

Mawarra Public School Behaviour Support and Management Plan

Mawarra Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs & initiatives prioritised and valued by the school community are Positive Behaviour for Learning, wellbeing morning routine, community garden program, engaging playground activities, student led clubs and initiatives, extra-curricular activities, targeted SLSO support for individual students, community consultation & parent workshops.

Promoting and reinforcing positive student behaviour and school-wide expectations

Mawarra Public School has the following school-wide rules and expectations:

- Be safe, be a learner be respectful and be responsible.

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

- Beginning of year Positive Behaviour for Learning lessons, K-6. Reinforced daily.
- Mawarra morning wellbeing circle
- K-6 Award system.
- Celebration of Learning.
- 4 newsletters per year.
- Recognising student achievement through Facebook and the newsletter.
- Student leadership Mash Ups – student-led interviews and school highlights that are scripted, recorded and shared with all classes.
- Individualised Behaviour Support plans collaboratively developed with key stakeholders to ensure student success.
- Clear signage to communicate school behavioural expectations around the school.
- Berry Street Education Model (BSEM) – an evidence-informed approach to teaching and learning designed to enhance engagement in learning.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Mawarra Public School's Behaviour Management Framework can be found on School Bytes and the school website.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transitions	Kindergarten- 12-week kinder transition program, including parent info night, parent expo, whole day orientation, principal interviews, structures to support students with special needs, preschool information sessions. Year-to-year transitions - Timetabled and communicated classroom transition visits – social stories, buddy visits, teacher handover. New to cohort - New students are invited to attend an orientation day prior to the new year. High School – We work in partnership with Elderslie HS, supporting transition programs and initiatives	All staff
	Wellbeing Morning Circle – Berry Street	K-6 students engage in a morning circle. It helps children build positive social, emotional, behaviour, thinking and communication skills. It also lays the foundation for better mental health and wellbeing later in life.	All teaching staff
	Celebrating Success	The school has an Award System that accumulates over K-6. An end-of-year 'Celebration of Learning' Assembly recognises student achievement.	All teaching staff
	School expectations- explicit beginning of year lessons	Every class engages in explicit lessons to remind and reinforce student expectations in various areas of the school.	All teaching staff
	Every child - everyone's responsibility.	The wellbeing team spotlights a different student every fortnight. Their profile is unpacked, which supports teachers in building relationships and or/ understanding their needs.	Wellbeing team
	PBL	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. This framework lays the foundations for our students around being safe, respectful learners.	All teaching staff
	Inclusivity	The school's support unit is integrated into the mainstream school. Students attend all mainstream excursions, camps, etc and are fully part of all school activities where appropriate. All teaching and learning programs align with mainstream scope and sequences.	All teaching staff
	Class based systems and positive reinforcement	All teachers have class systems in place to acknowledge and reward positive behaviour.	Teachers

	Engaging parent involvement	The school works in partnership with parents and carers and provides multiple opportunities to engage with the school. Community consultation/ information sessions are held every term to gain feedback on various areas of the school. A meet-the-teacher night is held in Term 1 of every year. Parent-teacher interviews are held in Term 1 and Term 3 every year. The school has a dedicated parent community that meets weekly to support the Community Garden. This space not only enhances the school's green areas but also provides an opportunity for parents to connect and contribute. The school's active and engaged P&C organises an annual fete and works alongside the school to coordinate events such as Mother's Day and Father's Day celebrations, Education Week activities, Easter raffles, and other fundraisers.	All staff Parent community
	High quality differentiated teaching	All teaching and learning programs have adjustments to support individual student need. Through differentiated planning and programming, teachers consider students' varying needs, interests, abilities, and prior learning.	All staff
Early Intervention	Active playground supervision	Teachers and SLSOs are active supervisors during lunch and recess duties. They acknowledge positive behaviour, are highly visible and interact with students.	All teaching and SLSO staff
	Playground opportunities and facilities	The playground has ample play space with multiple soccer fields, basketball courts, footy fields. The library is open. Students can engage in student led clubs, read quietly or play games. There are ample opportunities for students to be involved in extracurricular activities.	Principal
	Stage 3 Structured supervision	An SLSO is allocated to play and participate in Stage 3 structured sports. (footy, soccer etc) The SLSO supports student behaviour and informally teaches social skills.	SLSO Stage 3 AP
	Bells and music as a signal	Bells signify students to make their way to lines. All bells are followed by approx. 5 mins of music – giving them ample time to get organised and be in the right place prior to the final bell.	Administration All staff
	PBL signage – rules and expectations	All PBL rules and expectations for various areas around the school are visible to students (end of Term 3) Positive Behaviour for Learning – school-wide systems that support a safe learning culture.	Wellbeing team
	LST Referrals	Teachers and parents can request additional learning or well-being support for students by submitting an LST referral, which is then reviewed by the Learning and Support Team.	Teachers SLSO LST Parents

