

Overview

At Nyngan Public School every student has the opportunity to be challenged to learn and continually improve in a culturally safe, respectful and cooperative learning environment. The building of a strong school - community partnership will result in students becoming confident, engaged, resilient, self-directed and successful learners.

The school motto is "In search of knowledge" and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals.

Nyngan Public School works in partnership with the Nyngan Local Aboriginal Educational Consultative Group and Nyngan Public School Parents and Citizens Association.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- Add all wellbeing programs

Cultural Perspective

Nyngan Public School consults with the Nyngan Aboriginal Education Consultative Group to incorporate local cultural perspectives and practices to ensure a culturally safe learning environment for the Nyngan community.

The NSW Aboriginal Education Consultative Group Inc (NSW AECG) and the NSW Department of Education (the department) agree to use our best endeavours to ensure that every Aboriginal child and young person in NSW achieves their potential through education.

Anti Racism Strategy

The [Anti-Racism Strategy](#) 2024–35 reaffirms the Department of Education's ongoing commitment to eliminating all forms of racism in the NSW public education system. It provides a long-term plan for effectively addressing and preventing racism in schools and workplaces.

Partnership with parents and carers

Nyngan Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Nyngan Public School will communicate these expectations to parents/carers through the School Bytes platform, our school newsletter, Facebook and the Nyngan Public School website. Our school provide links to information and resources in the [Behaviour Support Toolkit](#).

Our school uses the department's [School Community Charter](#) to ensure all of our communication is collaborative and respectful.

School-wide expectations and rules

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



NYNGAN PUBLIC SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS



Our School Values	All Settings	Walk-ways	Library/Computer Room	Auditorium	COLA	Toilets	Canteen	Playground	Play Equipment	Sandpit
Safety	<ul style="list-style-type: none"> • Hands off • Right place, right time • Stay in-bounds 	<ul style="list-style-type: none"> • Bags up • Walk to the left • Walk in 2 lines 	<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Eat at tables • Sit on seats • Walk 	<ul style="list-style-type: none"> • Flush the toilet • Wash hands 	<ul style="list-style-type: none"> • Wait behind blue line 	<ul style="list-style-type: none"> • HATS ON, PLAY ON • Hands and feet to yourself • Play safe games • Kicking games on oval • Stay in-bounds 	<ul style="list-style-type: none"> • Wait for Teacher • Monkey bars— touch every bar 	<ul style="list-style-type: none"> • Shovels for digging
Respect	<ul style="list-style-type: none"> • Friendly Talk, Friendly Actions • Take care of the school • Look after personal property • Accept differences 	<ul style="list-style-type: none"> • Move quietly 	<ul style="list-style-type: none"> • Keep it tidy • Treat books & computers with care • Indoor voices 	<ul style="list-style-type: none"> • Listen • Clap politely 	<ul style="list-style-type: none"> • Eat your own food • Rubbish in bins 	<ul style="list-style-type: none"> • Respect others' privacy • Put paper towel in bin 	<ul style="list-style-type: none"> • Wait your turn • Say "Please" • Say "Thank you" 	<ul style="list-style-type: none"> • Friendly Talk, Friendly Actions • Put equipment away 	<ul style="list-style-type: none"> • Slide down slippery dip • Go 1 way on equipment 	<ul style="list-style-type: none"> • Friendly Talk, Friendly Actions
Cooperation	<ul style="list-style-type: none"> • Listen to others • Follow instructions • Have a go • Do your best • Be a team player 	<ul style="list-style-type: none"> • Think of Others 	<ul style="list-style-type: none"> • Friendly Talk, Friendly Actions 	<ul style="list-style-type: none"> • Show appreciation 	<ul style="list-style-type: none"> • Include others 	<ul style="list-style-type: none"> • In and out quickly 	<ul style="list-style-type: none"> • Wait quietly • Single line • Buyers only 	<ul style="list-style-type: none"> • Share equipment • Food Free area 	<ul style="list-style-type: none"> • Wait your turn 	<ul style="list-style-type: none"> • Share equipment • Help pack up

