



Week 4, Term 3

Friday 15 August 2025

## ‘Ignite your Potential’

Warami (Hello),

I would like to extend my heartfelt thanks to everyone who joined us at Werrington County Public School for our Education Week Open Day. It was truly inspiring to see so many families, friends, and community members come together to celebrate the theme of this year’s Education Week: **“Ignite Your Potential.”** Your presence and enthusiasm made the day a memorable and meaningful experience for our entire school community.

At Werrington County Public School, we are committed to fostering a learning environment where every student is encouraged to be **curious, collaborative, and compassionate**. These values were clearly reflected throughout the Open Day as our students showcased their talents, shared their learning journeys, and demonstrated the positive ways they engage with one another and their studies. It was wonderful to see our students igniting their potential by exploring new ideas, working together, and showing kindness and respect for everyone around them.

The strong partnership between our school and the wider community is a vital part of our success. Your ongoing support, encouragement, and involvement play a crucial role in helping our students reach their full potential. Whether you were exploring classrooms, meeting teachers, or simply sharing in the excitement of the day, your contribution helped make this event truly special.

Thank you once again for being part of our Education Week celebrations and for helping to ignite the potential in every child at Werrington County Public School. We look forward to continuing this journey together, building a future where all our students can thrive, learn, and grow with curiosity, collaboration, and compassion.

### Coming Soon at Werrington County PS...

Week	Monday	Tuesday	Wednesday	Thursday	Friday
5	18 Aug Book Week Limelight Rehearsal and Concert - Choir K-6 Gymnastics	19 Aug Book Character Parade	20 Aug Zone Athletics Carnival P&C Meeting 9am	21 Aug Debating	22 Aug
6	25 Aug K-6 Gymnastics	26 Aug SRC Popcorn and Movie Day	27 Aug K-6 Assembly 2.15pm	28 Aug	29 Aug Newsletter Day
7	1 Sept SASS Recognition Week K-6 Gymnastics	2 Sept Father’s Day Stall	3 Sept	4 Sept	5 Sept Father’s Day Afternoon tea

## Swooping Magpies

We have some Magpies who have nested in the large trees at the front of the school. The Magpies have started to swoop people who are on bikes or scooters, sometimes just pushing the bike or scooter is enough for the Magpies to start swooping. Magpies are a protected species and cannot be removed. They are trying to protect their eggs.

Please be mindful when sending your child to school on their bike or scooter, there is a good chance that they will be swooped by the Magpies. Our poor postie is getting swooped on a daily basis. Here are some other tactics to avoid being swooped:

- Travel in groups, as swooping birds usually only target individuals.
- Carry an open umbrella above your head.
- Wear sunglasses and a broad-brimmed hat.
- If you ride a bike, walk it through magpie territory or have a flag on the back of the bike that is higher than your head.
- Do not act aggressively. If you wave your arms about or shout, the magpies will see you as a threat to the nest – and not just this year, but for up to five years to come.
- Walk, don't run.
- Avoid making eye contact with the birds.



## Supervision – Before and After School



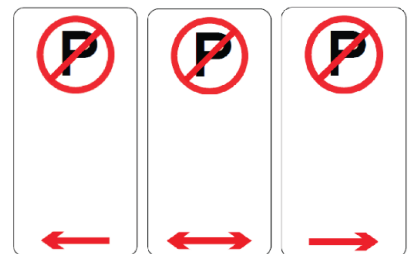
I would like to take this opportunity to remind our families that supervision of students does not commence until 8.30am. Our front gates are closed and are not opened until 8.30am, students waiting outside the gate prior to 8.30am are unsupervised.

If you are running late and are unable to collect your child at 3pm, please contact the office to let us know. Teachers attend meetings most afternoons during the week and are unable to provide supervision for students after 3pm.

We encourage families to contact our Out of School Hours Care provider in the school hall if you require care before or after school.

