



From the Leadership Team

Behaviour Support

At EPPS all staff work to ensure effective, consistent and fair behaviour support for our students.

This support begins with teachers designing and teaching learning programs that support the positive behaviour of students and maximises their wellbeing, engagement, intellectual challenge and achievement. All our teachers strive to create and maintain inclusive, supportive and safe learning environments for all our students. All our teachers also make sure that our behavioural responses to our students are consistent with DfE policy, procedures and guidelines.

Our Behaviour Policy was reviewed in 2020. The Policy is on the EPPS School Website. During 2021 all teaching staff were involved in a review of implementation of the Behaviour Policy with the aim to develop greater understandings and consistency in application. As a result of our work the following changes were introduced.

- Introduction of the time out Buddy class (new Green Slip, Term 2, 2021). Communication of these 'steps' to the parents / care givers is by the class teacher / Specialist Teacher using Seesaw.
- More detailed 'Behaviour Code' document was developed to assist staff to develop their consistency (included in this newsletter).
- Colourful posters were developed to assist students to understand the steps. (included in this newsletter).

EPPS behaviour data is tracked, monitored and responded to as required. Additional support is often sought from our Behaviour Coach from the Para Hills Office. Behaviour data summaries are also presented at Governing Council at the end each term for consultation.

Wellbeing and Engagement Collection Survey

The Department for Education Wellbeing and Engagement Collection survey will be conducted in Weeks 8 to 10 of Term 1. (Monday 21 March to Friday 8 April 2022).

Purpose of the survey

Young people's wellbeing is an important part of how they learn at school. The survey seeks students' views about their wellbeing and their engagement with school. Students in years 4 to 12 across the state will be invited to participate and the information collected will help the education system and broader community to support young people's health and wellbeing. The Survey will be completed during school time. All responses are anonymous. Further information about the survey is included in this newsletter.

Playgroup Successes

Congratulations to Emma McPherson and the EPPS Playgroup. Emma has reported that both the Thursday and Friday sessions are full (max of 20 families per session) and that she now has a waiting list of interested families. Well done Emma for all you fabulous work!

EPPS Korfball Carnival

Thank you to Pete Waller for all his organisation of the Korfball Carnival this coming Friday.

Harmony Week

Harmony Day is observed annually on 21st March in Australia.

Harmony Day celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. We encourage all members of our school community to wear **orange** on Monday 21st to show your support for **Harmony Day!**

N.A.P.L.A.N.

At 11:00 am on Thursday 24th March students will participate in the N.A.P.L.A.N. readiness tests. This test measures the capacity of all schools in Australia to successfully participate in national testing.

The test does not collect data on student performance.

Many thanks to Lisa Aplin for all her work in organising the practice test at our site.

Ros Frost

Calendar Dates

TERM 1

Week 7

Friday 18th March

Year 5/6 Korfball

Week 8

Monday 21st March

Harmony Day

Week 10

Tuesday 5th April

Late night Interviews

Week 11

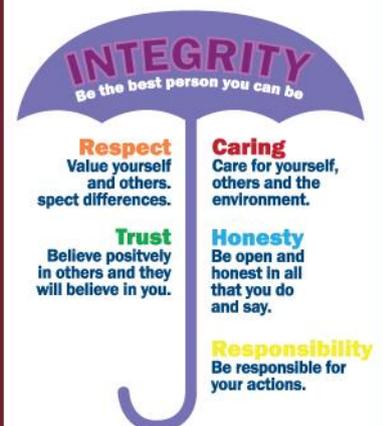
Thursday 14th April

Last day of Term 1

Early Dismissal 2:15

THOUGHT FOR THE DAY

You are the greatest project you will ever work on.



Government of South Australia
Department for Education

WEEK 8 - MONDAY 21ST MARCH



HARMONY DAY

2022

EVERYONE BELONGS

HARMONY DAY IS ABOUT INCLUSIVENESS, RESPECT AND A SENSE OF BELONGING FOR EVERYONE.



WEAR ORANGE TO SHOW YOUR SUPPORT FOR HARMONY DAY!!

NETBALL

Matches played 11/3/2022

NETTA 7

East Para defeated Trinity Gardens 9-4
Another great game by everyone.

PRIMARY 9

Burnside defeated East Para 10-3
Everyone tried really hard.

