

Manilla Central School

Wellbeing Procedures (updated Feb 2026)

Overview

Manilla Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our vision is to be partners in developing our students as holistic life-long learners. Through high yielding teaching and wellbeing practices, our students will become resilient self-regulated learners. Our school aspires to strengthen and build productive community relationships, working towards our students being active and engaged members of the wider community.

School Context

As of 2024, 257 students are enrolled at Manilla Central School, comprising of 121 Primary students and 136 Secondary students. 36% of students identified as being of Aboriginal and/or Torres Strait Islander (ATSI) descent. An additional 2 students identify as English as An Additional Language or Dialect (EADL).

At Manilla Central School, we have a well-established P&C with a supportive parent body. We are a split site school, which means that our primary and secondary departments are on separate campuses. As a K to 12 school, Manilla offers students the opportunity to complete their entire school education in their local community, and guarantees choice from an expansive and inclusive Secondary curriculum. The school has a strong tradition of providing a quality educational experience to all students from a diverse rural community.

Manilla Central School's high level areas for improvement and further development areas are based on the findings of the school's situational analysis. We place the highest priorities on student learning, wellbeing and continuous improvement, in order to develop resilient, self-sufficient learners. Pedagogical priorities include building teacher capacity through explicit Quality Teaching Frameworks, the provision of targeted professional learning addressing



improvement of Literacy and Numeracy outcomes, and the utilization of internal and external data sources to inform teaching through reflective practice.

Our school strives to meet the diverse range of needs of our students, through a multi-layered continuum of care. School and community values are reinforced through a system of Pastoral care and Positive Behaviour for Learning (PBL) programs. Wrap around care is provided to support the growth and wellbeing of our students, ensuring positive mental health and engagement in learning.

Opportunities are provided to students to engage in a multitude of extracurricular activities, school representation and community initiatives. The school encourages and supports academic, cultural and sporting pursuits of our students to meet the unique aspirations of the individual.

Our school prides itself on planning for and providing every student with access to current technologies to facilitate and enrich learning experiences. The appointment of a Technical Support Officer ensures every student K-12 has an optimized learning device, to meet the demands of face-to-face and remote learning.

Infrastructure development of the school is set around promoting a positive educational environment. Our Primary and Secondary Campuses will receive upgrades to the oval surfaces, ensuring safe and accessible sporting facilities. Outdoor learning sites will also be established, with a Meeting Circle at the Primary Campus, and a Wellbeing Courtyard at the Secondary Campus, as resources to be shared by students, staff and community.

Promoting and reinforcing positive student behaviour and school-wide expectations

Manilla Central School has the following school-wide rules and expectations:

Behaviour code for students

Information for students and parents or carers

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.

In NSW public schools students are expected, to 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 take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a 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.

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.

Behaviour code for students: Student actions

Promoting the inclusion, 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 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.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

Online resource available at: <https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/behaviour-code-for-students/english-student-behaviour-code.pdf>

Whole School Approach: Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Pastoral Care	Pastoral Care is a system of support in developing the whole student throughout all aspects of school life. Explicit teaching around relationships, self-care and emotional regulation enhances the general wellbeing of the student body.	Secondary Campus
	NSW Wellbeing Framework	Our school is a learning community that promotes student wellbeing, safety and positive relationships so that students can reach their full potential.	Whole School
	PDHPE Curriculum	This course develops the knowledge, understanding skills and attitudes important for students to take positive action to protect and enhance their own and others personal health choices, safety, wellbeing and participation in an active lifestyle, through development of self-management, interpersonal and movement skills.	Whole School
	Inclusive Practices	The implementation of inclusive policies, including Anti-Racism, Anti-Bullying and Anti-Discrimination policies ensures all students can access and fully participate in learning	Whole School
Early Intervention	PBL	Positive Behaviour for Learning (PBL) Tier 1 Universal Schoolwide and Classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
	Wellio	Wellio is a proactive wellbeing program that teaches students relationship skills and helps prevent bullying before problems arise. Explicit lessons on communication, empathy, respect, healthy relationships, consent, emotional regulation, inclusion, and cyber safety, allow students develop the social and emotional skills needed to build positive relationships and respond appropriately to conflict.	Secondary Pastoral Care Groups
	Police Youth Liaison Officer (PYLO)	Engaging PYLO to facilitate Operation PIVOT addressing anti-social behaviours, including Cyber Safety and Risk-Taking Behaviours.	