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Prevention	<p>Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.</p>
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<p>Early intervention</p>	<p>Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.</p>
<p>Targeted intervention</p>	<p>Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.</p>
<p>Individual intervention</p>	<p>Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.</p>

Care Continuum	Strategy or Program	Details	Audience
<p>Prevention Early intervention Targeted intervention Individual intervention</p>	<p>Positive Behaviour for Learning</p>	<p>-Class Awards</p>	<p>-List for each one</p>
<p>Prevention</p>	<p>PDHPE Curriculum</p>	<p>Our PDHPE Scope and Sequence allows students to develop, evaluate and apply a broad range of skills to build and maintain a sense of connection, identity, resilience and respectful relationships.. The learning experiences in PDHPE provide students with a range of self-management and interpersonal skills to promote and advocate for the health and wellbeing of themselves and others.</p>	<p>-List for each one</p>

Care Continuum	Strategy or Program	Details	Audience
Prevention	NAIDOC Week	The Nyngan AECG and Local Aboriginal Land Council (LALC) work with local schools to ensure NAIDOC Week activities effectively recognise the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. Activities include community opening ceremony, dance workshops, showcase assemblies, in class activities and community days.	-All students
Prevention	High School Transition	Details: Our school participates in the Nyngan High School Transition Program, providing Year 6 students with one day per week at Nyngan High School for four weeks in Term 4. The program supports students to build confidence, develop relationships with secondary staff, experience subject taster lessons, and adjust to high school routines and expectations.	Audience: • Year 6 students
Prevention	Kinderstart	Kinderstart is delivered by a classroom teacher and runs once a week for eight weeks. The program introduces children to school routines, early learning experiences, and social expectations. Sessions strengthen early literacy and numeracy foundations, support confidence, and promote a smooth and positive start to Kindergarten.	Audience: • Incoming Kindergarten students and their families
Prevention	Student Representative Council	The SRC provides leadership opportunities for students, empowering them to represent their peers and contribute to school initiatives. Through regular meetings and involvement in decision-making, students develop communication, collaboration, and civic responsibility.	Audience: • All students (via elected representatives)
Early intervention Targeted intervention Individual intervention	Learning and Support Team	The Learning and Support Team coordinates early identification and assistance for students requiring additional academic, behavioural, or wellbeing support. The team reviews referrals, develops intervention plans, monitors progress, and ensures adjustments are implemented in collaboration with teachers and families.	• Students identified as requiring early intervention • Teachers and families supporting referred students
Prevention	Bro and Sista Speak	A mentoring and cultural connection program designed to empower Aboriginal students through leadership development, identity strength, positive role modelling, and safe spaces for conversation. The program fosters resilience, pride, and strong relationships with community mentors.	• Aboriginal students
Prevention	Attendance Procedures	Attendance is monitored daily, with follow-up for emerging concerns. Students are recognised through	• All students

Care Continuum	Strategy or Program	Details	Audience
Early intervention		a school-wide attendance reward system each term, including certificates for 85 percent attendance and 100 percent attendance. At the end of the year, students achieving 95 percent overall attendance are invited to participate in a school excursion. The process promotes positive attendance habits, early identification of concerns, and clear communication with families.	<ul style="list-style-type: none"> Targeted students with attendance concerns Families
Prevention Early intervention	Lunchtime in the Library	A supervised lunchtime program offering a calm, structured environment for reading, games, and creative activities. It supports students who prefer a quieter space, students experiencing social difficulties, and students who have received behaviour incidents and require a restorative or consequence-based alternative. The space promotes positive engagement and helps reduce playground-based behavioural issues.	<ul style="list-style-type: none"> All students Students needing behaviour support or structured alternatives
Targeted intervention	Whole School PLPs	Personalised Learning Pathways are collaboratively developed for Aboriginal students to set meaningful academic, cultural, and wellbeing goals. Teachers, families, and students work together to identify strengths, monitor progress, and implement targeted strategies supporting engagement and achievement.	<p>Audience:</p> <ul style="list-style-type: none"> Aboriginal students Families and relevant staff

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

Nyngan Public School staff model, explicitly teach, recognise, and reinforce positive student behaviour and the school’s behavioural expectations. Staff apply consistent, developmentally appropriate practices to support students to learn and use prosocial behaviour.

