

# Avalon Public School Behaviour Support and Management Plan

## Overview

Avalon 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 The Resilience Project, Positive Behaviour for Learning (PBL) program, the Peer Support Program, Class Buddy Program and our Student Leadership Program.


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

Avalon Public School has the following school-wide rules and expectations that underpin our classroom and behaviour management expectations:

- **Respect** - by accepting others' differences, helping each other, looking after our school environment, and taking pride in ourselves and everything we do.
- **Responsibility** - showing we are being responsible by being polite, acting safely and being in the right place, by learning all we can at school and at home, by asking for help when we need it and by being responsible for our own actions.
- **Personal Best** - doing our personal best by listening and following instructions, by being organised and prepared, by accepting challenges and being persistent and by allowing others to learn without distraction.

### To display respect, responsibility and personal best

• EXPECTATION	• BEHAVIOURS IN ALL SETTINGS
• RESPECT	<ul style="list-style-type: none"><li>• Are polite and kind to others</li><li>• Follow teachers' instructions and be active listeners</li><li>• Treat others with kindness</li><li>• Wear our school uniform with pride</li></ul>
• RESPONSIBILITY	<ul style="list-style-type: none"><li>• Be safe and sensible</li><li>• Are accountable for our own behaviour</li></ul>



	<ul style="list-style-type: none"> <li>• Take care of our own and others property</li> <li>• Be helpful</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PERSONAL BEST</b></li> </ul>	<ul style="list-style-type: none"> <li>• Take pride in all our work</li> <li>• Be resilient</li> <li>• Participate to the best of our ability</li> </ul>

Avalon Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

In the first few weeks of the school year, students at Avalon are **explicitly taught positive habits and appropriate behaviours** through our Positive Behaviour Learners (PBL) program.

Each class agrees on **common classroom expectations**, which, when followed, will make the classroom a safe and happy place to work. These expectations will be displayed in the classroom as a reminder. Students are also made aware of the consequences of inappropriate or unacceptable behaviour.

### Avalon's Strategies and Systems

- **Avalon PBL tokens**

From K-6, teachers award "PBL" tokens to students who demonstrate the expected values and behaviours of our school code. PBL tokens provide immediate positive reinforcement for students who are doing the right thing. They are typically used as lower-level rewards and as immediate positive reinforcement. These are seen as "free and frequent" rewards and there are no restrictions placed on the number that can be distributed in a week. Students work together to reach a shared goal of 10,000 tokens, which earns the school a rewards day. To support student voice and choice, students nominate activity options and, on the day, are free to move between activities that they'd like to participate.

- **House Points**

All students belong to one of 4 Sporting Houses – **Aringa** (green), **Coolong** (blue), **Koonawarra** (yellow) and **Warrigal** (purple). Students are awarded House Points in class or at sporting events throughout the year. They are tallied each fortnight and the house with the highest points throughout the term will participate in a House Treat afternoon in Week 10 each term.


- **Code Cards**

A Code Card is given to any student displaying appropriate, positive behaviour in