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Learning and Support Team	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
	Stage Advisor/CRT AP/HT Mentoring	APs/HTs practise check-in/check-out systems of mentoring using the Monitoring Card system.	Individual students, families, staff
	Local Police Presence	Local police share relevant information and support schools in addressing problematic behaviours, both proactively, and in response to incidents.	Individual students, families, staff
	Attendance Monitoring (HLSO)	Phone Intervention Program and Attendance Sprints utilise SENTRAL monitoring and report functions to address attendance concerns. Interventions through the HSLO actively reengage students in daily school attendance.	Individual students, families, staff
	Education Programs	External staff attend the school to facilitate external programs, including, Centacare, Love Bites, Healthy Harold, Stand Tall, Girls Talk, Zones of Regulation and RAGE.	Targeted student groups
	Aboriginal Education Officer (AEO)	AEOs provide assistance to teachers, Aboriginal students and their families to support improved learning, welfare and well-being outcomes for Aboriginal students.	Individual students, families, staff
Individual intervention	Personalised Learning Plans	PLPs are an active process that are developed to identify cognitive, physical, social, emotional and spiritual wellbeing goals to enhance learning and engagement.	Individual students, families, staff
	School Counsellor	School counselling staff assist students of all ages by providing a psychological counselling, assessment and intervention service.	Individual students, families, staff
	Chaplain	Our school chaplain's role is to support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.	Individual students, families, staff
	Behaviour Support Documents	Individualise behaviour support strategies and coordinated through various documented plans, including IBSP, Risk Assessment, De-escalation Plans and Behaviour Contracts.	Individual students, families, staff
	Disability Provisions	Individualised practical arrangements designed to assist students access and succeed in learning. These students are supported by reasonable adjustments and strategies to ensure that all students enjoy the same opportunities and choices in their education.	Individual students, families, staff
	SSO Wellbeing Counselling	SSO to assist students of all ages by providing a wellbeing counselling, emotional regulation strategies and referral to support services	Individual students

Reflection and Restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection <i>The purpose of these is to support the student to reflect on their behaviour and make positive choices</i>	Break 1 or Break 2 No longer than 10 minutes	AP Wellbeing (supervised by exec) HT Wellbeing (supervised by CRT)	CENTRAL Actions: Reflection > Day, time and comment to be completed
Teacher-Directed Timeout <i>A planned behaviour intervention that is implemented as part of the IBSP based on FBA</i>	Within breakout space of classroom No longer than 10 minutes > reassessment*	LST Teacher & AP Wellbeing (supervised by CRT)	CENTRAL Student Profile Documents: IBSP
	Present at the front office with pink slip No longer than 10 minutes > reassessment*	DP HT Stage (supervised by exec)	CENTRAL Actions: Timeout > teacher directed
Student-Directed Timeout <i>Enables a student to remove themselves from a situation or environment causing stress as per IBSP</i>	Within buddy classroom No longer than 10 minutes > reassessment*	LST Teacher & AP Wellbeing	CENTRAL Student Profile Documents: IBSP
	Present at the front office with pink slip No longer than 10 minutes > reassessment*	DP HT Stage	CENTRAL Actions: Timeout > student directed

*Reassessment: Referral to return to class, to additional wellbeing supports (LST staff, SSO) or executive (AP Wellbeing/HT Stage) for further management.

Functional Behaviour Analysis

Antecedent	Behaviour	Consequence
What has happened immediately before the behaviour occurred? ☐ Given direction/task/activity ☐ Asked to wait ☐ New task/activity ☐ Difficult task/activity ☐ Preferred activity interrupted ☐ Activity/Item denied (told "no") ☐ Loud, noisy environment ☐ Given assistance/correction ☐ Transition between locations/activities ☐ Attention given to others ☐ Presence of specific person ☐ Nothing ("out of the blue") ☐ Attention not given when wanted ☐ Left alone (no individual attention) ☐ Left alone (no appropriate activity) ☐ Other: _____	Describe the behaviour in specific and measurable terms ☐ Refusing to follow directions ☐ Making verbal threats ☐ Disrupting class (describe) ☐ Crying/whining ☐ Screaming/yelling ☐ Scratching ☐ Biting ☐ Spitting ☐ Kicking ☐ Flopping ☐ Running away/bolting ☐ Destroying property ☐ Flipping furniture ☐ Hitting self ☐ Hitting others ☐ Verbal refusal ☐ Other: _____	What happened after? ☐ Physical assist/prompt ☐ Ignored problem behaviour ☐ Kept demand on ☐ Used proximity control ☐ Verbal reprimand ☐ Removed from activity/location ☐ Given another task/activity ☐ Interrupted/blocked and redirected ☐ Left alone ☐ Isolated within class ☐ Loss of privilege ☐ Calming/soothing: ☐ Verbal/physical/both ☐ Physically restrained ☐ Peer remarks/laughter ☐ Time-out (duration) _____ ☐ Other: _____
Duration: ☐ Less than 1 minute ☐ 1-5 minute ☐ 5-10 minute ☐ 10-30 minute ☐ 30-60 minute ☐ 1-2 hours ☐ 2-3 hours ☐ 3+ hours	Duration: ☐ 1 LOW ☐ 2 MEDIUM ☐ 3 HIGH	Duration: ☐ Less than 1 minute ☐ 1-5 minute ☐ 5-10 minute ☐ 10-30 minute ☐ 30-60 minute ☐ 1-2 hours ☐ 2-3 hours ☐ 3+ hours

