

**Pelican Flat Public School  
Behaviour Support  
And  
Management Plan**





# Behaviour Support and Management Plan

Pelican Flat Public School



Year: 2025

Network: Lake Macquarie East

Principal: Zoe Parsons

## Overview

Pelican Flat Public School strives to provide an inclusive and supportive environment for students, families, staff and community. The school implements school-wide **Positive behaviour for Learning (PBL)** practices which focuses on the core values of *Responsible Learners, Respectful Relationships*. As part of this approach to wellbeing, the school has a designated PBL team which is made up on classrooms teachers, school leaders, SLSOs and the Principal. The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent rewards (called PIPs), all-inclusive rewards days, assemblies of recognition and management flowcharts for all staff. PBL is evaluated annually by the Principal, PBL team leader and an external Assistant Principal using the **Benchmark of Quality (BoQ)** and the **self-assessment survey (SAS)**; which is completed by staff). This drives an annual update of the school's PBL plan.

In 2024, the school undertook a **student wellbeing survey** from Year 1 to Year 6. The School Team analysed the results of this survey and compared them to the annual Tell Them From Me (TTFM) survey. The findings of this survey highlighted the following target areas:

- 42% of students frequently worry. *That's 11 students per class.*
- 1 in 5 students report they do not talk to anyone at home about school. *That's 5 students per class.*
- 40% of students report frequently feeling they have problems. *That's 10 students per class.*

*\* the statistics above will be updated annually.*

In response to these surveys, the school analysed a number of evidence-based programs to help drive improvement in student wellbeing and whole-school relationships. As a result, the school has entered into a 2-year partnership with **The Resilience Project**. This program focuses on the delivery of GEM principals (*Gratitude, Empathy and Mindfulness*) as well as restorative conversations and strategies. These programs will be paired with parent information sessions and a strong social-media presence using the school's Facebook page and Sentral Parent Portal.

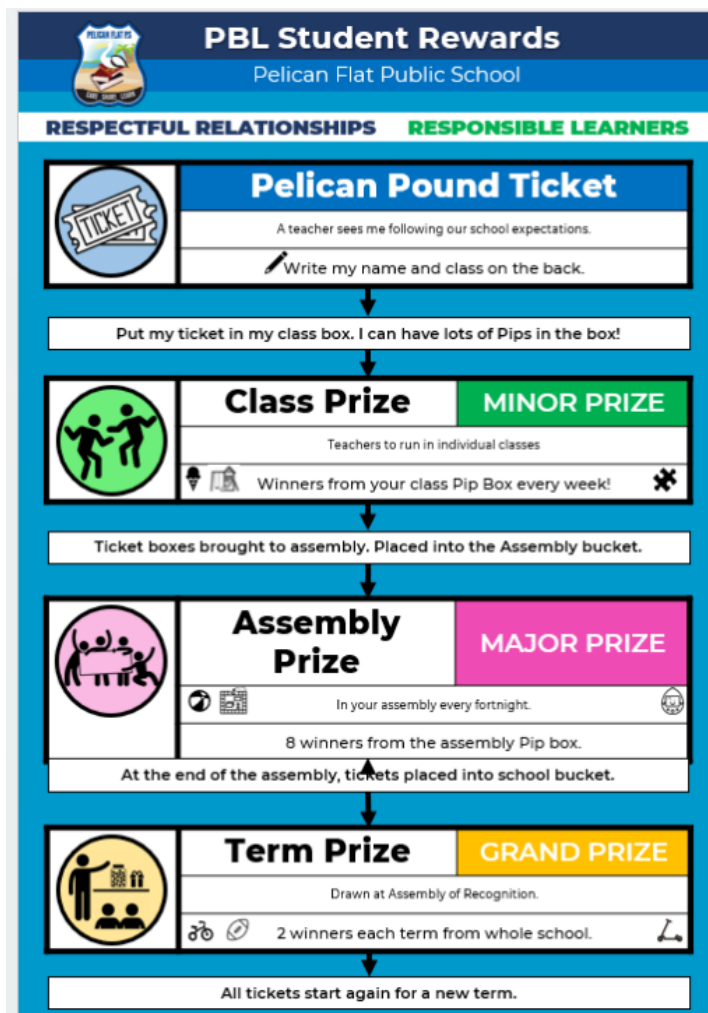
The school also recognises the need to support targeted individuals with their wellbeing. A number of initiatives are implemented each year through the Learning & Support team, Counselling team and external providers. These include (but are not limited to) **Season for Growth** (resilience through change), **Wonai Group** (Aboriginal culture for students), **Better Buddies** (Kindergarten mentoring), **Cool Kids** (anxiety program), and **social skills programs** (playground relationships).