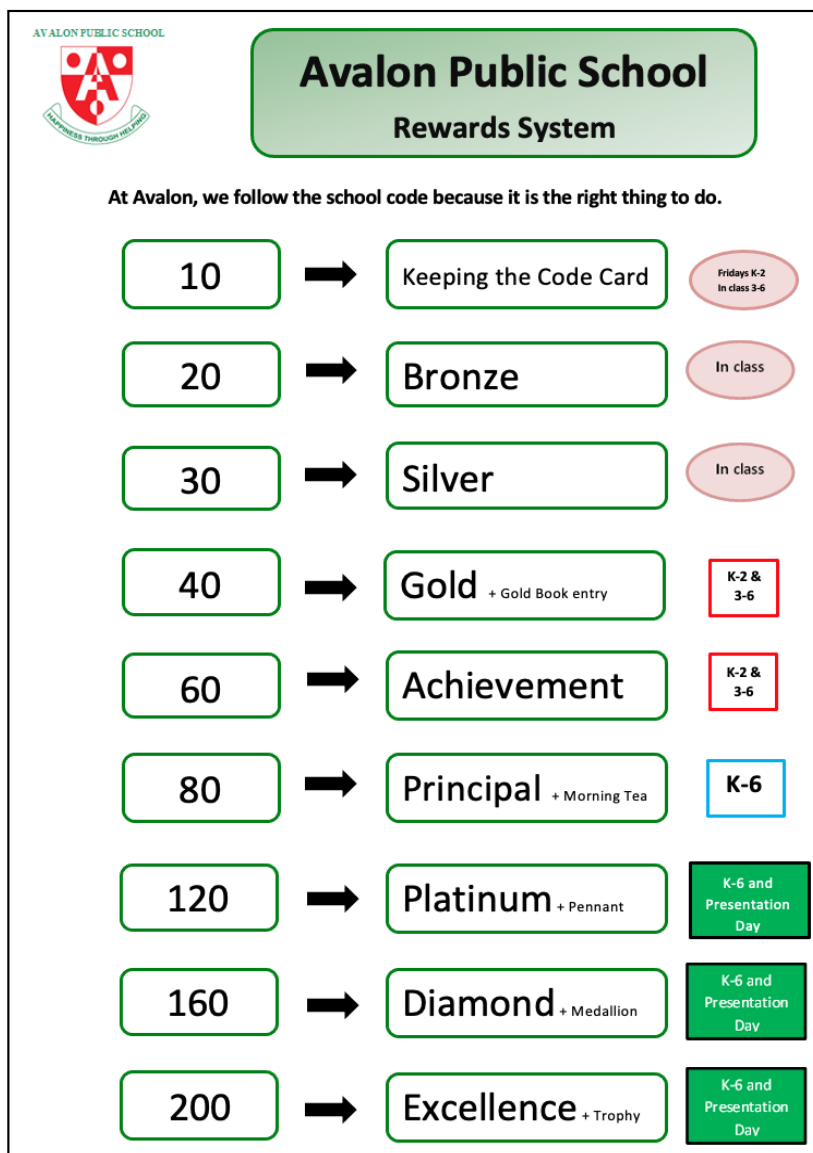
line with our three school values: **Respect, Responsibility** and **Personal Best**. They are awarded by class teachers for achievements and behaviour within the classroom and are available for support staff and for classroom teachers to use for events outside normal classroom situations e.g. playground behaviour, PSSA, assemblies, concerts, on excursions, at sporting events, etc. Each classroom teacher has a quota of 10 cards per week.

The student receiving a Code Card will paste it in his/her portfolio. This makes the recording of the cards a speedy process. The code cards are cumulative i.e., they are carried over from each previous year and are recorded in SchoolBytes.

There are a variety of awards a student can attain from accumulating Code Cards - see **Rewards Flow Chart**.



**AVALON SCHOOL CODE**  
 Name: \_\_\_\_\_  
 Class: \_\_\_\_\_ Signed: \_\_\_\_\_  
☐ Respect  
☐ Responsibility  
☐ Personal Best



## Behaviour Code for Students

The Behaviour Code for Students in NSW public schools can be found at [Behaviour Code for Students in NSW Public Schools](#). High expectations for student behaviour at Avalon Public School are established and maintained through effective role modelling, explicit teaching, and planned responses.

## Whole School Approach

At Avalon Public School, we integrate student well-being and positive behaviour strategies throughout our practices along the care continuum. These approaches encourage positive behaviour and tackle concerning behaviours, including bullying and cyberbullying. Students require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the care continuum.



