

# Woonona Public School Behaviour Support and Management Plan

## Overview

Woonona Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are listed below.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Woonona Public School has the following school-wide values and learner qualities which outline behaviour expectations for our students:

- Respect
- Responsibility
- Effort
- Co-operation
- Collaborate
- Connect
- Persist
- Wonder
- Risk taking
- Resilience
- Reflect

Woonona Public School uses the following systems to explicitly recognise and reinforce positive student behaviour:

- Citizenship Awards
- Learner Quality Awards
- Presentation Day Awards
- Individual Classroom Reward System

## Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach

Strategy or Program	Details	Audience
<b>Prevention</b>		
Explicit teaching of expected behaviours	At the beginning of the year, teachers deliver lessons on our learner qualities.	Teachers and students
Co-constructed class rules and expectations	Teachers and students co-construct classroom rules and transitions beginning of Term 1.	Teachers and students
Weekly Learner quality awards and Citizen awards	One award given each week at a stage assembly to recognise students who have exhibited the core school values.	Teachers and students
Monthly Citizenship awards	One presented across each stage per month to a student who has consistently demonstrated an exemplary standard of conduct.	Teachers and students
Presentation day awards	2 per class. One academic and one learner qualities, presented at the annual Presentation Day Assembly.	Teachers and students
Teacher modelling	Teachers to model positive behaviours in all interactions with students, staff, parents, and the wider community.	Students, Parents, Staff, Wider Community
Social Skills Program	Weekly targeted social skill focus which is communicated to all classes on a Monday morning and referred to throughout the week. The community is informed through the newsletter.	Students and wider community
Seesaw	Weekly uploads to reflect student learning and track progress for each student.	Students and Parents
<b>Early Intervention</b>		
Hall Games	Students are offered daily hall games at lunchtime under the guidance and support of a teacher who encourages sharing, turn-taking and positive social interactions.	SLSO, Students
Lunch Clubs	Students can choose to attend a variety of clubs, such as chess and gardening at lunchtime to foster social skills K-6.	Teachers and Students
Classroom Management	Teachers will also develop class based behaviour management systems which will be at the	Teacher and

Strategy or Program	Details	Audience
	individual teacher's discretion and negotiated with students to meet the needs of their class. eg. Class Dojo, stamp charts, points etc.	Students
LaST and Communication Meetings	LaST meetings occur every fortnight where students of concern are discussed and plans are put in place with all stakeholders. Communication meetings also occur fortnightly, to ensure vital student information is passed on to all staff.	LaST team and whole-staff
SLSO Support	Timetables ensure students who require and benefit from individual and small-group support, receive it in an individualised and targeted way, according to funding allocations and IEPs.	SLSO and Teachers
Social Stories	These are formulated with the student needs at the centre, in consultation with parents, teachers and students.	Students
Reflection in Buddy Classroom	Teachers may request that students reflect in a buddy classroom as a planned visit, in order to maximize success for the student and give them some time away from their normal environment.	Teachers and Students
Brain / Movement Breaks	Regular fitness breaks, Go noodle, sensory devices, and a quiet area established in the classroom for students to feel safe and calm.	Students
Interrelate Stage 3	This comprehensive program is delivered each year to students in Year 5 and 6 and covers content from the PDH syllabus, as well as information about 'where did I come from?', decision-making, safety online, transition to high school, puberty and fostering positive relationships.	Students and Families
ES1 Orientations	Kinder Orientation Sessions will be planned in Term 4 for students and their families to ensure a positive transition to school.	Students and Families
<b>Targeted Intervention</b>		
School Counsellor	1.5 days per week, referrals via teacher or parent.	Teacher and Families for Students
Reflection <a href="#">Reflection Guiding Questions</a>	A time for students to gain support when reflecting on the behaviour and how it can be prevented moving forward.	Students
Modified Classroom Expectations	These interventions are made to support the student to achieve success in learning. e.g. sitting near the front of the room during instruction.	Teacher and Stage Supervisor
SLSO Support	Timetables ensure students who require and benefit from individual and small-group support, receive it in an individualised and targeted way, according to funding allocations and IEPs.	SLSO and Teachers
Visual Supports – Zones of Regulation	Teachers, in consultation with parents, students and LaST provide visual supports to students to aid	Teachers, LaST, Parents, Students

Strategy or Program	Details	Audience
	routine. The Zones of Regulations support students to self-regulate behaviour.	
FBA's - Functional Behaviour Assessments	LaST conducts FBA's to formatively guide planning for students who require support.	Teachers, LaST and Executive
Data collection of incidents on Sentral (and tagging in relevant teachers)	Reviewed daily.	Teachers and Executive
Transition strategies/supports	Clearly articulated by the teacher in order to support the student when moving around the school, transitioning between lessons.	Teachers and Students
<b>Individual Intervention</b>		
Modified Data Collection in Sentral	Behavioural incidents to be logged in Sentral and relevant teachers/staff to be tagged into the incident.	Teachers and Students
Individual Behaviour Plans	Individual Behaviour Plans to be developed where deemed necessary by LaST Team/Executive.	Teachers and Students
Behaviour Response Plan	Behaviour Response Plans to be developed where deemed necessary by LaST Team/Executive.	Teachers and Students
Student Safety Plan/Risk Assessment	LaST team to develop and communicate Safety Plan to necessary staff.	Teachers and Students
School Counsellor Support	The school counsellor will work alongside the LaST and Executive Team to ensure Individual Behaviour Plans and Behaviour Response Plans (where necessary) are current.	Students
HSLO	To regularly be in communication with families and the school to ensure attendance is monitored and proactive strategies are put in place.	Students, Parents and Teachers
Partial Enrolment	In consultation with the parent/s, the Principal can approve partial day attendance, if necessary for the student.	Students

### Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Student directed time out	Student led. 7 mins brain breaks	Student negotiates with teacher	In teacher anecdotal notes. If regularly occurring, on Sentral and in communication with parents and LaST.

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher directed time out	Teacher	Teacher and Executive	Sentral
Reflection with Exec team <a href="#">Reflection Guiding Questions</a> <a href="#">Reflection and Time Out Guidelines</a>	Either 20 minutes or 40 minutes depending on student age.	Teacher and Executive	Sentral
Counselling in reflection	As needed	LaST Team	Sentral
Parent notifications of reflection (for major behaviours)	As behaviour occurs.	Executive	Sentral
Data collection on Sentral		Executive	Sentral
<a href="#">Welfare Policy</a>		Executive	Website
Formal Caution	In line with the school behaviour policy	Principal	Sentral / ERN
Suspension	As per guidelines	Principal	Sentral / ERN

## Partnership with parents/carers

Woonona Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by sharing the draft via the Parent Portal and after consultation with the P&C.

## School Anti-bullying Plan

[Link to WPS Anti-Bullying Policy](#)

Refer to the DET [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

## Reviewing dates

Last review date: December, 2022

Next review date: Day 1, Term 3, 2023