SUB JUNIOR 5

East Para defeated Charles Campbell 13-9
A great game cementing us a spot in the finals.

Information regarding next season will be sent out once it has been received from the association.

Teresa Norsworthy 0419824813

Traffic Monitors

Term 1 Week 7

Term 1 Week 8



Dexter



Lacey



Aida



Tyler



Emily

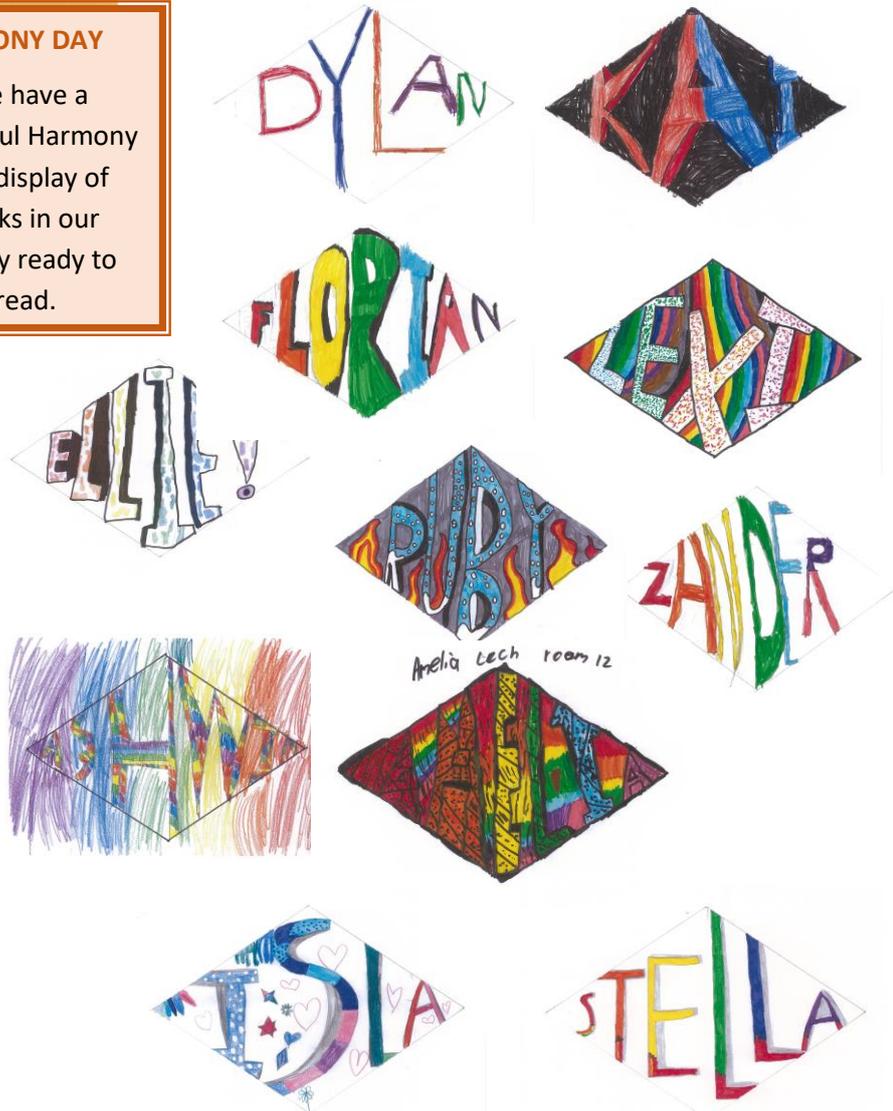


Abby

Room 12 were proud to show us their Name Art.

HARMONY DAY

We have a beautiful Harmony Day display of books in our library ready to read.