In 2020, the school began the journey of **Trauma Informed Practice**. This is an area that is gradually been developed by the school, with identified staff participating in the *Trauma First Aid* for Education in 2023.

This plan is updated annually by students, staff and community. The school utilises an annual **Parent Survey** to ensure the plan is relevant to all families, and to value the voice of parents and carers. Students conduct their annual **Wellbeing Surveys** to add student-voice to our plan, so that strategies can be adjusted to the everchanging needs of our young people. The staff complete their **SAS**, and the PBL team update the school's **Action Plan** to help evaluate the effectiveness of our approach to wellbeing.

# Promoting Positive Student Behaviour

Initiative	Where?	Description
Fast and Frequent (PIPs)	All-settings	Small tickets given to students who are following school-wide expectations.
Restorative Conversations	School, Community & Planning Room	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
Assembly Class Draw	Assembly	Weekly Friday draw from PIP ticket box, teachers select 2-3 students to receive a prize.
End of Term (Week 10)	End of term	All students walk to Pelican Foreshore for free time to recognise their learning and approach to wellbeing.
Assembly Merit Award	Assemblies	Students are recognised for their outstanding efforts in fortnightly assemblies. Names go into the newsletter.
Certificate of Excellence	Assembly of Recognition	End of term merit awards for recognition towards learning and wellbeing in every class.
Medallion	Various	Used by the Principal to recognise outstanding approach to learning or wellbeing. These are often posted to the school's Facebook page and newsletter.
Afternoon tea with the principal	Week 4 and 8 each Term	Used by the Principal to recognise outstanding approach to learning or wellbeing. 3 students are selected from each class. These are often posted to the school's Facebook page and newsletter.





# School-wide Expectations – how we reinforce positive behaviour



## PBL Expectation Matrix Pelican Flat Public School



 <b>Responsible Learners</b>	 <b>Respectful Relationships</b>
<ul style="list-style-type: none"> <li>• I do my best</li> <li>• I follow instructions</li> <li>• I am organised and prepared</li> <li>• I am always safe</li> <li>• I show initiative</li> </ul>	<ul style="list-style-type: none"> <li>• I use my manners and speak respectfully</li> <li>• I keep my hands and feet to myself</li> <li>• I listen to others</li> <li>• I am honest</li> </ul>

	I am a <b>Responsible</b> Learner	I have <b>Respectful</b> Relationships
<b>Classrooms</b>	<ul style="list-style-type: none"> <li>• Stay focused and on task</li> <li>• Use equipment properly</li> <li>• Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Look, Listen and Learn</li> <li>• Wait for your turn</li> <li>• Be nice to others</li> </ul>
<b>Eating Time</b>	<ul style="list-style-type: none"> <li>• Eat my own food</li> <li>• Sit under the COLA</li> <li>• Look after my own things</li> <li>• Put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet conversations</li> <li>• Wait and listen to adult instructions</li> <li>• Be nice to others</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>• Quiet voices</li> <li>• Treat books, furniture and equipment with care</li> <li>• Listen to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Look, Listen and Learn</li> <li>• Wait for your turn</li> <li>• Be kind to others.</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>• Walk in office areas</li> <li>• Have permission from a teacher</li> <li>• Remember your message for the office</li> </ul>	<ul style="list-style-type: none"> <li>• Use your manners and speak nicely</li> <li>• Wait for your turn</li> <li>• Quiet voices</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Use toilets during break times when possible</li> <li>• Flush when done</li> <li>• Wash hands with soap and water</li> </ul>	<ul style="list-style-type: none"> <li>• One person in a cubicle at a time</li> <li>• In and out, don't muck about</li> <li>• Be mindful of personal space</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>• Sit quietly in class lines</li> <li>• Focus on the person speaking</li> <li>• Clap sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• Be an active audience member</li> <li>• Listen to the speaker</li> <li>• Eyes to the front</li> </ul>
<b>Transitions</b> (throughout the school and afternoons)	<ul style="list-style-type: none"> <li>• Wait patiently for the teacher</li> <li>• Stay together in class lines</li> <li>• Walk safely</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet voices</li> <li>• Keep my hands and feet to myself</li> <li>• Stay on concrete areas and paths</li> </ul>
<b>Play Areas</b>	<ul style="list-style-type: none"> <li>• Wear a hat or play under the shelter</li> <li>• Follow game rules</li> <li>• Walk on concrete areas</li> <li>• When the music starts, finish playing, go to the toilet and line up</li> </ul>	<ul style="list-style-type: none"> <li>• Use respectful words to others</li> <li>• Keep hands and feet to self</li> <li>• Look out for each other</li> <li>• Stay in bounds</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>• Wait in lines patiently</li> <li>• Join the end of the line</li> <li>• Have my order ready and money ready</li> </ul>	<ul style="list-style-type: none"> <li>• Say 'please' and 'thank you'</li> <li>• Wait my turn</li> <li>• Keep my hands and feet to self</li> </ul>
<b>Fixed Equipment</b>	<ul style="list-style-type: none"> <li>• Walk around equipment</li> <li>• Be mindful of others</li> <li>• When the bell goes, finish playing, go to the toilet and line up</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Keep my hands and feet to myself</li> <li>• Be nice to others</li> </ul>

# BEHAVIOUR MANAGEMENT CONTINUUM

RESPECTFUL RELATIONSHIPS

RESPONSIBLE LEARNERS



Pelican Flat Public School

Reviewed:

Term 1, 2025

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

BEHAVIOUR MANAGEMENT CONTINUUM					
<b>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 <b>POSITIVE BEHAVIOUR</b> often, then you will never see a change in the behaviours you want to see.</i></p>	<b>LOW LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>Off-task</li> <li>Running on cement</li> <li>Speaking out of turn</li> <li>Work avoidance</li> <li>Speaking loudly</li> <li>Screaming</li> <li>Talking too long</li> <li>Silliness</li> <li>Crying/upset</li> </ul> <p><b>+ others</b> May need to be recorded in School Bytes as an <b>Observation</b>.</p>	<b>MINOR LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>Absconding/Truancy</li> <li>Defiance/Refusal</li> <li>Disruption</li> <li>Excessive Swearing</li> <li>Intimidation</li> <li>Out of Bounds</li> <li>Rough Play</li> <li>Spitting</li> <li>Teasing</li> <li>Theft</li> </ul>	<b>MAJOR LEVEL</b> point-in-time managed & record in School Bytes <ul style="list-style-type: none"> <li>Abusive Language</li> <li>Aggressive Behaviour (no injury)</li> <li>Bullying (low-level)</li> <li>Cyber-Bullying (low-level)</li> <li>Harassment</li> <li>Misuse of Technology</li> <li>Property Damage/Vandalism</li> <li>Racism or Discrimination (first instance)</li> <li>Sexualised Behaviours (inc. sexual harassment)</li> <li>Verbal abuse (low-level)</li> </ul>	<b>EXTREME LEVEL</b> referral to school Executive & record in School Bytes <ul style="list-style-type: none"> <li>Assault</li> <li>Continuing persistent behaviour ...</li> <li>Criminal Behaviour</li> <li>Destruction of property ...</li> <li>Physical Violence</li> <li>Possession/Use/Supply of a drug or illegal substance</li> <li>Possession/Use of weapon, firearm, or knife</li> <li>Psychological Abuse</li> <li>Serious behaviours of concern (pending expulsion)</li> <li>Serious criminal behaviour related to the school</li> <li>Use of implement as a weapon</li> </ul>	<b>CRISIS MANAGEMENT</b> immediate escalation to Principal or delegate <ul style="list-style-type: none"> <li>Stranger on site</li> <li>All-in Brawl</li> <li>Neighbour Issue</li> <li>Severe Injury</li> <li>Community Concern</li> <li>Parent/Carer Concern</li> <li>Unconscious</li> <li>Fallen Tree or Branches</li> </ul>