The care continuum includes interventions for:

- all students - creating a safe and respectful learning environment,
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours,
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	<p>A whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.</p> <ul style="list-style-type: none"><li>• All students are explicitly taught the expected behaviours and establish clear and consistent boundaries.</li><li>• Staff take a proactive, preventative approach to ensure all students receive the appropriate</li></ul>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<p>level of support to help them to be successful at school.</p> <ul style="list-style-type: none"> <li>• Explicit teaching of behavioural expectations and social-emotional competencies</li> <li>• clear boundaries in place</li> <li>• high rates of acknowledgement for expected behaviours</li> <li>• effective instruction</li> <li>• active supervision.</li> </ul>	
Prevention	Transition Support	<p>Pre-Kindergarten Programs</p> <ul style="list-style-type: none"> <li>• Interviews, school tours, transition programs, and information sessions for parents and caregivers, all supported by school-based documentation.</li> <li>• Collaboration with Early Childhood</li> </ul> <p>Settings: Engaging with preschools, previous schools, and allied health professionals to ensure continuity of support.</p> <p>Transition Support: Facilitating key transition points, including opportunities for students to meet their future classroom teacher the year before and participating in transition programs with local high schools.</p> <p>Learning Community Events: Organising student events, network processes, and consistent professional learning for staff across the learning community.</p> <p>Parent and Carer Communication: Maintaining open communication through platforms such as emails, SeeSaw, Class Dojo, enabling collaboration between families and staff.</p> <p>Transition programs encompass Year 2 students accessing the Primary play area and Year 4 students engaging in a structured buddy program with Year 6.</p>	<p>Students</p> <p>Early Childhood Centres</p> <p>Parents/ Caregivers</p> <p>Prospective Families</p> <p>Learning Community</p> <p>Staff</p> <p>Executive</p> <p>LST</p>
Prevention	Attendance Support	<p>Executive members and class teachers monitor attendance for students and initiate strategies with students, families and teachers to address barriers to improve student attendance and set growth goals, including phone calls, letters and meetings.</p>	<p>Individual Student</p> <p>Parents/Care givers</p> <p>Prospective Families</p>

Care Continuum	Strategy or Program	Details	Audience
			Staff Executive LST
Prevention	Classroom Management	<ul style="list-style-type: none"> <li>• <b>Universal Expectations:</b> Classroom rules are explicitly taught and applied consistently school-wide. Universal rules and values are displayed in all classrooms.</li> <li>• <b>Positive Reinforcement:</b> Students are rewarded through the Merit Awards System, PBL 'fast and frequent', Class Dojo, platform and a sports house team approach award system.</li> <li>• <b>Collaborative Support:</b> Teachers, executive staff, and the Learning Support Team (LST) work together to provide tailored support.</li> <li>• <b>Professional Learning:</b> Teams engage in collaborative planning, programming, and professional development</li> <li>• <b>Differentiation and Communication:</b> School procedures and support documents are tailored for all staff, including casual teachers.</li> <li>• <b>Targeted Support:</b> Additional learning and support staff, including School Learning Support Officers and the Student Wellbeing Officer, are provided as needed.</li> </ul>	Students Staff Executive LST
Prevention	The Resilience Project	<p>The Resilience Project is a whole school approach to explicitly teach wellbeing. It is an evidence-based program providing practical strategies to support positive mental health and build resilience. Teachers and students engage in weekly lessons around the key pillars proven to cultivate positive emotion: <b>Gratitude, Empathy</b> and <b>Mindfulness (GEM)</b> with <b>Emotional Literacy</b> being a foundational skill to practise these strategies.</p>	Whole School
Prevention	Playground Interventions	<ul style="list-style-type: none"> <li>• <b>Indoor spaces:</b> Available during lunch times for students needing a calm, airconditioned space.</li> <li>• <b>Special Interest Groups (K-2 &amp; 3-6)</b> – tailored activities towards the needs of students who find the playground challenging.</li> <li>• <b>Recognition:</b> PBL tokens are freely and frequently handed out to reinforce positive student interactions.</li> <li>• <b>Student Education:</b> Teaching students about proper use and safety of playground resources.</li> </ul>	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Zones of Regulation	A proactive, skills-based approach program that helps people of all ages learn to identify, monitor, and regulate their emotions and alertness.	Whole School
Early Intervention	Targeted interventions	<p>Additional specialised group systems for students with at-risk behaviour. For students who have moderate, ongoing behaviours of concern (social, behavioural, and academic), support is provided through additional Tier 2 or "targeted" level interventions.</p> <ul style="list-style-type: none"> <li>• daily check ins</li> <li>• academic modifications</li> </ul>	Identified students from LWT referrals/PBL Incident Data
Targeted Intervention	Learning and Wellbeing Team	<p>The Learning and Wellbeing team (LWT) work with teachers, students, and families to support those students who require personalised learning and support.</p> <p>Includes the development of risk assessments, and the development of short &amp; long-term goals in PLSP.</p>	LWT
Targeted Intervention	Classroom Interventions	<p>A whole school focus PBL framework that seeks to build a positive, inclusive and resilient community that supports the mental health of all students.</p> <p>Zones of Regulation uses a whole school proactive, skills-based approach. The systematic framework utilises simple and accessible strategies to also foster inclusion for neurodivergent learners and those with social, emotional, and behavioural needs, helping to bridge skills across different settings and services at school.</p> <p>Focus on positive rewards: PBL tokens, Code Cards which are linked to school values.</p> <p>School merit certificates linked to a tiered reward system for positive and on task behaviour.</p> <p>Consistent and predictable routines with visible classroom expectations and movement breaks.</p> <p>Referral to the Learning and Support Team via weekly meetings for students requiring extra behavioural support to seek interventions for classroom use.</p>	<p>Students</p> <p>Parents/Caregivers</p> <p>School Psychologist</p> <p>Staff</p> <p>Executive</p> <p>LST</p>
Targeted Intervention	Playground Interventions	<p>Avalon PBL tokens are freely and frequently issued to reinforce positive interactions.</p> <p>House points are tallied, and the winning house celebrates at the end of each term.</p>	<p>Students</p> <p>Parents/Caregivers</p>

