

Behaviour Support & Management Plan

Overview

Maraylya PS 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; Maraylya PS learning dispositions embedded in all aspects of our school's learning culture, positive behaviour for learning strategies to model behaviour expectations, proactive intervention strategies used to support self-reflection and management of behaviour.

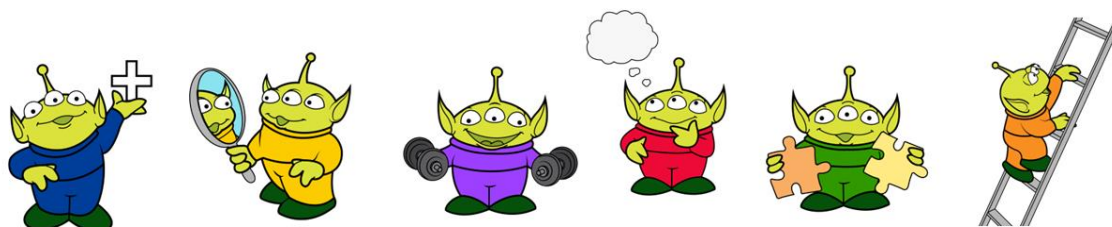
Promoting and reinforcing positive student behaviour and school-wide expectations

Maraylya PS has the following school-wide rules and expectations:

- Safety: I keep myself and others safe by considering my actions
- Respect: I have respect for myself and others, my education and school property.
- Responsibility: I am responsible for my choices, my actions and my learning.

Maraylya PS recognises and employs the following dispositions of learning through being:

- Self Aware – Knowledgeable/ Alert/ Informed about oneself
- Determined - Show purpose/ Make decisions/ Commit to learning
- Persistence - Show continued effort/ Have a go/ Never give up
- Using Feedback - Take on advice/ Review their thinking/ Set goals
- Reflective - Think seriously/ Wonder and Question/ Consider
- Making Connections - Link Learning/ Find relationships/ Deepen Understanding



Maraylya PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- School Learning Dispositions integration – allocated whole school focus in class, assembly and newsletters.
- Recognising positive student behaviour immediately and authentically
- Awards program – tokens – star awards – merits – bronze – silver – gold - platinum
- Innovative curriculum, quality teaching and differentiation to support purposeful learning experiences for ALL students.
- Student monitoring / Data collection via Sentral
- Learning support team and programs – supporting students and families with diverse and/or complex needs.
- Transition to school programs: Kinder orientation and Year 6 High School orientation.
- Attendance monitoring and HSLO intervention when required.
- Student self-assessment – exits slips/ feedback cross
- Student leadership opportunities – Captaincy, SRC, Buddies
- Anti-Bullying program and strategies - NDAABV.
- Community consultation and participation – P&C, parent forums, interviews and meetings
- Consistency of implementation – teacher induction, teacher professional learning and regular review/update of procedures.

Behaviour code for students

The behaviour code for students can be found 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>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Learning Dispositions	Proactive approach towards expectations of learning and engagement.	Students, teachers and parents.
Prevention	Professional learning	eLearning modules. Classroom management fundamentals. Understanding behaviour for non-teaching staff.	Exec/teachers SLSOs as required
Prevention	Professional learning	Connecting to Country – Aboriginal Pedagogies program.	Exec/teachers/ LaST
Prevention/Intervention	Game shed	Lunchtime activities to support social and emotional skills development.	Open to all students but this can be used to support specific students.
Early Intervention	PBL Focus of the Fortnight – explicit PBL lessons delivered in class	Whole school focus schedule. Assemblies and newsletter weekly updates. School rules reviewed.	Students, teachers and parents.
Targeted Intervention	Learning Support Team and School Psychologist	Aligning specific support and resources.	Students
Targeted Intervention	Classroom and playground management	Expectations and goals.	Students with patterns of behaviour emerging/apparent.
Individual Intervention	Learning Support Team / Delivery Support Team Individual Student Support Plan - ISSP	Monitor the impact of support; liaise and provide strategies and adjustments.	Students with highly complex and challenging behaviours (ISSP)

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher managed time out/ conference	First or second half lunch withdrawal from playground.	Teacher	Sentral behaviour incident.
Executive Warning	One week goal focus – possible withdrawal from playground Frequent check in to support goal achievement.	Teacher – inform AP	Sentral behaviour incident. Parent notification telephone
Formal Executive Discipline	Withdrawal from playground/ class If appropriate Refer suspension policy for guidance	AP supervising	Letter sent home for parent signature. Sentral behaviour incident.

Partnership with parents/carers

Maraylya PS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by;

- Embedding and focusing on the school learning dispositions
- Seeking feedback from parents regularly and communicating the school's behaviour support plan.

Maraylya PS will communicate these expectations to parents/carers by **February 2025**

School Anti-bullying Plan

<https://maraylya-p.schools.nsw.gov.au/supporting-our-students/student-health-and-safety/mps-anti-bullying-plan-2024.html>

References:

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices>

Review Date

Last review date: Term 4, Dec 2024

Next review date: Term 4, Dec 2025