BEHAVIOUR CODE		
MINOR BEHAVIOURS	MAJOR BEHAVIOURS	EXTREME BEHAVIOURS AND CONSEQUENCE
<p>For example:</p> <ul style="list-style-type: none"> • Graffiti on books, • Calling out, • Not following instructions, • Out of seat, • Using phones, • Not using technology appropriately, • Interrupting others working, • Breaking school/class resources, • Swinging on chairs, • Leaving the learning area without permission / not returning to classroom / Specialist classes after Yard Play or going to the office, • Playing on the Playground outside of Yard Play • Talking back 	<ul style="list-style-type: none"> • Inappropriate language, • Loss of ability to regulate which impacts on own or others learning • Leaves or is outside school grounds, • Vandalism including graffiti, • Dangerous behaviour that threatens personal safety, bullying and/or harassment – verbal, physical, sexual, racial, social or emotional, • refusal to go to the office / buddy class, • defiant refusal to do work, • repetition of minor behaviours • accessing inappropriate content via technology 	<p style="text-align: center;">IMMEDIATE INTERVENTION AND CONSEQUENCE</p> <ul style="list-style-type: none"> • Swearing/abusive/threatening language directed at a staff member or student (intent is to harm socially or emotionally) • Violence – Where the intent is to physically harm staff or students • Intentional Damage/Vandalism to school property <p>The above three types of behaviour will result in a consequence. Again, as with any consequence leadership make the final decision and consultation with the affected staff member or student may be required as part of the process.</p>
SUPPORT PROCESS	LEADERSHIP INTERVENTION	PROCESS FOR DEALING WITH EXTREME BEHAVIOURS
<ol style="list-style-type: none"> 1. Reminders (minimum 2 given) <ul style="list-style-type: none"> - Identify inappropriate behaviours and desired replacement behaviour - Use "I-statements": Lots of praise for appropriate behaviour referring to and using the RITCHR values language. 2. Time Out in Class – cool down time in designated area of the classroom. Use timer to keep track of time. 3. Buddy Class – When a student is making it difficult to teach, or for others to learn, they are asked to go to another class to refocus thinking and behaviour. Go to designated buddy class cool down area, for 10 min. Work may be sent with the child by teacher. Buddy class teacher has discretion to keep child for longer if they deem it necessary. Buddy class slip to be sent home by the class teacher via Seesaw. 4. Leadership Intervention – Office time out – If the process has been followed and the student continues to do the above minor behaviours they become major and require leadership intervention 	<p>Major behaviour displayed OR Persistent use of minor behaviours OR Refusal to follow the SUPPORT PROCESS ↓ PURPLE SLIP to be completed by teacher and sent to the OFFICE with child for OFFICE TIMEOUT</p> <p>PURPLE slip sent home to parents by the class teacher via Seesaw. Specialist teacher to communicate with the class teacher at handover.</p> <p>Due to the individualised nature of behaviour intervention, there is no set number of Office time-out visits which result in a take home or suspension.</p> <p>Leadership will ultimately make a decision in relation to a student being sent home for a take home or suspension. The class teacher will be consulted and the class teacher may speak with the member of leadership if clarification is required.</p> <p>YELLOW slip sent home to parents by the class teacher. Yard duty teacher informs student and class teacher. Yard duty teacher completes yellow slip, gives to Leadership. Once Yard Time Out has been completed, Leadership to enter the form on EDSAS and put in class teacher pigeon hole to be sent home / Seesaw home.</p>	<ol style="list-style-type: none"> 1. Leadership Intervention – Any of the Leadership staff are the first port of call. 2. The Investigation – An investigation into the incident will take place where the relevant staff and students will be questioned and consulted so that the appropriate consequence can be handed out. 3. Parent communication – The parent(s) will be contacted by leadership, informed of the incident and the consequence that has been decided. 4. Staff communication – The parent(s) will be contacted by leadership, informed of the incident and the consequence that has been decided. <p>If a parent(s) cannot be contacted or are unable to come to school, one or more of the following will occur: Student may spend the rest of day in the office.</p> <p style="text-align: center;">Or</p> <p>If the student continues to ignore the behaviour code and is threatening staff and/or students and/or disrupting the school, then the school may call SAPOL for assistance.</p> <p>In the event of a suspension, a form is filled out and copied twice. One goes in the file and the other to the parent.</p>

BEHAVIOUR CODE

MINOR BEHAVIOURS

Not following classroom and school rules and expectations.