Care Continuum	Strategy or Program	Details	Audience
		<p>A behaviour management flowchart is used to outline minor and major behaviour breaches, along with appropriate staff responses, aligned with the PBL strategies implemented by our school.</p> <p>Use of reflection room following major behaviour notifications.</p>	<p>School Psychologist</p> <p>Staff</p> <p>Executive</p> <p>LST</p>
Targeted Intervention	Social / Friendship Clubs	<p>Friendship Clubs are targeted to help specific students who are either having problems making friends on the playground or who have behavioural challenges. They are given the opportunity to learn and practice strategies to help them make friends and deal with issues appropriately in the playground. This occurs in a quieter area and is staffed by SLSOs or LASTS.</p>	<p>Identified students from LWT referrals</p> <p>SLSOs</p> <p>LASTS</p>
Individual Intervention	Case Management approach	<p>Additional specialised, individualised systems for students with high-risk behaviour</p> <ul style="list-style-type: none"> <li>• a case management approach</li> <li>• individual behaviour support plans</li> <li>• individual risk assessments</li> <li>• attendance plans</li> <li>• ongoing monitoring and review.</li> </ul>	<p>Identified students from LWT referrals</p> <p>DPs</p>
Individual Intervention	Trauma Informed Practice	<p>Practised as a whole school approach with a focus on consistency, relationally based and predictable strategies. Trauma-informed practice focuses on how school staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma.</p>	<p>Students</p> <p>Staff</p> <p>Psychologists</p> <p>Executive</p> <p>LST</p>

