

NSW Department of Education



Goonellabah Public School Behaviour Support and Management Plan

Overview

Goonellabah Public School is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student educational outcomes. Our **Goonellabah Way Wellbeing Strategy** approach enables every student to access and participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet individual needs. This plan reflects our school's evidence-based, tiered behaviour management approach that is aligned with the Department of Education's (DoE) Student Behaviour Policy.

The Goonellabah Wellbeing program will combine **Positive behaviour for Learning (PBL)** and **You Can Do It! (YCDI!)**. PBL practices focus on the core values of *Respect, Responsibility and Learning*. The school uses PBL to reinforce positive expectations using a school-wide matrix, consistent rewards, all-inclusive rewards days, assemblies of recognition and management flowcharts for all staff. PBL practices are underpinned by implementation of the YCDI! which incorporates social emotional intelligence teaching strategies, positive education, and wellbeing practices to support every student to be ready to learn and able to thrive.

These procedures apply to **all NSW public schools** and student behaviour:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- if the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

Effective planning for behaviour support is undertaken during Learning and Support Team meetings and is a continuous cycle of planning and improvement:

1. Identify – what is the issue? Why? Define the behaviour of concern.
2. Assess – gather your evidence, look at what your evidence might mean – a function of the behaviour.
3. Plan – develop strategies to get the change you want – positive behaviour support.
4. Implement – all support. Consistently follow the plan.

5. Monitor – put in place a monitoring and review process of the implementation of the plan.
6. Evaluate – analyses the information that you have gathered through monitoring and review. Has anything changed for the student? Do you need to change the plan?

Our Behaviour Support and Management Plan strongly reflects the Department of Education Behaviour Code for Students, School Community Charter and Anti-Bullying Plan.

THREE TIERS OF INTERVENTION – A LAYERED FRAMEWORK

TIER 1 - PREVENTATIVE INTERVENTIONS AND UNIVERSALS	All students
<ul style="list-style-type: none"> Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students. 	
TIER 2 - EARLY OR TARGETED INTERVENTIONS	Some students
<ul style="list-style-type: none"> Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern. 	
TIER 3 - INDIVIDUAL INTERVENTIONS	Few students
<ul style="list-style-type: none"> Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support Team 	

Procedural Fairness

Essential elements of **procedural fairness** include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.
- Respond to any allegations made against an individual.
- Appeal the decision to suspend or expel and be informed of their right to do so.
- Impartiality and an absence of bias in the investigation and decision-making processes.

The **Goonellabah Wellbeing approach** aims to develop the capacity of students to manage peer interaction and conflict in a respectful and responsible manner. If instances of bullying arise, our [Anti-Bullying Plan](#) supports students and can be found on the GPS website.

Partnership with parents and carers

Goonellabah Public School utilises our local **Delivery Support Team**, **AECG** and **P&C** to form partnerships in the development and implementation of student behaviour support and management strategies. The strategies are communicated through established channels including but not limited to scheduled parent information evenings and assemblies, the GPS website, GPS Facebook page, school newsletters, parent email and targeted communication relating to specific student behaviours. The School Community Charter is used to inform parents and carers on engagement expectations with Goonellabah Public School.

School-wide expectations and rules:



Behaviour Code for Students:

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students. [DOE Behaviour Code for Students](#)

In NSW Public Schools all students are expected to do the best of their ability to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have the right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate

Behaviour Code for student actions:

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the NSW Department of Education. We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour. To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles:

RESPECT:

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

SAFETY:

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

ENGAGEMENT:

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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 across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Goonellabah Wellbeing Approach	Goonellabah Public Schools Wellbeing expectations, Matrix, class action plan, rewards system.	All students
	Restorative Conversations	Restorative approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	Community
	Social Play or Groups	Supported by the Learning & Support team to encourage positive social connections.	Targeted students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	IEP or PLP	Plans with specific goals for students which are created with the classroom teacher.	Students with needs Aboriginal students
	Goonellabah Wellbeing Lessons	Weekly lessons on expectations and self-regulation.	School community
Early Intervention	Communication with Parents/Carers	Phone calls, School Bytes, SMS or face-to-face	Parents/Carers
	Learning & Support Referral/Caseload	Referral made by classroom teacher/executive for additional support and advice.	Students with needs
	Transition Program/s	Includes high school, Kindergarten, new enrolments, Stage 2 to 3, and Opportunity Class.	
	Staff Communication Meetings	Principal informing staff of students to monitor.	Staff
	Learning & Support Teachers	Providing intervention groups focusing on literacy, numeracy and wellbeing.	Targeted students
	Behaviour Management Plan	Formal plan using the escalation scale for proactive behaviour management.	Students with complex behaviour
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
Targeted Intervention	Cool Off Zone	For students who have received reminder/U-turn reminder (blue and yellow level) on class action plan.	All students
	Buddy Class	For students who reach 'Buddy Class' (red) level on class action plan.	
	Reflection Room	For individual students who are referred to executive via behaviour management flow chart.	
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and families
	Tier-2 Programs	Specific small group programs for targeted students.	Targeted students
	AP Learning & Support	Leads the Learning & Support team and manages Access Requests.	
	Functional Behaviour Assessment	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
	Zones of Regulation	Using the Incredible 5-point scale to assist students in identifying emotions.	
Individual Intervention	Seesaw/Communication Book	Written communication between classroom teacher and parent/carer.	Students with at-risk or problematic behaviour
	Mental Health Calming Plan- TAR3	Student and teacher write together using the Equi Energy Youth platform.	
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	DCS	A disability Confirmation sheet to assist with recognised diagnosis.	
	Access Request	Completed by the school for either Support Class placement or Integrated Funding Support.	
	Learning & Wellbeing Officer	Provides advice and support to access non-school-based resources.	
	Part Day Exemption	A formal plan to assist students with transition back to school.	
	Warning of Suspension	Issued for concerning or repeated behaviours which meet a certain threshold.	

	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	Students with complex behaviour
	Crisis Management Plan	Developed by the Principal for students and families who're struggling to maintain behaviour.	
	Behaviour Specialist	Accessed through the LWO to assist with strategies for dealing with behaviour.	
	Complicated Caseload	Referred to by the Principal for students exhibiting ongoing, problematic behaviours.	

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Initiative	Where?	Description
Rewards/Awards	All-settings	Rewards/Awards given to students who are following school-wide expectations.
Restorative Conversations	School, Community & Reflection Room	Restorative conversations allow the teacher to demonstrate empathy, teach students how to resolve conflict and, most importantly, allow students to have a voice.
Pop-up Shop (Week 5)	Hall	All students are able spend their tokens at the pop-up shop to recognise their learning and approach to wellbeing. Mid-term pop-up shop sells novelty items. (Introduced in Term 2 2025)
Pop-up Shop (Week 10)	Hall	All students are able spend their tokens at the pop-up shop to recognise their learning and approach to wellbeing. End-of-term pop-up shop sells novelty items. (Introduced in Term 2 2025)
Class Awards	Assemblies	Students are nominated by their class teacher (two per class) to be a shining star. Students are awarded a principal's award sticker. Names or photo goes into the newsletter. Draw at the end of term.
Merit Awards	Assemblies	Students are recognised for their outstanding efforts in fortnightly assemblies. Names or photo goes into the Weekly Chatter.
Attendance	Various	Students are recognised for 100% attendance each week - two students drawn to receive canteen voucher. At the end of term, students are recognised for 90%, 95% and 100% attendance.
Assembly Award	Assembly	Classes awarded for meeting Goonellabah assembly expectations. A trophy is awarded to the best class in each stage.


Classroom Action Plan

Each teacher follows the Classroom Action Plan to support student learning and wellbeing and promote a safe, respectful and engaging environment where students can thrive. Staff support students by using reminders, re-direction and explicit instructions.

CLASSROOM ACTION PLAN

GoonellabahPublic School

All students start each session on green.



Learning
 Everything is good and I am able to work.



Reminder
 A little bit unsettled. My teacher reminds me what to do.



U-turn Reminder
 My teacher reminds me of expectations so I can turn my behaviour around.



Buddy Class
 Buddy Class to reflect and get back to green.