For example:

- Calling out or talking back
- Not following instructions
- Interrupting others working

SUPPORT PROCESS

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    graph LR
      R1[REMINDER 1] --> R2[REMINDER 2]
      R2 --> TO[TIME OUT IN CLASS]
      TO --> OT[OFFICE TIME OUT - PURPLE SLIP]
      TO --> BC[BUDDY CLASS - GREEN SLIP]
      BC --> OT
  
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BEHAVIOUR CODE

MAJOR BEHAVIOURS

For example:

- Inappropriate language
- Dangerous behaviours
- Bullying and/or harassment
- Defiant refusal to follow instructions or complete work
- Repetitive display of minor behaviours

LEADERSHIP INTERVENTION

MAJOR BEHAVIOUR DISPLAYED OR PERSISTENT DISPLAY OF MINOR BEHAVIOURS OR REFUSAL TO FOLLOW SUPPORT PROCESS
 =
 OFFICE TIME OUT + PURPLE OR YELLOW SLIPS SENT VIA SEESAW

BEHAVIOUR CODE

EXTREME BEHAVIOURS

·Swearing/abusive/threatening language directed at others

·Violence towards others

·Intentional Damage/Vandalism to school property

INTERVENTION PROCESS

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    graph LR
      ILI[IMMEDIATE LEADERSHIP INTERVENTION] --> IC[INVESTIGATION AND CONSEQUENCE]
      IC --> PC[PARENT COMMUNICATION]
  
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COMMUNITY NEWS

NAFC HOLIDAY CLINICS AT PROSPECT OVAL

FOOTY SCHOOL WEDNESDAY 20 APRIL

INCLUDES : NAFC T-SHIRT, FOOTBALL, BBQ LUNCH + JUNIOR MEMBERSHIP

AGE GROUP: 5-12 YEARS OF AGE

Come and have lots of fun playing Footy with our Senior players. This School Holiday Clinic is designed for School aged children from 5-12 years of age. With no football experience required. We encourage as many girls and boys to get involved and learn the basic skills of Football.

10 am until 1pm at Prospect Oval | Price: \$60 | 2022 NAFC Members \$30

MASTER CLASS THURSDAY 21ST APRIL

INCLUDES : NAFC T-SHIRT, FOOTBALL, BBQ LUNCH + JUNIOR MEMBERSHIP

AGE GROUP: 10-16 YEARS OF AGE

Take your game to the next level at our Football Master Class. Our Senior Players will pass on their knowledge and teach you how to play the game and improve your position based skills. For female & male players aspiring to be play Football at a Senior Level.

9:30am until 1pm at Prospect Oval | Price: \$60 | 2022 NAFC Members \$30

REGISTRATION IS COMPULSORY VIA OUR ONLINE SHOP - NAFC.COM.AU

Dear Parent/Guardian

Re: Wellbeing and Engagement Collection survey

Our students have been invited to take part in the Wellbeing and Engagement Collection survey. The survey will be open in Weeks 8 to 10 of Term 1 (Monday 21 March to Friday 8 April 2022).

Purpose of the survey

Young people's wellbeing is an important part of how they learn at school. The survey seeks students' views about their wellbeing and their engagement with school. Students in years 4 to 12 across the state will be invited to participate and the information collected will help the education system and broader community to support young people's health and wellbeing.

What is the survey about?

The survey asks students about their social and emotional wellbeing, school relationships and engagement and learning in school, physical health and wellbeing, and after school activities.

How will students complete the survey?

Teachers will arrange for students to do the survey during class time. They will be asked if they would like to participate and are free to withdraw at any time. ***If you do not want your child to participate, please contact the school as soon as possible after receiving this letter.***

Will students' information be kept confidential?

Students' personal information and identity will remain anonymous. Survey responses are confidential and no one (including school staff) can use the results to identify individual students. Participating schools with fewer than 5 students undertaking the survey will not receive a report of results, to protect the confidentiality of students.

What will happen if a student is distressed during or after the survey?

The survey includes some questions on topics such as student happiness and bullying.

Teachers will inform students that:

- if they find the survey uncomfortable or distressing, they should leave the survey immediately
- it is not compulsory to take part in the survey as a whole, and
- students can skip individual survey questions if they wish.

Students who would like to speak to an adult about any concerns they may have will be supported to do so.

Where can I get more information?

More information on the Wellbeing and Engagement Collection can be found at www.education.sa.gov.au (search: wec) or can be collected from the school. For questions or concerns, or to view the questions, please email Education.WECSA@sa.gov.au

Sincerely

PRINCIPAL