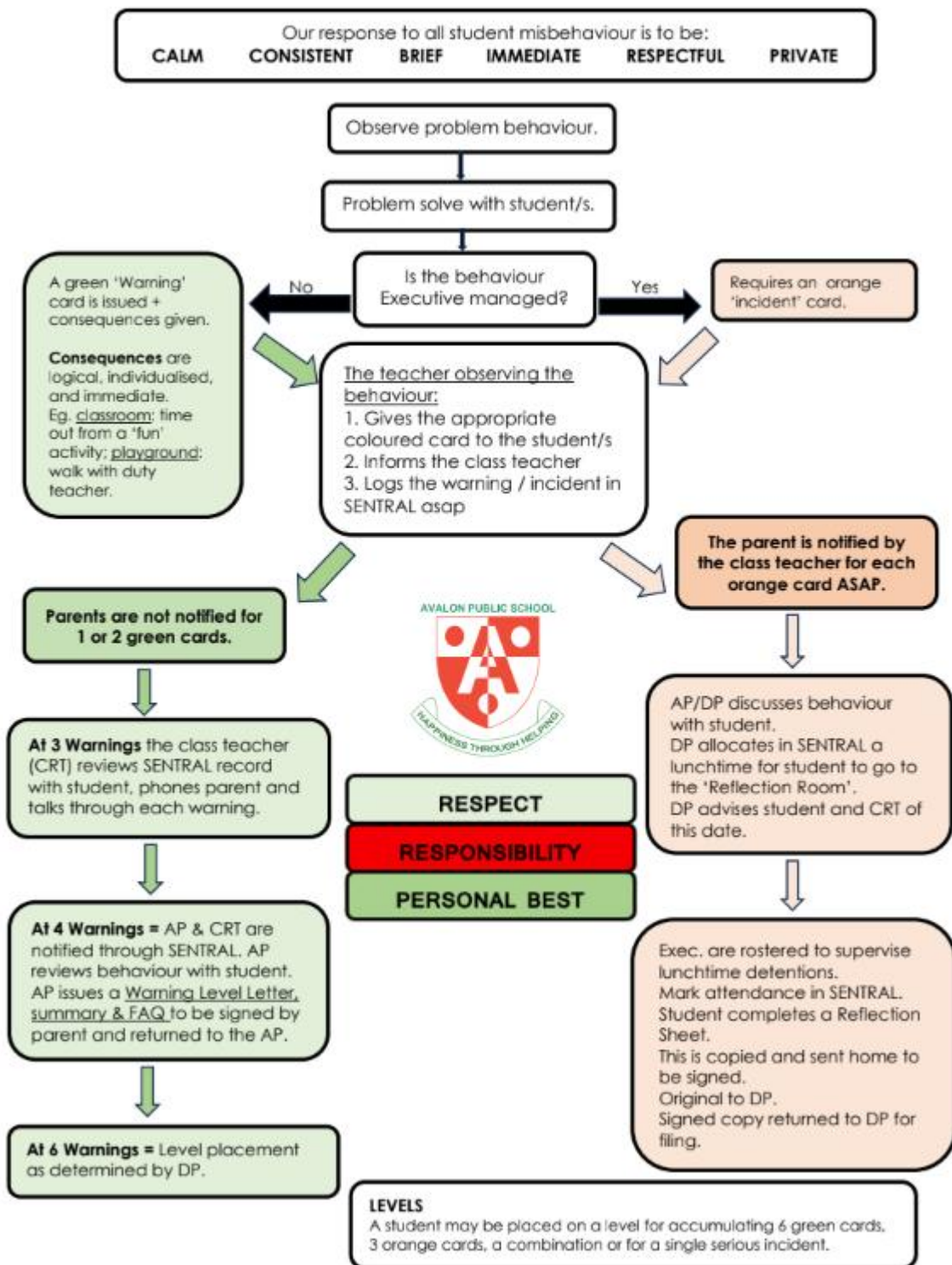
## Reflection and Restorative Practices

Our school has a proactive and preventative approach to supporting wellbeing that underpins student behaviour. Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social-emotional learning guide our daily practice. Avalon Public School explicitly teaches social and emotional learning (SEL) through The Resilience Project. We promote co-regulation and self-regulation through the use of the Zones of Regulation. The school's values and behaviour expectations are explicitly taught and modelled throughout daily practice and weekly PBL lessons.