Planned responses to behaviour that does not meet expectations are either teacher managed or executive managed. Staff use professional judgement to determine the level of response, considering whether the behaviour presents a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex, or unsafe behaviour requiring persistent and intensive intervention. It does not include low-level inappropriate or developmentally typical behaviour.

- Teacher managed: Low-level inappropriate behaviour managed in the classroom or playground through corrective teaching.
- Executive managed: Behaviours of concern that require leadership coordination, additional planning, risk assessment, or intensive supports.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> rule reminder re-direct offer choice error correction 	<ul style="list-style-type: none"> rule reminder re-direct offer choice error correction

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● Rule reminder ● Re-direct ● Offer choice ● Error correction ● Prompts ● Reteach expected behaviour ● Seat change ● Stay in at break to discuss or complete work ● Conference with student ● Detention, reflection, and restorative practices ● Communication with parent/carer 	<ul style="list-style-type: none"> ● Rule reminder ● Re-direct ● Offer choice ● Error correction ● Prompts ● Reteach expected behaviour ● Play or playground re-direction ● Walk with teacher ● Detention, reflection, and restorative practices ● Communication with parent/carer

All corrective responses are recorded on School Bytes in accordance with school procedures.

Nyngan Public School acknowledges that students are motivated by different reinforcers. Younger students may respond strongly to adult attention, while older students are often motivated by peer recognition, privileges, or autonomy.

When learning new skills, students require immediate and frequent reinforcement. As competence develops, intermittent reinforcement maintains positive behaviour.

The use of specific verbal and non-verbal positive feedback is essential to:

- focus learners on desired social behaviours
- increase the likelihood that expected behaviours continue
- reduce unexpected behaviours and the need for corrective responses
- promote self-esteem and internal regulation

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p> <p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p> <p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p> <p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>

<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (PAX GBG and Positive Living Skills) weekly.</p>	<p>4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Serious behaviours of concern may include physical aggression, threatening behaviour, significant property damage, persistent bullying, or unsafe behaviour requiring urgent intervention. Nyngan Public School follows a clear, staged process:

1. Ensure safety of all students and staff. Remove immediate risk where possible.
2. Alert executive staff for support, assessment, and coordination.
3. Provide immediate response, such as withdrawal, supervision, first aid, or de-escalation.
4. Record the incident promptly on School Bytes and notify the principal.
5. Contact parent/carer as soon as possible.
6. Implement follow-up support, which may include:
 - risk assessment or safety plan
 - behaviour support plan or PLP review
 - case meeting with families and support agencies
 - restorative practice or re-entry process
7. Apply Student Behaviour Policy and Suspension and Expulsion Procedures where required.

These responses apply to behaviours that occur:

- at school
- on the way to or from school
- at school-endorsed off-site activities
- outside school where conduct is clearly connected to the school
- when using social media or technology involving other students or staff

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

Detentions are used as part of a planned, respectful behaviour response. Nyngan Public School ensures that:

- students have access to toilet and water breaks
- students are not kept beyond age-appropriate maximum times
 - Early Stage 1–Stage 1: up to 5 minutes
 - Stage 2: up to 10 minutes
 - Stage 3: up to 15 minutes
- detentions occur in a supervised setting
- tasks focus on reflection, repair, or completion of work

Strategy	When and how long?	Who coordinates?	How are these recorded?
Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention	As above, used for low-level or repeated inappropriate behaviour. Time varies by stage.	Classroom teacher	School Bytes entry
Reflection task	During break or class time as appropriate. Short, structured task.	Classroom teacher	School Bytes entry
Restorative conversation	As soon as practical following the incident. Brief discussion focusing on harm, impact, and repair.	Teacher or executive	School Bytes (summary)
Executive detention	For significant or repeated behaviour requiring leadership	School executive	School Bytes (major incident entry)