## Parking at drop off and pick up times

I would like to remind families that we have a few no stopping zones outside the school, these areas are clearly marked by signage. We have had the rangers out a couple of times this year and they have booked parents who are parked illegally during drop off and pickup times. Please also be mindful when dropping off and picking up from OOSH, that these no stopping zones still apply at outside school hours.



Thank you to those families who are parking in the correct places, keeping our students safe.

Yanu (Goodbye)



Mrs Belinda Clarke  
Principal

# Congratulations Cooper!

**NSW PSSA Softball  
Championships**

**Sydney West Boys  
Softball  
Representative**



Cooper was commended for his excellent communication and leadership skills.  
We are so proud of you!



# Congratulations Mila-Jade!

**NSW PSSA Netball  
Championships**

**Sydney West Girls  
Netball  
Representative**



Mila-Jade made her mark on the tournament as Sydney West's go to goal shooter! We are so proud of you!





# What is the Nationally Consistent Collection of Data on School Students with Disability (NCCD)?



## Legislation

- *Disability Discrimination Act 1992* (DDA)
- Disability Standards for Education 2005 (the Standards)

Under the legislation, Australian students with disability must be able to access and participate in education on the same basis as their peers.



## Schools provide reasonable adjustments

Schools provide adjustments to students with disability, in consultation with parents, carers or guardians so students can access and participate in education on the same basis as their peers.



## Schools provide data for the NCCD

- For the NCCD, schools count, in a consistent manner, the number of students with disability receiving adjustments to access and participate in education.
- School teams make professional judgements on eligible students based on the levels of adjustments provided, the categories of disability and the evidence to support the decisions made.
- This information is provided to education authorities and includes the year of schooling, the category of disability and level of adjustment provided.

**No identifying information or personal details are provided to the Australian Government in the NCCD.**



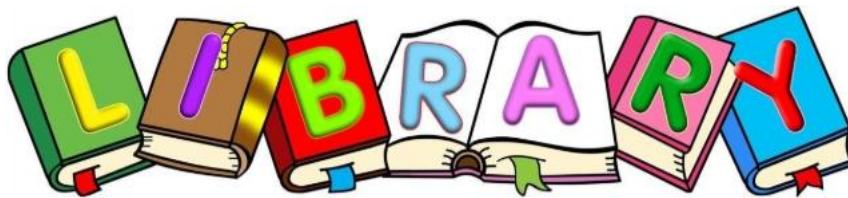
## NCCD data is used

- As an evidence base, to give teachers, schools and sectors information about students with disability and the level of educational adjustment being provided
- To inform policy development and future planning to better equip schools and education authorities to support students with disability
- To improve understanding of the requirements and responsibilities of school teams and the broader community under the DDA and the Standards
- To capture the work of schools under the obligations of the DDA and the Standards, allowing students with disability to access and participate in education on the same basis as other students
- To highlight the individual needs of each student with disability by focusing on the level of educational support provided to them at school

## Congratulations to our Merit Award Winners from...

	KLD	KT	K-2K
<b>Week 4</b>	Audrey Zane Rory Mila	Harry Liam	Wendell Eleanor
<b>1FD</b>	<b>1G</b>	<b>2B</b>	<b>2K</b>
Lucas Chris Leo Liam	Zac Ace Ariana	Lachlan Bentley Georgia Siya	Teilen Aria-Lee Madhav Isabella
<b>1-6R</b>	<b>3/4R</b>	<b>3/4P</b>	<b>3/4M</b>
Will Elizabeth	Tyler Kevin Liam Tyler	Howard Emmrey Sophia Isabelle	Jack Emmi Evan Matilda
<b>4-6G</b>	<b>5/6G</b>	<b>5/6M</b>	<b>5/6ST</b>
Breanna Riley	Chelsea John Chloe Ella	Cooper Logan Charlotte	Bentley James Gryphin Mia

*Students' names are only included if the school has permission to publish, therefore some classes may only have one or no names*



## Congratulations to our Library Award Winners from...

	<b>Week 4</b>
<b>K - 2</b>	<b>K-2K &amp; 1G</b>
<b>3 - 6</b>	<b>3/4R &amp; 5/6G</b>



## Regional Spelling Bee

On Thursday, our best spellers from Stage 2 and 3 participated in the Regional Spelling Bee. There were nerves, a few laughs, star jumps to release some pent-up energy, but most of all, there was some excellent spelling.

Annalise was one of over 40 participants in the Junior Spelling Bee and was faced with some very challenging words (some of which I wasn't sure how to spell). After 13 nerve-wracking rounds, Annaliese finished in second place, the runner-up of this year's Regional Spelling Bee. Congratulations on your impressive achievement!

Harper was up next in the Senior regional Spelling Bee. The competition was tough, and the words were tricky! Harper's last word was one that I wasn't sure how to spell, but she put in a gallant effort to finish in the top 20 spellers in our region. [Congratulations](#) on your wonderful achievement!

Ms Ross



# Class of the Week: KLD

Our student leadership team spent some time with KLD and one of their teachers, Mrs Druce.

## Favourite things about Mrs Druce and Mrs Kenny?

- She's kind
- She teaches us well
- They help us when we need it
- They help us write
- They tell us what to do
- She helps us learn

## What are your favourite fitness games?

- Snakes and ladders
- Every single game
- Tips
- Stuck in the mud
- Captain's coming

SRC  
Representative:  
Zane



## What is your favourite storyline online?

- Too much glue
- All books

## What's your favourite animal?

- Kangaroos
- Dog
- Crocodile
- Cow
- Bunny

## Would you rather be able to fly or be invisible?

- Fly- 4
- Invisible-10

# STAGE 1

## newsletter

### News:

Stage I has had a fun and busy start to Term 3. Students have been having a fantastic time in Gymnastics, building their strength, balance, and coordination through fun and challenging activities. We are looking forward to a fantastic term.

### Maths:

Students have been working hard in Maths, on collections and how to combine and separate them. They are working to apply skills to solve problems and explain their thinking.

### English:

We are continuing to build reading fluency and expression, learning to read with confidence. We are also learning about Tier 2 vocabulary to help make our writing more interesting and detailed.



### Reminders:

Don't forget about Book Week coming up in week 5. Students can come dressed up as their favourite book characters, don't forget the book too!

# 1FD

Term 3



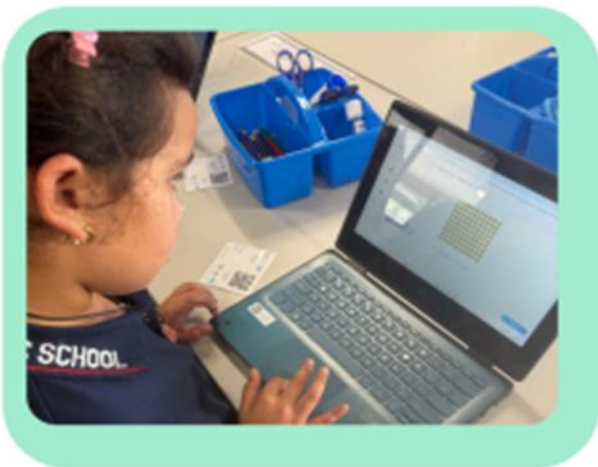
# 1G

Term 3



# 2 B

Term 3



# 2K

Term 3





## **Book Character Parade**

**When:** Tuesday the 19th August 2025 at 9.15am.

**Where:** School Courtyard.

All students K-6 are encouraged to come dressed as a character from a book.

We encourage all students to bring a copy of the book related to their character to carry during the parade.

If students need assistance sourcing a book from the library to match their character costume, we encourage them to speak to their class teacher who will assist them in organising this.