Action	When and how long?	Who coordinates?	How are these recorded?
<p><b>A 'Minor Warning'</b> can be issued for repeat misbehaviour, or for sufficiently inappropriate initial behaviour (playground or classroom).</p> <p>Consequences must be directly related to the incident and can provide students with strategies to prevent incidents from reoccurring.</p> <p>If <u>3 warnings</u> are accumulated, the CRT reviews SchoolBytes record with student, phones parent and talks through each warning. (pattern emerging)</p> <p>At <u>4 warnings</u> = AP &amp; CRT are automatically notified through SchoolBytes. AP reviews behaviour with student and issues a <u>Warning Level Letter, summary of the behaviours &amp; Parent FAQ</u>. Letter is to be signed by parent and returned the next day to AP.</p> <p>At <u>6 warnings</u> = DP, AP &amp; CRT are automatically notified through SchoolBytes. DP reviews behaviour with student and issues</p>	as soon as possible	<p>the reporting teacher</p> <p>CRT</p> <p>AP</p> <p>DP</p>	<p>Individual warnings are logged in SchoolBytes by issuing teacher. Parents are not informed for 1 or 2 warnings.</p> <p><u>At 3 warnings</u> = AP &amp; CRT are automatically notified through SchoolBytes.</p> <p><u>At 4 warnings</u> = AP &amp; CRT are automatically notified through SchoolBytes. AP issues a <u>Warning Level Letter, summary of the behaviours &amp; Parent FAQ</u></p> <p><u>At 6 warnings</u> = DP, AP &amp; CRT are automatically notified through SchoolBytes.</p>
<p><b>A 'Major Incident'</b> is logged for more serious misdemeanours (playground or classroom).</p> <p>This results in the student attending a lunchtime at the Reflection Room. (supervised by an Exec)</p>	as soon as possible	<p>Relevant Deputy Principal assigns the student to the Reflection Room register</p>	<p>Logged in SchoolBytes by issuing teacher.</p> <p>DP, AP &amp; CRT are automatically notified through SchoolBytes.</p> <p>Parent called by CRT.</p>
<p>A <b>behavioural level</b> system is used for those students who either accumulate 6 'Minor Warnings, 3 'Major Incidents', a combination</p>	Placed on a level	DP with the Behaviour Committee	DP, AP & CRT are automatically notified through SchoolBytes.

Action	When and how long?	Who coordinates?	How are these recorded?
thereof or they display serious disruptive and/or inappropriate behaviours. The behaviour committee works with the student and classroom teacher for proactive strategies to support the student's behaviour informed by evidence based strategies.			Level assigned is recorded in SchoolBytes by DP.  Level letter sent in SchoolBytes to CRT, AP & parents.
<b>Restitution</b>			
<b>Formal Caution to Suspend</b> letters where necessary. Signals expectations to students and parents and early support measures can be established.	Depending on incident	Deputy /Principal	Logged in SchoolBytes by DP/P.  Letter sent in SchoolBytes to CRT, AP & parents.
An <b>in-school suspension</b> , as an alternative option to suspension.	Depending on incident and context	Deputy/ Principal	Logged in SchoolBytes by DP/P.  Letter sent in SchoolBytes to CRT, AP & parents.
<b>Suspension</b> from school allows time for schools to ensure appropriate support and case management procedures are in place. K-2: max. 5 days 3-6: max. 10 days	Depending on incident and context and in consultation with Behaviour Committee	Deputy/ Principal	Logged in SchoolBytes by DP/P.  Letter sent in SchoolBytes to CRT, AP & parents.

## Managing Inappropriate Behaviour








### 3. Behaviour Level System

The behaviour level system helps students to understand consequences of misbehaviour and assists teachers to be consistent and fair.

The system consists of 4 levels, and students may be placed on an appropriate level, following a meeting of the Behaviour Committee. The Behaviour Committee may consist of a combination of class teacher, stage AP, stage DP, Principal, School Counsellor/ Psychologist.

Consequences are attached to each level and increase in severity.

- Level 0** Every student starts at this level and most children who are co-operative and sensible remain on this level for their whole school career.
- Level 1** A student receiving **3** orange Incident Cards or **6** green Warning Cards (or a combination thereof) or **displaying serious disruptive behaviour** may be placed on Level 1.
- Level 2** A serious incident, or repeated disruptive behaviour, or failing to improve behaviour will result in a student being placed on Level 2.
- Level 3** A serious incident or a student continuing to ignore the rights of others in the school and/or if insufficient effort is made to improve behaviour will result in a student being placed on Level 3.
- Level 4** A serious incident or continued behaviour deterioration will result in a student being placed on Level 4.