RESTORATIVE FRAMEWORK					
<b>AFFECTIVE STATEMENT + FAST &amp; FREQUENTS</b> <b>Pelican Pounds</b> Everywhere, any time! <b>RESTORATIVE CIRCLES</b> Preventative, positive interactions <b>AFFECTIVE STATEMENT EXAMPLES</b> "I love the way you are ..." "Thank you for being ..." "It makes me so happy to see ..."	<b>REINFORCE EXPECTED BEHAVIOURS</b> 	<b>EXPECTATION CLARITY</b> <b>NOTIFY:</b> "I can see that you have been ..." <b>IMPACT:</b> "How does this behaviour impact you? Others?" <b>GOAL:</b> "What do you need to do to turn this around?" <b>EXPECTATION:</b> "Can we agree that if you don't turn it around, this will be the consequence ..." <b>RECOMMENDED ...</b> Record in <b>School Bytes</b>	<b>PAST- PRESENT - FUTURE</b> <b>PAST</b> Get the facts. Tell me what happened. <b>PRESENT</b> How are we feeling right now? Why is that important? <b>FUTURE</b> What are we going to do to make things right? Actions speak louder than words. <b>THEN ...</b> Record in <b>School Bytes</b>	<b>EXECUTIVE INTERVENTION</b> <b>ENQUIRE</b> Tell me what happened. Why? <b>ENGAGE</b> Did we hear your side of the story? Were you asked for it? <b>EXPLAIN</b> Are you clear on what went wrong, how it affected people and what we're doing about that together? <b>EXPECTATION</b> Are you super clear on whether there are consequences coming for failing to live up to the standards we've set? <b>THEN ...</b> Record in <b>School Bytes</b> & inform Exec who will help make a decision on Planning Room and phone calls home.	<b>RESPONSE-ANALYSIS-SAFETY</b> <b>INDOORS</b> 1. Call the office and state that assistance is needed for a CRISIS. Monitor & keep others safe. 2. Office seeks Principal or delegate immediately. <b>OUTDOORS</b> 1. Send a runner to the office with the CRISIS emergency card. Monitor & keep others safe. 2. Office seeks Principal or delegate immediately. <b>Principal or delegate will initiate a Response Analysis Method.</b> <b>THEN ...</b> Complete Hazard/Incident form and seek support through Being Well, EAPs or union rep if needed.
How can I access support for managing behaviour?					
Learning & Support referral		Discuss with an Executive		Ask for a Functional Behaviour Assessment	
				Seek APLAS support	

## CLASSROOM ACTION PLAN

Pelican Flat Public School

Colours are not to reflect "traffic lights", but used to reference levels of support that a student may require.