Wellbeing Flowchart: Addressing Behaviours of Concern

Conditions of Level	Suggested Interventions	Examples of Behaviours
Universal Level		
- Unlimited participation in school routines - Extracurricular privileges	- Respect Leaves - Merit awards - CRT/Stage Advisor Check-in - Pink Slips	Safe, Respectful and Responsible learners
Orange Level		
- Parent phone call informing of card placement - Orange Level letter 5 satisfactory days As/Bs - Cs/Ds to be reviewed with AP/HT - Extracurricular privileges revoked - Curriculum/mandatory activities maintained, cleared by Principal	- Teacher-Directed Timeout - Functional Behaviour Analysis - Emotional Regulation session with SSO	- Persistent refusal to follow instructions - Indirect swearing - Ongoing disruptive behaviour - Truancy - Antisocial behaviour - Inappropriate mobile phone use
Red Level		
- Parent phone call informing of card placement - Red Level letter 5 satisfactory days As/Bs - Cs/Ds to be reviewed with AP/HT - Extracurricular privileges revoked - Curriculum/mandatory activities maintained, cleared by Principal	- Reset in senior classes - Teacher-Directed Timeout - Restorative conversation with AP/HT	- Failure to meet Orange Level conditions - Direct swearing - Threats, Harassment or Intimidation - Physical contact - Damage to property - Theft
Formal Caution		
- Issuing Red Level conditions - Parent phone call informing of formal caution - Formal Caution letter - Hold meeting with parent to discuss IBSP	- May be up to 50 days - Completion of Student-Tailored Risk Management Plan - Individual Behaviour Support Plan (IBSP) - Referral to school counsellor - Referral to LST Team	
Suspension		
Suspension Checklist - Parent phone call informing of suspension - Suspension Letter, including: Appeal Form Wellbeing TIP sheet Behaviour Code for Students - Link to Remote Learning Resources	- Nominated contact person completed check-in - Refer to LST team - Referral to School Counsellor - Refer to Team Around a School (TaaS) Delivery Support Team: - Liaise with Complex Case Management - Liaise with Regional Learning and Wellbeing Officer	- Failure to meet Red Level conditions - Verbal Abuse - Physical violence - Possession or use of drugs on site - Possession or use of weapons on site
Green Level		
- Hold RFS meeting with parent to discuss IBSP, Risk Management Plan 5 satisfactory days As/Bs - Cs/Ds to be reviewed with AP/HT - Extracurricular privileges revoked - Curriculum/mandatory activities maintained, cleared by Principal	Return from Suspension Resource - SSO Referral - School Counsellor Referral - LST Referral	- Meeting RFS conditions - Resolution of prior behaviours - Universal behaviours - Reengagement with learning - Regular attendance

Wellbeing Flowchart: Rewarding Positive Behaviours

Conditions of Level	Rewards	Examples of Behaviours
Platinum Level		
80 PBL tokens 30 Merit Awards	- Platinum Certificate at Assembly - Platinum badge awarded at Assembly - Platinum Medallion awarded at Presentation Day - Platinum Luncheon Invitation - Platinum Excursion	- Consistent self-regulated, resilient learners - Safe, Respectful and Responsible learners - Leading peers in the school motto: I Begin, I Strive, I Achieve
Gold Level		
60 PBL tokens 20 Merit Awards	- Gold Certificate at Assembly - Gold badge awarded at Assembly - Gold Party Invitation - Gold Excursion	- Consistent self-motivated learners - Safe, Respectful and Responsible learners - Exemplifies school motto: I Begin, I Strive, I Achieve
Silver Level		
40 PBL tokens 10 Merit Awards	- Silver Certificate at Assembly - Silver badge awarded at Assembly - Silver Lunch Invitation	- Consistent self-motivated learners - Safe, Respectful and Responsible learners - Demonstrates school motto: I Begin, I Strive, I Achieve
Bronze Level		
20 PBL tokens 5 Merit Awards	- Bronze Certificate at Assembly - Bronze badge awarded at Assembly \$5 Canteen Voucher	- Consistent self-regulated learners - Safe, Respectful and Responsible learners
Universal Level		
- Unlimited participation in school routines - Extracurricular privileges	- Respect Leaves - Merit awards - CRT/Stage Advisor Check-in - Pink Slips	Safe, Respectful and Responsible learners

School Community Charter



Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

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We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Reviewing dates

Last review date: 19/12/2025

Next review date: 19/12/2026