Avalon Public School					Reviewed	Term 3, 2025
<b>REMINDERS:</b> <ul style="list-style-type: none"> <li>A green or orange card is just the record of behaviour</li> <li>All behaviours of all students are the responsibility of every teacher in the school.</li> </ul>						
<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> <i>We want to reinforce POSITIVE BEHAVIOUR by 'catching them being good'</i>	<b>REMINDER LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>Off-task</li> <li>Lack of manners</li> <li>Calling out</li> <li>Work avoidance</li> <li>Distracting others</li> <li>Littering</li> <li>Taking too long</li> <li>Silliness</li> <li>Unkind behaviours - excluding or provoking others</li> <li>+ others</li> </ul>	<b>MINOR LEVEL (Green Card)</b> point-in-time managed <ul style="list-style-type: none"> <li>Swearing</li> <li>Non-compliance - not following instructions of completing classwork</li> <li>Repeated disruptive behaviour</li> <li>Rough Play</li> <li>Out of Bounds</li> <li>Provoking others, Teasing</li> <li>Disrespect e.g. answering back</li> <li>Misuse of Technology - wearing device, wrong websites</li> <li>Unsafe property misuse e.g. throwing objects</li> </ul>	<b>MAJOR LEVEL (Orange Card)</b> point-in-time managed & record in School Bytes <ul style="list-style-type: none"> <li>Abusive Language</li> <li>Defiance - refusal to engage or follow instructions</li> <li>Sustained or highly disruptive behaviour</li> <li>Physical Aggression &amp; Spitting</li> <li>Absconding</li> <li>Bullying</li> <li>Disrespectful &amp; rude behaviour</li> <li>Inappropriate Misuse of Technology</li> <li>Property Damage/Vandalism</li> <li>Racism or Discrimination</li> <li>Theft</li> </ul>	<b>EXTREME LEVEL</b> referral to school Executive & record in School Bytes immediate escalation to Principal or delegate <ul style="list-style-type: none"> <li>Assault/Physical Violence</li> <li>Sexualised Behaviours (inc. sexual harassment)</li> <li>Destruction of property</li> <li>Possession/Use/Supply of a drug or illegal substance</li> <li>Possession/Use of weapon, firearm, or knife</li> <li>Targeted and persistent bullying</li> <li>Use of implement as a weapon</li> </ul>		
<b>REINFORCING STATEMENT + FAST &amp; FREQUENTS</b> Managed by classroom teachers <b>PBL Rewards</b> Everywhere, any time!  + <b>PBL lessons</b> Preventative, positive interactions + <b>AFFECTIVE STATEMENT EXAMPLES</b> "I like the way you are..." "I can see you..." "Thank you for being..."	<b>REINFORCE EXPECTED BEHAVIOURS</b> Managed by classroom teachers Reinforce <u>whole school expectations</u>  <b>If the behaviour continues</b> (1-2 reminders) ... Record in <b>School Bytes</b>	<b>RESTORATIVE PRACTICE &amp; POSSIBLE CONSEQUENCE</b> Managed by classroom teachers After 4 refer to the AP <u>Restorative Practice Conversation:</u> <b>NOTIFY:</b> "I can see that you have been (refer to whole school expectations)..." <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> "What do you need to do next time?" <b>THEN ...</b> Record in <b>School Bytes</b> & provide a consequence <b>Possible Consequences for a minor:</b> sent to another room, complete work at recess or lunch, letter of apology, act of kindness.	<b>RESTORATIVE PRACTICE &amp; POSSIBLE CONSEQUENCE</b> Managed by class teacher and AP/DP <u>Restorative Practice Conversation:</u> <b>PAST</b> What did I do? What part/s of the school code did I forget? <b>PRESENT</b> How are we feeling right now? Why is that important? <b>FUTURE</b> What will I do next time? What can I do to make it up? <b>THEN ...</b> Record in <b>School Bytes</b> & inform exec who will speak with the student and set a reflection room to complete a reflection sheet with supervising teacher. The class teacher notifies the parents/carers. <b>Possible Consequences for a major:</b> time in another classroom, community service	<b>EXECUTIVE INTERVENTION</b> Managed by the Senior Executive <b>INDOORS</b> 1. Call the office and state that assistance is needed for by an executive immediately. 2. Office seeks a senior executive immediately. <b>OUTDOORS</b> 1. Send a runner to the office for assistance 2. Office locates the senior executive <b>Principal or executive</b> <b>THEN ...</b> Complete Hazard/Incident form and seek support if required. This will likely result in a warning of suspension or suspension.		
How can I access support for managing behaviour?	 Learning & Wellbeing Team referral	 Discuss with an Executive	 Refer to the Behaviour Committee Functional Behaviour Assessment			