	<b>Learning</b> Everything is good and I am able to work.
	<b>U-Turn</b> A little bit unsettled. My teacher reminds me what to do.
	<b>Warning</b> My teacher reminds me of expectations.
	<b>In-class Reset</b> My teacher asks me to go to the Cool Off Zone.
	<b>Outside Reset</b> Buddy Class or executive office to reflect and get back on task

Buddy Class incidents are recorded on School Bytes and marked as Further Action Required.

## CLASSROOM ACTION PLAN EXPLAINED

Pelican Flat Public School

All students start each session on **Learning**.

- Staff support students to make a **U-Turn** using reminders, re-direction or explicit instructions.
- If **U-Turn** cues are effective in helping the student return to **Learning**, no **Warning** is necessary. The number and nature of **U-Turn** cues will differ depending on individual student needs – staff use professional judgement.
- If minor misbehaviour continues or escalates, the student receives one explicit **Warning**.
- If minor behaviour continues or escalates, staff direct students to their designated **Cool Off Zone** area for 5-10 minutes or for a toilet break. Students can work on mindfulness activities that are organised by the classroom teacher. Student conference may occur at the conclusion of this prior to returning to class activities. All classrooms will have a designated **Cool Off Zone**, however, individual students may have a different zone negotiated with the classroom teacher.
- If minor misbehaviour continues or escalates, staff direct students to **Reset time** for 10-15 minutes in an agreed upon Buddy Class. Staff record all **Reset time** incidences on School Bytes, select Further Action Required and inform Executive by phone so that Executive can follow-up. Student conference should occur when students return to class.
- When students return from **Reset time** they will go back to **Learning**.
- If a student reaches Reset time in the same session, the student goes to the principal's office.
- If a student refuses to go to **Reset time**, an Executive will be called for support.

## Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

## Behaviour Code for Students

Actions Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect	Safety	Engagement
<ul style="list-style-type: none"><li>▪ Treat one another with dignity</li><li>▪ Speak and behave courteously</li><li>▪ Cooperate with others</li><li>▪ Develop positive and respectful relationships and think about the effect on relationships before acting</li><li>▪ Value the interests, ability and culture of others</li><li>▪ Dress appropriately by complying with the school uniform or dress code</li><li>▪ Take care with property</li></ul>	<ul style="list-style-type: none"><li>▪ Model and follow departmental, school and/or class codes of behaviour and conduct</li><li>▪ Negotiate and resolve conflict with empathy</li><li>▪ Take personal responsibility for behaviour and actions</li><li>▪ Care for self and others</li><li>▪ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour</li></ul>	<ul style="list-style-type: none"><li>▪ Attend school every day (unless legally excused)</li><li>▪ Arrive at school and class on time</li><li>▪ Be prepared for every lesson</li><li>▪ Actively participate in learning</li><li>▪ Aspire and strive to achieve the highest standards of learning</li></ul>