	Social stories	Social stories explain social situations to children and help them learn ways of behaving in these situations. These stories are sometimes called social scripts, social narratives or story-based interventions.	Teachers SLSO LST
	Restorative practices	Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Restorative practices are built into our reflection sessions.	Principal Executive Teaching staff
	Berry Street Model Professional Learning	The Berry Street Education Model (BSEM) provides mainstream and specialist schools with practical, classroom-based strategies designed to enhance student engagement, particularly for those with complex and unmet learning needs. This model helps schools support students in developing self-regulation, building positive relationships, and improving overall well-being, leading to greater engagement and academic success. Key practices include a daily morning circle in every classroom to foster connection and engagement, as well as brain breaks to enhance focus, reduce stress, and support overall well-being. In 2024, all teachers all teachers received training in this model to ensure its successful implementation school-wide.	All staff
Targeted Intervention	Learning and support	There are structures and supports in place to support individual students, families and teachers who require personalised learning and support.	LST coordinator Principal School Counsellor
	Targeted Wellbeing programs	Various programs are selected depending on individual student needs. (Big Yellow Umbrella, structured games and sport) Stage 3 Boys Group and Girls Group provide a supportive space for students to discuss their concerns and explore topics that matter to them, including well-being and friendship strategies. In 2025, we will partner with staff at Wooglemai Education Centre to pilot "The Making of Men" program for Year 6 boys.	Principal Executive team Wellbeing Officers
	Wellbeing officer support	Delivery of a range of learning and wellbeing services and programs to enhance student wellbeing and to meet the needs of a diverse range of students, including Aboriginal students, students with disability and/or additional learning or behaviour needs and those at risk.	Principal Executive team Wellbeing Officers
	Year 6 Transition Program – Guide to thrive	Life Ed's Guide to Thrive is a toolkit containing more than 45 evidence-based resources to help teachers guide students as they embark upon the exciting but	Stage 3 teachers

		sometimes daunting move to secondary school.	
	Modified individual expectations and goals	Some students have modified individual goals and expectations. These are co-constructed with students and documented in a Self-Regulation Plan.	Teaching staff
	Police Youth Liaison Officer	Youth Officers are the administrators of the Young Offenders Act for NSW Police. As part of their duties, they are responsible for delivering cautions and referring children and young people to youth justice conferences. The school engages the PLO to speak to our Stage 2 and 3 students every year to discuss emerging issues and how they can keep themselves safe.	Police Youth Liaison Officer Principal
Individual Intervention	Individualised behaviour plans	Behaviour support planning assists schools to provide additional support and guidance to identified students. It helps ensure that students and staff feel safe, valued and connected to their school community. The school utilises the DoE templates. These plans are created with all stakeholders.	Principal Executive
	Integration Funding	Integration Funding Support (IFS) is available for students with moderate to severe intellectual disabilities, mental health disorders, autism spectrum disorders, and hearing or vision impairments, as outlined by the department's disability criteria. Access to this support is obtained through an access request application.	
	Individual check-ins with a trusted adult	Regular check-ins are a strategy the schools use to support students across the well-being domains.	Principal Executive
	Individual well-being programs	Students who require individual well-being programs are targeted through the LST team. Typically, these programs are implemented by the school's wellbeing officers and are targeted at specific student need.	Principal Executive LST Wellbeing Officers
	1-1 Playground supervision and social skills support & negotiated playground programs.	SLSO support is timetabled to support specific student. Students who receive integration funding are prioritised, followed by students who need additional support across any of the wellbeing domains during break times.	SLSO LST
	Attendance Programs	The principal meets with the Home School Liaison Officer (HSLO) every two weeks to address attendance concerns. For some students and families, targeted programs and strategies are implemented to support re-engagement with the school. When needed, a partial attendance plan can be introduced to assist students.	Principal Executive Teaching staff
	Resources to support - human resources and other	The school ensures that necessary resources are budgeted to support the success of individual students. This includes accessing and engaging the <i>Team Around a School</i> . This team works closely with principals and	Principal

		schools to provide targeted support in areas such as learning and well-being, disability and inclusion, mental health, behaviour, attendance, Aboriginal student support, and transition.	
--	--	---	--

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Orange – Reflection	1-3 days – ½ lunch (25 mins)	AP – supervised and facilitated by principal or delegate	School Bytes
Red – Reflection	5 days – ½ lunch (25mins) Recess – (15 mins)	AP – supervised and facilitated by principal or delegate	School Bytes

Partnership with parents/carers

Mawarra Public School has partnered with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. This process was undertaken in Term 2, 2022 and a revised discipline framework that aligns to this plan was implemented. This document has been renamed to Mawarra PS Behaviour Management Plan Framework.

Mawarra Public School has communicated these expectations to parents/carers through community collaboration sessions and through the school website.

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: February 2025

Next review date: February 2026