## PBL REMINDERS, MINOR & MAJOR BEHAVIOURS

Topic	Up to 2 Reminders = Green card/warning	Green Card MINOR May be given instantly	Orange Card MAJOR May be given instantly
Inappropriate Language	Conversational/accidental swearing	Repeated swearing	Targeted verbal abuse, including swearing
Physical Contact	Rough play outside	Physical contact - non serious but inappropriate E.g. Rough play inside or outside	Physical Aggression Fighting, intentional aggression, violence, Weapons, spitting Repeated rough play outside or acting with the intent to cause harm
Inappropriate or Disruptive Behaviour	Calling out, Off task talking, distracting other students	Repeated Disruptive Behaviour e.g. Calling out, Off task, talking, distracting other students	Disruption e.g. Sustained loud talk, talk, yelling, tantrums, persistent disruption throughout the week
Non-compliance	Off task behaviours, not following instructions	Non-compliance- Repeated E.g. Not completing classwork/ following instructions	Non-compliance/Defiance Refusal to engage in classwork or follow instructions
Property Misuse	Disrespecting property, littering	Unsafe Property misuse Throwing objects	Property Damage Intentionally damaging property, Graffiti
Out of Bounds	Out of Bounds Playing in the toilet Accidental out of bounds without asking teacher (collecting ball)	Out of Bounds Playing in the toilet	Absconding
Disrespectful Behaviour	Lack of manners	inappropriate comments, answering back	Disrespect, rudeness towards students, staff or visitors, Sexual innuendo/slanders Lying to the teacher (particularly when asked to tell the truth the first time)
Racism			Racial comments/Discrimination
Unkind Behaviour	Not sharing, excluding others, provoking others	Repeated unkind behaviour, excluding others, provoking others	Bullying Repeated provocation or taunting others
Theft			Theft
Drug Use			Vaping/Smoking/Illicit substances
Assembly	Speaking during assembly	Repeated disrespectful behaviour	Extreme disruptive behaviour
Inappropriate use of Technology	Smart watches in bags	Misuse of technology e.g. going on the wrong website deliberately Wearing a device after being reminded	Inappropriate use of the technology e.g. internet, mobile phones Using a device after being reminded



## Partnership with Parents/Carers

Avalon Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by using our existing communication channels to support broader engagement and feedback. This includes:

- seeking input and providing information through P&C meetings
- hosting Parent Information sessions
- regularly communicating between school and home via newsletters, phone calls and emails
- distributing school developed documentation via SchoolBytes
- parent/carer feedback through formal and informal means:
  - NSW Public School Surveys
  - School Surveys
  - Consulting with the P & C

## School Anti-bullying Plan

Avalon Public School fosters an inclusive environment where diversity is affirmed, and individual differences are respected. Partnership with parents and the wider community is considered central to the success of addressing bullying when it occurs. We take our responsibilities in relation to bullying behaviour very seriously and we have more success when parents work with the school to solve the bullying problem.

The school's existing Anti-Bullying Plan can be found here. [Anti-Bullying Plan APS.docx](#)

## Reviewing dates

Last review date: 19 November 2025

Next review date: February 2026