

Gwandalan Public School Behaviour Draft Support and Management Plan

Overview

Gwandalan 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 Positive Behaviour for Learning (PBL).

Promoting and reinforcing positive student behaviour and school-wide expectations

At Gwandalan Public School we are S.T.A.R.S.

We display SAFETY (We are and feel safe and care for others)

We Encourage TEAMWORK (We work together as a team)

We AIM HIGH (We try our Best)

We Show RESPECT (We respect ourselves, others and the environment around us)

So that we can **SUCCEED**

PBL Matrix - indoors

	SAFETY <i>Hands and feet to self</i>	TEAMWORK <i>Cooperate with others</i>	AIM HIGH <i>Do your best</i>	RESPECT <i>Listen and speak politely</i>
CLASSROOM	<p>Move safely</p> <p>Store items correctly</p> <p>Use equipment properly</p>	<p>Work together</p> <p>Share equipment</p> <p>Take turns</p>	<p>Be on time</p> <p>Be ready to learn</p> <p>Stay on task</p>	<p>Do 5Ls (K-2)</p> <p>PLANT (3-6)</p> <p>Allow others to learn</p>
LEARNING HUB	<p>Move safely</p> <p>Store items correctly</p> <p>Use equipment properly</p>	<p>Work together</p> <p>Share equipment</p> <p>Take turns</p>	<p>Be on time</p> <p>Be ready to learn</p> <p>Stay on task</p>	<p>Do 5Ls (K-2)</p> <p>PLANT (3-6)</p> <p>Allow others to learn</p>
OFFICE	<p>Move safely</p> <p>Have permission</p>	<p>Wait your turn</p> <p>Help others</p>	<p>Follow staff instructions</p> <p>Have sick bay card</p>	<p>Enter and exit quietly</p> <p>Use manners</p>
TOILETS	<p>Right place, right time, right way</p>	<p>Wait your turn</p>	<p>Flush, wash and go</p>	<p>Respect others' privacy</p>
HALL	<p>Move safely</p>	<p>Sit in SHARP lines</p>	<p>Follow staff instructions</p>	<p>Stop - Look - Listen</p>

PBL Matrix – outdoors

	SAFETY <i>Hands and feet to self</i>	TEAMWORK <i>Cooperate with others</i>	AIM HIGH <i>Do your best</i>	RESPECT <i>Listen and speak politely</i>
COLA / COURTYARD	Move safely Put belongings away Use equipment properly	Be a good sport Follow the rules Share equipment	Follow staff instructions Respond to the bell Sit in SHARP lines	Stop - Look - Listen Return equipment Put rubbish in bin
OVAL	Wear school hat Right game, right area Use equipment properly	Be a good sport Follow the rules Share equipment	Follow staff instructions Respond to the bell Food Free Zone	Stop - Look - Listen Return equipment Include others
TRANSITIONS	Walk	SHARP lines	Follow staff instructions	Move quietly
CANTEEN	Stand in correct line Move safely	Wait patiently Return lunch basket	Buy and go Order lunch before 9am	Use own money Use manners
EATING TIME	Sit and eat	Sit in SHARP lines	Follow staff instructions	Put rubbish in bin
EQUIPMENT	Wait for staff Wear school hat	Right play Share space properly	Food Free Zone Follow staff instructions	Stop - Look - Listen Take turns
BUS & BUS LINES	Sit in bus seat Move safely	Wait in SHARP lines Help others	Have Opal pass ready Enter one at a time	Quiet voices Use manners
ENTRY & EXIT POINTS	Walk in and out of school Use pedestrian crossing	Use correct gate Support younger students	Follow staff instructions Be on time	Enter and exit quietly Respect others' space