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy




framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

# Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	<b>PBL</b>	School-wide expectations, Matrix, PIPs.	All students
	<b>Restorative Conversations</b>	Empathy approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	Community
	<b>Social Play or Groups</b>	Supported by the Learning & Support team to encourage positive social connections.	Younger students
	<b>Classroom Adjustments</b>	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	<b>PLaSP or PLP</b>	Plans with specific goals for students which are created with the classroom teacher.	Students with needs Aboriginal students
	<b>The Resilience Project Lessons</b>	Weekly lessons on Gratitude, Empathy and Mindfulness.	School community
Early Intervention	<b>Communication with Parents/Carers</b>	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	<b>Learning &amp; Support Referral/Caseload</b>	Referral made by classroom teacher for additional support and advice.	Students with needs
	<b>Transition Program/s</b>	Includes high school, Kindergarten, new enrolments and support class.	
	<b>Staff Communication Meetings</b>	Principal informing staff of students to monitor.	Staff
	<b>Learning &amp; Support Teachers</b>	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
	<b>Behaviour Management Plan</b>	Formal plan using the MAPA escalation scale for proactive behaviour management.	Students with complex behaviour
	<b>Risk Management Plan</b>	Formal plan when a student is presenting WHS risks in the school.	
	<b>Health Care Plan</b>	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
Targeted Intervention	<b>Buddy Class</b>	For students who reach red behaviour level (up to 10 minutes).	All students
	<b>Time Out (reflection)</b>	For students who are not following repeated instructions by the teacher.	
	<b>Cool-Off Areas</b>	Self-referred areas for students to assist with de-escalation of potential behaviour.	
	<b>Counsellor Referral</b>	Parent/carer permission for child to access school counsellor.	Students and families
	<b>Tier-2 Programs</b>	Various (see overview).	Targeted students
	<b>AP Learning &amp; Support</b>	Leads the Learning & Support team and manages Access Requests.	
	<b>Functional Behaviour Assessment</b>	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
	<b>Zones of Regulation</b>	Using the Incredible 5-point scale to assist students in identifying emotions.	
Individual Intervention	<b>Communication Book</b>	Written communication between classroom teacher and parent/carer.	Students with at-risk or problematic behaviour
	<b>Mental Health Calming Plan</b>	Student and teacher write together using the Equi Energy Youth platform.	
	<b>U-Turn Book</b>	Given to students for a week after having two planning room visits.	
	<b>Allied Health Support</b>	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	<b>DCS</b>	A disability Confirmation sheet to assist with recognised diagnosis.	
	<b>Access Request</b>	Completed by the school for either Support Class placement or Integrated Funding Support.	Students with complex behaviour
	<b>Learning &amp; Wellbeing Officer</b>	Provides advice and support to access non-school based resources.	
	<b>Part Day Exemption</b>	A formal plan to assist students with transition back to school.	
	<b>Warning of Suspension</b>	Issued for concerning or repeated behaviours which meet a certain threshold.	
	<b>Suspension</b>	Issued for behaviour which endangers others or at risk or repeated major behaviours.	
	<b>Crisis Management Plan</b>	Developed by the Principal for students and families who're struggling to maintain behaviour.	
	<b>Behaviour Specialist</b>	Accessed through the LWO to assist with strategies for dealing with behaviour.	
	<b>Complicated Caseload</b>	Referred to by the Principal for students exhibiting ongoing, problematic behaviours.	



## Resets, Buddy Classes and Planning Room

Action	When and how long?	Who coordinates?	How are these recorded?
<b>In-class break</b> 	<b>Classroom:</b> reset level (2 warnings) 10 minutes maximum  <b>Playground:</b> 2 warnings 5 minutes maximum	Classroom Teacher  Teacher on duty	Reflection sheet (kept in classroom)  Verbal to student's teacher.
<b>Buddy Class</b> 	<b>Classroom:</b> outside reset level (3 warnings) 10 minutes maximum  <b>Playground:</b> 3 warnings (sitting) 5 minutes maximum	Classroom Teacher  Teacher on duty	School Bytes  School Bytes
<b>Reflection Room</b> 	At lunch time using Restorative Framework  25 minutes	Principal	School Bytes

## School Anti-Bullying Plan

The **Anti-Racism Contact Officer (ARCO)** is a teacher or executive member of staff who has been nominated by the principal to support anti-racism education in the school.

**Our school's ARCO is:** Mrs Laverick

## Restorative Conversations

Mistakes and muck ups happen but we can fix them.  
Choose to keep your conversations **WARM**.

**W**

**What happened?**

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What I am thinking now about what happened?

**A**

**Affect**

Who was affected by what happened?

Was what happened fair to them?

Was what happened the right thing?

**R**

**Repair**

What do I need to do to repair things?

How will this help put things right?

When can this happen?

**M**

**Move Forward**

How can we make sure this doesn't happen again?

What do you need to start/stop/stay doing?

If this happens again, what do you think should happen next?

Restorative conversations are a short (5-10 minute) dialogue between two people. Typically, this occurs between a teacher and student; however, it can be used in almost any context including a principal and teacher or staff member.

