POST INTERVENTION PROCEDURES

- 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:



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
- Formative summative assessment, diagnostics, or student progress reports - Specialist diagnosis	-Evidence of teacher adjustment- Weekly Program - SOA - PLP - LSO notes / timetable - Health plan - Behaviour Support Plan -Student Safety Plan	- SOA - PLP - Teacher notes (evidence of adjustment eg. Susie Smith – 1:1 with teacher) - LSO notes	- Parent signature (SOA / PLP) - Record of parent meetings - Correspondence with parents