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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that bring together the whole school community to contribute to developing a positive, safe, and supportive learning culture. Positive Behaviour for Learning	Whole School
Prevention	PAX Good Behaviour Game	PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma-informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity, and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence. PAX Good Behaviour Game	Whole School
Prevention	Peer Support	Year 6 students are trained in the peer support leaders' program. The whole school program involves small groups of students (K-5) participating in small group games and activities. The groups are led by the year 6 students and focus on practical skills and strategies to positively navigate life and relationships.	Whole School
Prevention	Kindergarten Buddies	Children entering Kindergarten are matched with a year 5 buddy who can provide support and assist with the transition to school.	Kindergarten & Year 5 students
Prevention	Rumble's Quest	Rumble's Quest is a robust and reliable measure of social & emotional wellbeing for primary school children. It is presented as an engaging computer game that makes it easy for children to respond to questions in a natural way. Rumble's Quest provides authentic data that supports the Learning Support Team to develop an action plan based on student wellbeing strengths and needs. Rumble's Quest	Whole School
Prevention	Variety of Playground areas	In both the K-2 and the 3-6 playgrounds there are a variety of options to support various student needs. The oval, COLA, fixed equipment and courtyard provide options for physical play, whilst the library, Eleebana and the primary verandah cater for quiet imaginative and creative play.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Brain/Movement Breaks	All classes participate in movement breaks at various intervals during the day, depending on the age and needs of students. This allows students to increase their physical activity and has been shown to have a positive effect on learning. Brain Breaks for Cognitive Wellbeing	Whole School
Prevention	Breakfast Club	GPS provides a breakfast club service 3 days a week where all students have the opportunity to have some breakfast before school. This program is run by the school chaplain with the assistance of some stage 3 student volunteers.	Whole School
Prevention	Transition Programs	Formal transition programs are in place for children entering Kindergarten and Year 7. The school communicates with the local early childhood education providers and high schools to share information about each student to promote a positive transition.	Assistant Principals, Class Teachers, Learning & Support Team, Incoming Kindergarten & current Y6 students
Prevention	Dhinewan Mentoring	A collaborative, weekly program providing experiences in First Nations culture, leadership and wellbeing.	Aboriginal Education Team, First Nations students
Prevention	Family Engagement & Communication	The school communicates with families through the Sentral Parent Portal, Facebook and individual class messaging systems such as Dojo and SeeSaw. Regular teacher-to-family communication is encouraged through these platforms, as well as individual phone calls. GPS Facebook Page	Whole School
Prevention	Anti-bullying programs	Anti-bullying programs are implemented K-6 as part of the PDHPE syllabus. Stage 3 students participate annually in an 'Anti-bullying day' and for stage 2 students the focus is on 'wellbeing'. These programs offer students the opportunity to develop practical strategies to reduce bullying and its impact. A parent workshop is also held to promote an understanding of 'bullying' and how we can work together to reduce incidents.	Whole School Community
Prevention	The Anxiety Project	Anti-bullying programs are implemented K-6 as part of the PDHPE syllabus. Stage 3 students participate annually in an 'Anti-bullying day' and for stage 2 students the focus is on 'wellbeing'. These programs offer students the opportunity to develop practical strategies to reduce bullying and the impact of bullying. A parent workshop is also held to promote an understanding of 'bullying' and how we can work	Whole School Community

Care Continuum	Strategy or Program	Details	Audience
		together to reduce incidents.	
Early Intervention	Wellbeing and Health In-reach Nurse	GPS is fortunate to have the expertise of a Wellbeing Nurse that is shared amongst our Community of Schools. The Nurse works closely with the Learning and Support Team to support students and families on a wide range of health and wellbeing issues. Wellbeing Nurse In-reach Program	Identified students, Learning and Support Team, Class Teacher
Early Intervention	Behaviour Support Plan	Behaviour support planning is a continuous cycle of planning and improvement. The process of continuous reflection and improvement is focused on understanding underlying triggers and causes from the perspective of the individual student. Behaviour support planning assists the school to provide additional support and guidance to identified students	Identified students, Learning and Support Team, Class Teacher
Early Intervention	Risk Management Plan	Risk management planning is an early intervention strategy designed to minimise the risk of harm to students and staff. This is targeted at identified students to support them to be successful in the school environment.	Identified students, Learning and Support Team, Class Teacher
Early Intervention	Personalised Learning and Support Plan	Planning for personalised learning and support is based on identified learning needs of individual students. The process involves goal setting in collaboration with the student and their family. This targeted approach to learning increases student engagement and wellbeing. Personalised Learning and Support Planning	Identified students, Learning and Support Team, Class Teacher, Family
Early Intervention	Personalised Learning Pathway	Personalised Learning Pathways are an active and continuous process. They are developed in consultation and collaboration with the student, their families/ carers and teachers, to identify, organise and apply personal approaches to learning and engagement for success. Personalised Learning Pathways can have short-term and/or long-term goals. Short-term goals can be specific stepping stones to reaching long-term goals. Essential to this process is the monitoring, reviewing and celebration of goals achieved and setting of new goals to ensure our Aboriginal and/ or Torres Strait Islander students are always progressing in a forward motion.	First Nation students and their families, Aboriginal education team, class teacher