## **Attendance from Mrs Fitz**

### **Attendance from Mrs Fitz**

**Term 3 is well underway, and we know that there has been some sickness floating around the community. If your child is sick, please keep them home. Thank you to those families that have been on top of this during our colder months. Please contact the school to notify us if your child is not attending school. You can also enter absences online through Sentral. If you're not already set up to do this, please contact the office who are more than happy to help you.**

**If your child is well enough to attend school, we want them to be here. Our teachers have so many amazing lessons planned that we don't want your child to miss.**

**Below is some attendance information for parents outlining the importance of attendance at school every day.**

**If you have any questions, please speak to your child's classroom teacher or reach out to me at any time.**

**See you all at school!**

**Mrs Fitzpatrick**



# Compulsory school attendance

## Information for parents

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

### What are my Legal responsibilities?

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

Once enrolled, children are required to attend school each day it is open for students.

### The Importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

### What if my child has to be away from school?

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

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

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

### Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

### My child won't go to school what should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

### What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- **Compulsory Schooling Conferences**

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- **Application to the Children's Court – Compulsory Schooling Order**

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a Compulsory Schooling Order. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- **Prosecution in the Local Court**

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

### What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

### Working in Partnership

The NSW Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

# Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life



## More information

Further Information regarding school attendance can be obtained from the following websites:

### Policy, information and brochures:

Please visit the Department of Education's Policy Library AND The Department's Attendance Matters Website

### The school leaving age:

Please visit the Department of Education's Wellbeing and Learning website

### Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on **131 450**. You will not be charged for this service.





Our Stage 3 students have recently undertaken an educational tour of the national capital during our Canberra camp experience. Students had the opportunity to participate in a variety of educational programs with a focus on Australia's history, culture, heritage and democracy. The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their Civics and Citizenship education. To assist families in meeting the cost of the excursion the Australian Government contributed funding of \$45.00 per student under the Parliament and Civics Education Rebate program towards those costs. The rebate is paid directly to the school now that the camp has taken place. We are grateful that this is what allowed us to keep the camp at an affordable cost to ensure such high participation.

We hope your children enjoyed the experience as much as the staff certainly did, and we hope they have shared their adventures and experiences with you. I'm sure they all slept well upon our return from a very busy 2 days! We had a wonderful time visiting the 4 main venues, Parliament House, Australian War Memorial, National Electoral Centre and Questacon- learning, exploring, interacting and collaborating. Other highlights included the breathtaking view at Mt Ainslie and the informative driving tour of the Embassies.