These are intentional conversations that start off positive and give the student or other party the opportunity to reflect some positive things as well.

Once the concern or issue is stated then both parties work to figure out how to heal the harm. Afterwards, it's always best to have both parties check in a couple of days or a week later to see how things have changed.

**Through a bullying lens:** ongoing bullying issues are often dealt with by the teacher and Principal. These conversations can take place during Reflection Rooms visits, at break times or in the playground. Often, these conversations take place with the students involved, with a follow-up phone call to parents/carers after the meeting. If there is severe or ongoing concerning behaviours, these are passed on to the Principal and are dealt with in more formalised meetings.

# Professional Learning

Course	Who?	Purpose	How often?
<b>Classroom Management Fundamentals</b>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>SLSOs</li> <li>Assistant Principals</li> <li>Principal</li> </ul>	This eLearning provides the fundamentals to help teachers establish essential good classroom practice. Classroom Management Fundamentals eLearning is divided into five modules: setting the scene, positive classroom environments, establishing your practice, active engagement and responding to student behaviour.	Every 2 years
<b>Restorative Practices</b>	<ul style="list-style-type: none"> <li>All staff</li> <li>Families</li> </ul>	Three-year plan to implement Restorative Practices as the underpinning methodology of School Culture. RP is an upgraded version of what you might be imagining and respects both the business and the busy-ness of the contemporary Australian school. Focused on "low investment, high return" changes that trigger both quick wins and sustainable practice commitments.	Every year for 3 years
<b>The Resilience Project</b>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom and family home.	Refresher every year
	•		
<b>PBL</b>	<ul style="list-style-type: none"> <li>New PBL team members</li> </ul>	Tier 1 Classroom systems of support Tier 1 School-wide systems of support Tier 2 Targeted systems of support Tier 3 Individual systems of support	As needed
<b>8 Ways Aboriginal Learning</b>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>SLSOs</li> <li>Assistant Principals</li> <li>Principal</li> </ul>	This is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. In this way, focus can remain on core curriculum content while embedding Aboriginal perspectives in every lesson.	Once Access for new staff
<b>Disability Standards for Education e-learning</b>	<ul style="list-style-type: none"> <li>Assistant Principals</li> <li>Principal</li> <li>Support Class Staff</li> <li>Learning &amp; Support</li> </ul>	A package of e-learning lessons on the Disability Discrimination Act 1992 (DDA), with a focus on the Disability Standards for Education 2005 (the Standards), has been developed to provide professional learning for teachers. These lessons are now a compulsory element of professional learning for principals, DELs and school executive staff as part of changes implemented under the department's Disability Strategy in 2020.	Every 3 years
<b>Online Training Modules (various)</b>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Learning &amp; Support</li> </ul>	<ul style="list-style-type: none"> <li>Supporting Student Wellbeing and Mental Health</li> <li>Understanding Autism Spectrum Disorder</li> <li>Speech, Language and Communication Needs</li> <li>Understanding and Supporting Behaviour</li> <li>Understanding Attention Deficit/Hyperactivity Disorder</li> <li>Anti-Racism Contact Officer Training</li> </ul>	Annually
<b>Functional Behaviour Assessment</b>	<ul style="list-style-type: none"> <li>Learning &amp; Support</li> <li>Assistant Principals</li> <li>Principal</li> </ul>	Introduction to Functional Based Assessment (FBA) eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student.	As needed

## School Behaviour Support and Management Plan

<b>Date Completed:</b>	1/2/2025
<b>Completed by:</b>	Zoe Parsons
<b>Position(s):</b>	Principal
<b>Next Review date:</b>	November, 2025
<b>Next Review date with community input:</b>	November, 2025
<b>Principal Name:</b>	Zoe Parsons
<b>Principal Approval date:</b>	2 <sup>nd</sup> February 2025