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	School Counselling Service	<p>School counselling staff support students by providing a psychological counselling, assessment and intervention service.</p> <p>The school counselling service works directly with students to help them with issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.</p> <p>The school counselling service includes school counsellors and school psychologists. Our school counselling staff are highly skilled and play a crucial role, in supporting children and young people to thrive and succeed at school, making a real difference in the lives of children and young people.</p> <p>School Counselling Service</p>	Identified students, Learning and Support Team, Class Teacher, Family, Counsellor
Early Intervention	Family Communication	A member of staff will be in contact to discuss any concerns regarding your child as soon as they arise. This is usually by a phone call or a message using the communication platforms. Often families will be invited to a meeting to discuss ways to support the child to be engaged and experience success at school.	All students, families, class teachers, Assistant Principals, Principal, Chaplain
Early Intervention	Learning & Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, the development of risk assessments and the development of short and long-term goals.	Individual students, families, staff
Early Intervention	PALS	The 'Playing and Learning to Socialise' program is implemented for Kindergarten students who have been identified as needing additional support with social skills. It is implemented by the school chaplain and Uniting services.	Identified Kindergarten students, Learning and Support Team, Chaplain
Targeted Intervention	R.A.G.E	Students identified as at risk of suspension related to anger or violence will be connected to and supported through 'Rage'. It is a 4-week strength-based anger management program run by the school chaplain. Targeted students aged 11yrs +	Identified students, Learning and Support Team, Chaplain
Targeted Intervention	PBL Tier 2	Tier 2 targeted interventions address students' social-emotional and behavioural learning through evidence-based supports which are delivered to small groups of students or individual students.	Identified students, Learning and Support Team, Class Teacher

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Seasons for Growth	Seasons for Growth offers children and young people a safe space to come together, and share their experiences of change and loss. The Children and Young People's Program has a safe and engaging curriculum structure that incorporates a wide range of age-appropriate activities involving drawing, role-play, stories, discussion, playdough, music and journal activities. GPS runs this program with the support of the school chaplain as the need arises.	Identified students, Learning and Support Team, Chaplain
Targeted Intervention	Zones of Regulation	The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This tool is used in class for students who may be identified as having difficulty with emotional regulation. Zones of Regulation	Identified students, Learning and Support Team, Class Teacher,
Targeted Intervention	Top Blokes – Stepping Up Program	The Stepping Up program aims to address many of the emerging social issues facing boys, as well as help them develop key social and decision-making skills. There are 11 workshops available and we work with the school to decide the topics that will be delivered over the 8-week program. This program is implemented for identified students in the age range of 10-13 years. Top Blokes	Identified students, Learning and Support Team, Class Teacher,
Targeted Intervention	Family Communication	A member of staff will be in contact to discuss any concerns regarding your child as soon as they arise. This is usually by a phone call or a message using the communication platforms. Families will be invited to a meeting to discuss ways to support the child to be more engaged and experience success at school.	All students, families, class teachers, Assistant Principals, Principal, Chaplain
Targeted Intervention	Police Youth Liaison Officer	The Youth Officer conducts crime prevention and safety talks at our school. These may be focused on areas such as cyber safety and bullying. The officer is also available to conduct conferences with individual and small groups of students and their parents as needed.	Stage 2 and 3 students and teachers, families

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Chaplain	<p>GPS is fortunate to have the services of a school chaplain 4 days a week. The chaplain runs a variety of programs and also provides non-denominational support to identified students. The chaplain is part of the school Learning and Support Team and often connects with families to provide support.</p> <p>The National School Chaplaincy Program is a Commonwealth-funded initiative to support the emotional wellbeing of students and the broader school community through the provision of pastoral care services.</p> <p>National School Chaplaincy Program</p>	Identified students and families
Targeted Intervention	School Counselling Service	With parent permission, a student may be referred to the school counsellor for counselling, behavioural and/or cognitive assessments, observations and recommendations. The counsellor will communicate with families and provide a report where assessments have occurred.	Identified students, Learning and Support Team, Class Teacher,
Individual Intervention	Attendance Plan	Regular school attendance supports students to be connected, achieve their potential and increase their career and life options. When students are attending school at an unsatisfactory level, the school will collaboratively develop an attendance plan to support the student to increase their attendance.	Identified students, Learning and Support Team, Class Teacher, Principal
Individual Intervention	Classroom & Playground Passports	A classroom and/or playground passport is a check-in-style document that an individual student will use for a short period if required. The passport supports student behaviour by encouraging the student to be accountable and take responsibility for their behaviour. The passport is to be marked off by the teacher of each session who will discuss with the student how they have behaved.	Identified students, Learning and Support Team, Class Teacher, Principal, Assistant Principals
Individual Intervention	Itinerant Support Teachers – Vision & Hearing	Itinerant support teachers will work directly with your child, and in partnership with you, classroom teachers the school's learning and support team and other support agencies to plan your child's personalised learning and support. <p>Itinerant Support Teachers</p>	Identified students, Learning and Support Team, Class Teacher,