# Change of Date

3-6 PUBLIC SPEAKING FINALS

New date: Thursday Week 9

# Coming Soon at Werrington County PS...

## Term 3 and 4, 2025 Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>6</b>	<b>25 Aug</b> K-6 Gymnastics	<b>26 Aug</b> SRC Popcorn and Movie Day	<b>27 Aug</b> K-6 Assembly 2.15pm	<b>28 Aug</b>	<b>29 Aug</b> Newsletter Day
<b>7</b>	<b>1 Sept</b> <b>SASS Recognition Week</b> K-6 Gymnastics	<b>2 Sept</b> Father's Day Stall	<b>3 Sept</b>	<b>4 Sept</b>	<b>5 Sept</b> Father's Day Afternoon tea
<b>8</b>	<b>8 Sept</b> K-6 Gymnastics	<b>9 Sept</b>	<b>10 Sept</b> K-6 Assembly 2.15pm	<b>11 Sept</b>	<b>12 Sept</b> Newsletter Day
<b>9</b>	<b>15 Sept</b> K-6 Gymnastics	<b>16 Sept</b>	<b>17 Sept</b> K-6 Recognition Assembly 2.15pm  P&C Meeting 9am	<b>18 Sept</b> 3-6 Public Speaking Competition Finals - Note Date Change	<b>19 Sept</b>
<b>10</b>	<b>22 Sept</b> K-6 Gymnastics	<b>23 Sept</b> Years 3-6 Touch Football Try Day	<b>24 Sept</b> K-6 Principals Assembly 2.15pm	<b>25 Sept</b>	<b>26 Sept</b> Last Day of Term 3  Newsletter Day
<b>Term 4 Week 1</b>	<b>13 Oct</b> <b>Staff Development Day</b> <i>Students do not attend school today.</i>	<b>14 Oct</b>	<b>15 Oct</b>	<b>16 Oct</b>	<b>17 Oct</b>
<b>2</b>	<b>20 Oct</b> K-2 Penrith Lakes Excursion - Group 1	<b>21 Oct</b> K-2 Penrith Lakes Excursion - Group 2	<b>22 Oct</b> K-6 Assembly 2.15pm	<b>23 Oct</b> 2026 Kindergarten Parent Information Session 6pm	<b>24 Oct</b> Newsletter Day
<b>3</b>	<b>27 Oct</b>	<b>28 Oct</b> Stage 2 Excursion	<b>29 Oct</b>	<b>30 Oct</b>	<b>31 Oct</b>
<b>4</b>	<b>3 Nov</b> 2026 Kindergarten Orientation Visit 1	<b>4 Nov</b>	<b>5 Nov</b> K-6 Assembly 2.15pm	<b>6 Nov</b>	<b>7 Nov</b> Newsletter Day
<b>5</b>	<b>10 Nov</b>	<b>11 Nov</b>	<b>12 Nov</b> 2026 Kindergarten Orientation Visit 2  Penrith Valley Public Speaking Grand Final	<b>13 Nov</b>	<b>14 Nov</b>
<b>6</b>	<b>17 Nov</b> 2026 Kindergarten Orientation Visit 3	<b>18 Nov</b>	<b>19 Nov</b> K-6 Assembly 2.15pm	<b>20 Nov</b>	<b>21 Nov</b> Newsletter Day



# WERRINGTON COUNTY PUBLIC SCHOOL

## BEHAVIOUR MANAGEMENT FRAMEWORK



REMEMBERS: ● Behaviour is information ● Behaviour is driven by thoughts, feelings & experiences ● All behaviours of all students are the responsibility of every teacher in the school.

### BEHAVIOUR MANAGEMENT STEP CHART

<b>VERBAL REMINDER CALM/BASELINE LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>Compliance</li> <li>On-task</li> <li>Listening</li> <li>Following Instructions</li> <li>Playing Nicely</li> <li>Engagement</li> <li>Positive Language</li> </ul> <p><i>If you're not 'capturing' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see.</i></p>	<b>TEACHER CONFERENCE LOW LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>Off-task</li> <li>Running on hard surfaces</li> <li>Speaking out of turn</li> <li>Work Avoidance</li> <li>Speaking Loudly</li> <li>Calling Out</li> <li>Talking too long</li> <li>Silliness</li> </ul> <p><b>+ others</b></p>	<b>YELLOW SLIP MINOR LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>Inappropriate Language</li> <li>Disruption</li> <li>Late to Class</li> <li>Non-Compliance</li> <li>Physical Contact</li> <li>Cheating</li> <li>Property Misuse</li> <li>Out of Bounds</li> <li>Area Specific Expectations</li> </ul>	<b>ORANGE SLIP MAJOR LEVEL</b> point-in-time managed with executive guidance <ul style="list-style-type: none"> <li>Abusive Language</li> <li>Purposeful Disruption</li> <li>Regularly Late to Class</li> <li>Defiance/Refusal</li> <li>Repeated Non-Compliance</li> <li>Aggressive Behaviour</li> <li>Repeated Cheating</li> <li>Property Damage/Vandalism</li> <li>Repeatedly Out of Bounds</li> <li>Theft</li> <li>Repeated Area Specific Expectations</li> </ul>	<b>RED SLIP SIGNIFICANT LEVEL</b> referral to school Executive <ul style="list-style-type: none"> <li>Repeated Abusive Language</li> <li>Repeated Purposeful Disruption</li> <li>Repeatedly Late to Class</li> <li>Repeated Defiance/Refusal</li> <li>Repeated Aggressive Behaviour</li> <li>Repeated Destruction of Property</li> <li>Physical Violence</li> <li>Truancy</li> <li>Theft</li> <li>Criminal Behaviour</li> </ul>	<b>PURPLE SLIP CRISIS LEVEL</b> immediate escalation to Principal or delegate. <ul style="list-style-type: none"> <li>Continuing persistent behaviour disobedience</li> <li>Aggressive Behaviour</li> <li>Physical Violence</li> <li>Possession/Use of weapon, firearm, or knife</li> <li>Possession/Use/Supply of a drug or illegal substance</li> <li>Serious criminal behaviour related to the school</li> <li>Use of implement as a weapon</li> <li>Serious behaviours of concern (pending expulsion)</li> </ul>
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### RESTORATIVE FRAMEWORK