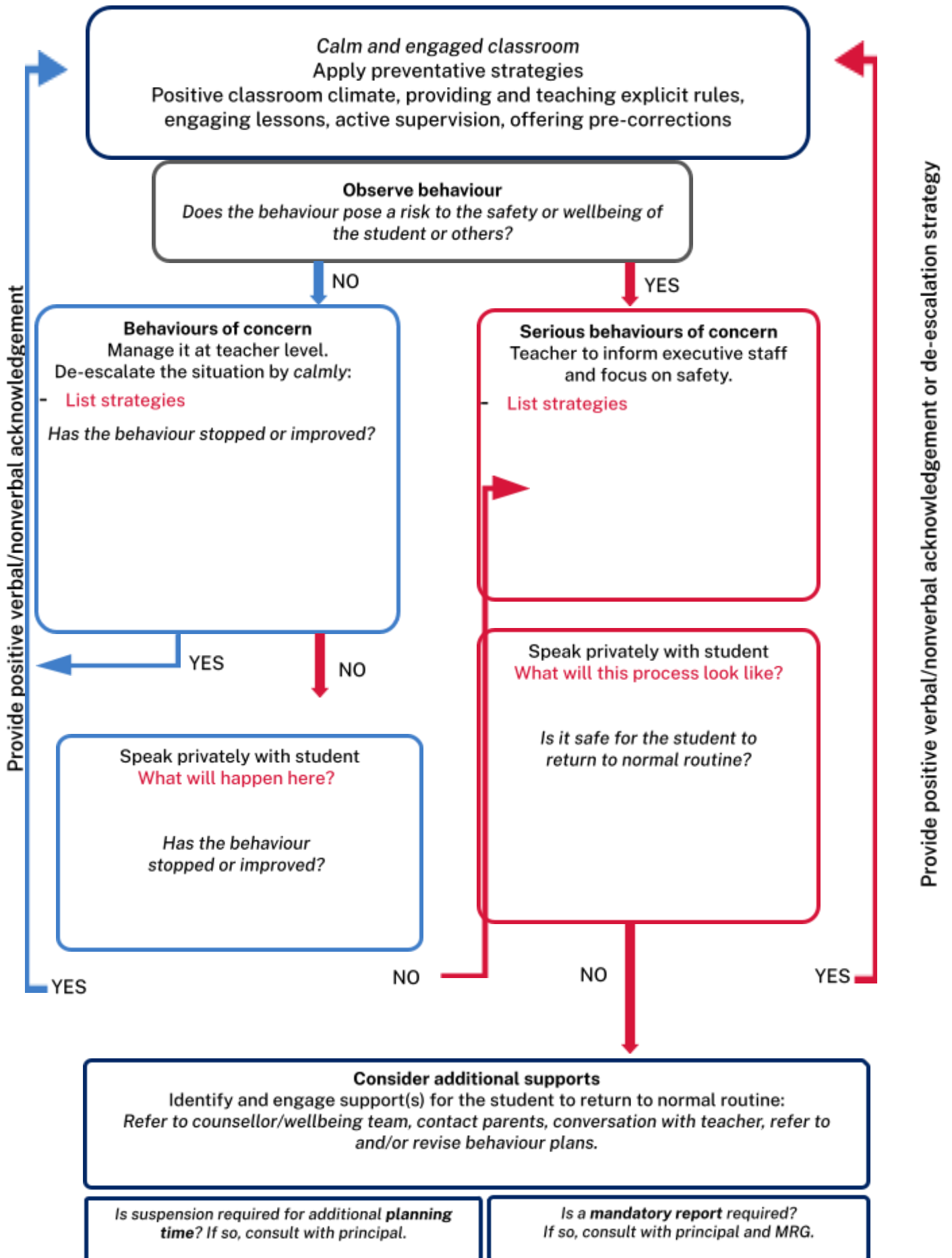
Strategy	When and how long?	Who coordinates?	How are these recorded?
	intervention. Up to 20 minutes.		

Review dates

Last review date:: Day 40, Term 4, 2025]

Next review date: [INSERT DATE: Day 1, Term 2, 2026]

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart

