

MANDURAH PRIMARY SCHOOL

Good Standing Policy

The Good Standing Policy aims to reinforce Mandurah Primary School's values and Student Behaviour Expectations detailed in our school wide Positive Behaviour Support (PBS) matrix.

PBS Vision Statement:

It is the Mandurah Primary School PBS team's vision to establish a positive behaviour support culture that promotes a common and consistent approach to behaviour that is supported by students, staff and the school community.

It is our intention to improve, sustain, model and explicitly teach expected behaviour to promote a sense of belonging and acceptance in the school and the community that leads to improved academic achievement.

It also aims to teach and assist students to take responsibility for their behaviour, make positive choices and encourage them to do well in all areas of schooling. At MPS every student will begin the school year with **Good Standing**.

Students who lose their Good Standing will not be allowed to attend extracurricular incursions/excursions, reward activities, inter-school sport or similar for a period of five weeks from the loss of Good Standing.

Parents/Guardians, Student Service Coordinator, Associate Principal and classroom teachers will be notified and it will be recorded on Integris.

Students who lose their Good Standing will not miss out on activities which are 'whole school events' or required for assessment and or educational purposes.



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	Good Standing requires:	How to maintain Good standing:	Loss of Good Standing:
Positive Behaviour	<p>Demonstrated behaviour within the school wide Positive Behaviour Support (PBS) matrix.</p> <ul style="list-style-type: none"> • Meeting and maintaining REACH student behaviour expectations: <ul style="list-style-type: none"> — Responsibility — Equity — Academic — Care — Honesty 	<p>Classroom Teacher support and Intervention:</p> <ul style="list-style-type: none"> - Dojo's are handed out regularly and are aligned with REACH matrix and PBS - Classroom goals to get 5 dojos per student before first break. - Raffle tickets for weekly reward draw to reward positive behaviour - Individualised stamp charts with specific behaviour goals for those that need extra intervention to meet positive behaviour expectations. <p>Admin support and Intervention:</p> <ul style="list-style-type: none"> - REACH Matrix visible, large, in undercover area - REACH Assembly reinforcement - REACH playground cards & prizes - 3 weekly assembly draws - Development of IBP, weekly/daily check in cards behaviour - Development of case management approach – inclusive of school and community stake holders 	<ul style="list-style-type: none"> • Any suspension, written or verbal intent to Suspend • 5 or more white slips in a five-week period • Leadership students who fail to complete agreed tasks and responsibilities, as deemed by Principal. • Student behaviour is ongoing and does not improve, as deemed by Principal.

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Acceptable Dress Standard	<ul style="list-style-type: none"> Dressing to meet the standard described in the Mandurah Primary School Dress Code. 	<p>Classroom Teacher support and Intervention:</p> <ul style="list-style-type: none"> 2 Class Dojos handed out for people in full school uniform each morning. Spare uniforms provided that can be swapped back at the end of the day. <p>Admin support and Intervention:</p>	<ul style="list-style-type: none"> Repeatedly not following dress code and interventions have not resulted in an improvement, as deemed by Principal.

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Attendance	<ul style="list-style-type: none"> Regular and punctual attendance at school 	<p>Classroom Teacher support and Intervention:</p> <ul style="list-style-type: none"> - Attendance Reward room - Whole class Dojo points for when all students are at school. - Classroom intervention 'stamp chart for attendance for students at high risk. (Weekly check-in chart) - Positive teacher/parent communication to maintain positive relationships. <p>Admin support and Intervention:</p> <ul style="list-style-type: none"> - Gold, silver and Bronze attendance certificates - Weekly check-in chart - Attendance Improvement plan - Case management approach – parent meetings/interviews inclusive of community stakeholders - Certificates for improved attendance - Uniforms for special excursions - Uniform exchange for full school uniform – parent contact re school uniforms 	<ul style="list-style-type: none"> There is no improvement in lateness or attendance rate after intervention detailed in attendance improvement plans as deemed by Principal. Any confirmed truanting, as deemed by Principal. Student attendance is ongoing and does not improve, or failure to meet attendance improvement plan targets, as deemed by Principal.

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REACH Reading	<ul style="list-style-type: none"> Read regularly through the REACH Reading Program 	<p>Classroom Teacher support and Intervention:</p> <ul style="list-style-type: none"> Students have a choice to leave reading folders at school to help achieve reading goals. Dojos for daily REACH reading folders offer alternative times to complete reading at school with a selected adult, volunteer, staff member (EA), Charlie or older PEER through Buddy reading or class teacher. <p>Admin support and Intervention:</p> <ul style="list-style-type: none"> REACH Folders and envelopes provided REACH Avatars REACH rewards/prizes Time to support students experiencing difficulty REACH set up as a duty REACH Reading Club Reading signed off by an adult 	<ul style="list-style-type: none"> Not reading regularly, and refusing to attend reading clubs, to increase their opportunities to reach reading targets. Alternatives for reading at home are not accessed or failure to meet REACH reading improvement plan targets, as deemed by Principal.