<b>PRIMING FOR SUCCESS</b> Everywhere, any time! <b>RESTORATIVE CIRCLES</b> Preventative, positive interactions <b>POSITIVE PRIMING</b> Positively stated expectations <b>AFFECTIVE STATEMENTS</b> Tells the listener how the person feels and why	<b>REINFORCE EXPECTED BEHAVIOURS</b> Tells the listener how the person feels and why <b>POSITIVE PRIMING</b> Positively restate expectations	<b>EXPECTATION CLARITY</b> NOTIFY: I can see that you have been ... IMPACT: "How does this behaviour impact you? Others?" GOAL: "What do you need to do to turn this around?" EXPECTATION: "Can we agree that if you don't turn it around, this will be the consequence ..." <b>Possible restorative repair actions:</b> <ul style="list-style-type: none"> <li>Assisting with classroom set up or pack up or playground</li> <li>Complete learning task (no more than 5 min playtime)</li> </ul> <b>THEN ...</b> Teacher to record in <b>Sentral</b>	<b>PAST - PRESENT - FUTURE</b> PAST Get the facts. Tell me what happened. PRESENT How are we feeling right now? Why is that important? FUTURE What are we going to do to make things right? Actions speak louder than words. <b>Possible restorative repair actions:</b> <ul style="list-style-type: none"> <li>Write an apology letter</li> <li>Community service that repairs the harm</li> <li>Organised play/repair session</li> </ul> <b>THEN ...</b> Teacher to record in <b>Sentral</b> and <b>teacher to contact parent/caregiver</b>	<b>EXECUTIVE INTERVENTION</b> ENQUIRE Tell me what happened. What were you thinking at the time? ENGAGE Did we hear your side of the story? Were you asked for it? EXPLAIN Are you clear on what went wrong, how it affected people and what we're doing about that together? EXPECTATION Are you super clear on whether there are consequences coming for failing to live up to the standards we've set? What are you going to do to make things right? <b>Possible follow up actions:</b> <ul style="list-style-type: none"> <li>Consequences to be determined based on harm and impact</li> <li>Caution of suspension</li> <li>Suspension</li> </ul> <b>THEN ...</b> Record in <b>Sentral</b> & Exec to make a decision on consequences based on <b>harm and impact</b> and contact parent/caregiver.	<b>SUSPENSION</b> Continuing persistent behaviour disobedience Aggressive Behaviour Physical Violence Possession/Use of weapon, firearm, or knife Possession/Use/Supply of a drug or illegal substance Serious criminal behaviour related to the school Use of implement as a weapon Serious behaviours of concern (pending expulsion) <b>Possible follow up actions:</b> <ul style="list-style-type: none"> <li>Caution of suspension</li> <li>Suspension</li> </ul> <b>THEN ...</b> Record in <b>Sentral</b> & Principal or delegate to make a decision on consequences based on <b>harm and impact</b> and phone calls home.
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How can I access support for managing behaviour?



Learning & Support referral



Discuss with an Executive



Ask for a Functional Behaviour Assessment



Seek Real Schools support