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Functional Behaviour Assessments	Functional behaviour assessment (FBA) is a systematic approach that helps identify and understand various aspects of behaviour. FBA results enable interventions that lead to significant improvement in problem behaviour.	Identified students, Learning and Support Team, Class Teacher,
Individual Intervention	Integration Funding Support	Integration funding support (IFS) is additional funding for extra support, such as for an additional teacher or school learning support officer in a mainstream classroom. There are explicit criteria around eligibility for IFS and an application can be made through the access request process. Integration Funding Support	Identified students, Learning and Support Team, Class Teacher, School Counsellor, external providers, Principal, families
Individual Intervention	Engagement of 'Team around the School'	The 'Team around a school' comprises of various Department of Education specialist staff. It provides a structure for collaboration and coordination between schools and support staff with specialist knowledge in the areas of: <ul style="list-style-type: none"> • learning and wellbeing • disability and inclusion • mental health • behaviour • attendance • Aboriginal student support • transition into and out of the school environment. 	Identified students, Learning and Support Team, Class Teacher, Principal, Assistant Principals
Individual Intervention	External Providers	Externally funded health, disability and wellbeing service providers may seek to provide their services to students at the school during school hours. Access to the school by an externally funded provider is at the discretion of the principal. Externally Funded Service Providers	Identified students, Learning and Support Team, Class Teacher, external providers, Principal, families
Individual Intervention	Access Request	If your child has moderate to high needs and requires specialist support, the school may apply for specialist supports using an access request. This is a way for the school to access specific types of additional support for your child, such as a placement for your child in a support class. An independent panel of experts will consider the request and give their decisions about it to your local school. Most students with disability and learning	Identified students, Learning and Support Team, Class Teacher, School Counsellor, external providers, Principal, families

Care Continuum	Strategy or Program	Details	Audience
		and support needs will not need an access request submitted for them because their local school is well-equipped to meet their needs. Access Requests	
Individual Intervention	PBL Tier 3	Tier 3 teams support students who require more intensive, individualised support to improve their behavioural and academic outcomes.	Identified students, Learning and Support Team, Class Teacher

Detention, reflection and restorative practices

Action	Behaviours	When and how long?	Who coordinates?	How are these recorded?
Notification to parent	Continued Disruption Non-Compliance Inappropriate play Inappropriate conflict resolution(verbal/physical)	Sent that day.	Class Teacher or Playground teacher	Recorded in Sentral.
Planning Room	Blatant disregard of teacher instructions Constant distracting behaviours Out of bounds Encouraging others to fight Hurting others (physical/verbal) Inappropriate language towards others Rudeness to staff, visitors, students Inappropriate use of equipment Dangerous behaviour e.g. running across desks, throwing objects Inappropriate sexual talk/gestures	20 min Lunch break	Assistant Principal	Recorded in Sentral
Formal Caution Including Planning Room	Insolence to staff or visitors e.g. ongoing back chatting Non-Compliance for visiting staff (visitors to the school) Accessing and /or advocating inappropriate internet sites Theft Absconding from school grounds Physical aggression Bullying, participating in and/or supporting bullying	20 min Lunch break	Assistant Principal/ Principal	Recorded in Sentral And ERN

Action	Behaviours	When and how long?	Who coordinates?	How are these recorded?
	Damaging/stealing school/student property			
	Inappropriate electronic abuse (e.g.SMS/Cyber Bullying/Facebook)			
	Threatening teachers, staff or students			
	Inciting violence			
	Verbal abuse			
	Racist Behaviour			
	Vandalism			
	Sexualised behaviour			

Partnership with parents/carers

Gwandalan Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by providing information sessions and seeking feedback on procedures through meetings including P&C meetings and Yarn-ups.

Gwandalan Public School will communicate these expectations to parents/carers by newsletter, Sentral app, information sessions and meetings.

School Anti-bullying Plan

The School's Anti-Bullying Plan appears on the school's website.

Reviewing dates

Last review date: New

Next review date: June 2023