When a student comes back from Buddy Class, they go back to Learning. Buddy Class incidents are to be recorded on Sentral.
 If a student finds their way back to red in the same session, they go to an executive's room or office.

CLASSROOM ACTION PLAN EXPLAINED

GoonellabahPublic School

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

- Staff support students to succeed by using reminders, re-direction or explicit instructions.
- If **Reminder** cues are effective in helping the student return to **Learning**, no **U-turn reminder** is necessary. The number and nature of **Reminder**- cues will differ depending on individual student needs – staff use professional judgement.
- If minor misbehaviour continues or escalates, the student receives one explicit **U-turn reminder**.
- If minor behaviour continues or escalates, staff direct students to their designated **Cool Off Zone** area for 5-10 minutes. 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 **Buddy Class** for 15-20 minutes in an agreed upon Buddy Class. Staff record all **Buddy Class** incidences on Sentral, select Further Action Required and inform executive by phone so that executive can follow-up. Student conference/discussion should occur when student return to class.
- When students return from **Buddy Class** they will go back to **Learning**.
- If a student reaches **Buddy Class** in the same session, the student goes to AP/DP room or office.
- If a student refuses to go to **Buddy Class**, an executive will be called for support.

Responses to serious behaviours of concern

The Goonellabah Wellbeing program will combine **Positive behaviour for Learning (PBL)** and **The You Can Do It! (YCDI!)** programs. PBL practices focus on the core values of *Respect, Responsibility and Learning*.

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Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Talk and/or walk with teacher 	Classroom: multiple reminder cues (blue, yellow level) 10 minutes maximum Playground: U-turn reminders 5 minutes maximum	Classroom Teacher Teacher on duty	Reflection sheet (optional), Schoolbytes Schoolbytes
Buddy Class 	Classroom: sent to buddy class (red level) 15-20 minutes maximum Playground: 2 x U-Turn reminders (sitting) 5 minutes maximum	Classroom Teacher Teacher on duty	Reflection sheet (optional), Schoolbytes Schoolbytes
Reflection Room 	Behaviours referred to executive via Behaviour Management Flow Chart 25 minutes	Deputy Principal/Assistant Principal	Schoolbytes

Guidelines for Reflection Room and Buddy Class

- To ensure the **safety and wellbeing of all students and staff**, as well as provide **an educational environment where all students can achieve and succeed**, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary **to apply a fair, reasonable and proportionate action**.
- Reflection room is a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of this is to support the student to **reflect on their behaviour, review expectations and coach prosocial skills**.
- The student is always supervised in the room by at least one adult and the student is not left alone at any time. Reflection **should never take place** in rooms where **doors that are blocked**, locked or closed in any way that prevents a student from freely leaving the space.

Restorative Conversations:

A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility



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?

Review dates

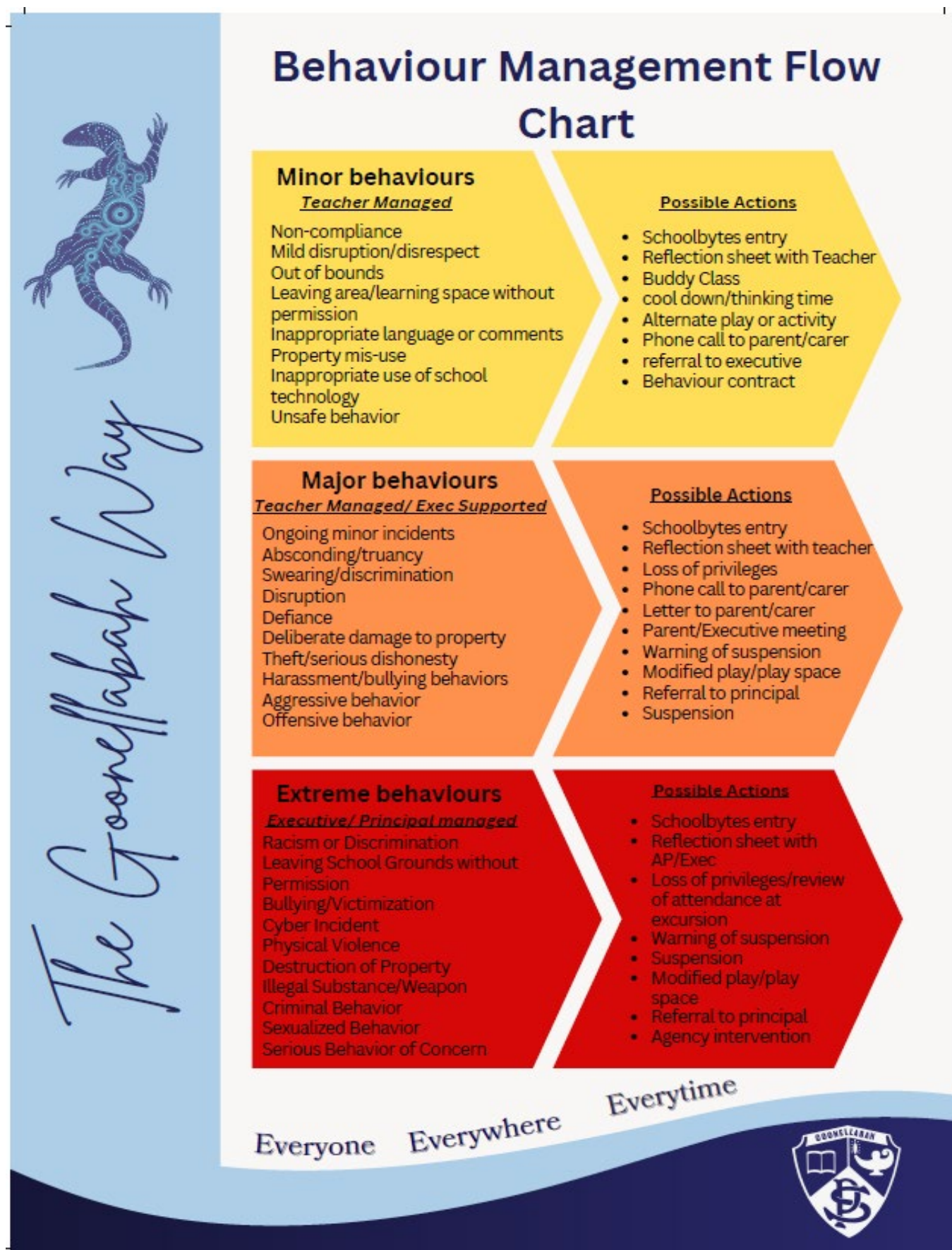
Review	Details	Audience
Mid- Year Review	<ul style="list-style-type: none"> The Goonellabah Wellbeing Team undertake a mid-year review of the behaviour support and management plan interventions and strategies. Data sources included in this review include but are not limited to: <ul style="list-style-type: none"> - Academic, attendance and SCHOOLBYTES incident data. - Rumble's Quest and TTFM surveys. - Current school behaviour procedures, systems and practices. - Referrals to executive, the school learning and support team, and Delivery Support teams. - Current department policies and procedures. Consultation with parents, student leaders and AECG, teachers, and community. 	Goonellabah Wellbeing Team
Yearly Review	<ul style="list-style-type: none"> The Goonellabah Team undertake a yearly review of the behaviour support and management plan interventions and strategies. Data sources included in this review include but are not limited to: <ul style="list-style-type: none"> - Academic, attendance and SCHOOLBYTES incident data. - Rumble's Quest and TTFM surveys. - Current school behaviour procedures, systems and practices. - Referrals to executive, the school learning and support team, and Delivery Support teams. - Review of Tier 1 and Tier 2 programs. - Current department policies and procedures. The new plan will take effect in Term 1 of the new school year. 	Goonellabah Wellbeing Team

Acknowledgement and Recognition:

"The Goonellabah Way" Wellbeing program is modelled from the Behaviour Management and Wellbeing program from Cessnock West Public School.

Thank you to Ruth Goodwin and the Team at Cessnock West Public School for their support in developing and supporting **"The Goonellabah Way"** Wellbeing Program.

Appendix 1: Behaviour management flowchart



Appendix 2: - Anti Bullying and Cyber Bullying Response Flow Chart

