

Overview

Port Macquarie Public School is committed to explicitly teaching, reinforcing and modelling positive behaviour and to supporting all students to be highly engaged with their learning. The wellbeing principles of Port Macquarie Public School are underpinned by the philosophy of trauma informed practice, inclusive practice, positive behaviour support, and social/emotional learning where all students are known, valued and cared for every day. Key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- Highway Heroes
- Zones of Regulation
- Kindness Curriculum (developing current implementation school-wide)

Port Macquarie Public School has a wellbeing management plan based on a series of positive rewards for appropriate behaviours both in the classroom and the playground. We use a voucher system that is implemented school wide. Classroom teachers also use a reward system for 'collective' positive behaviour which varies from class to class as it is negotiated with the students. All classes have an individual behaviour reward system and these are accumulated to earn rewards. Exemplary work and positive attitude to school is also rewarded at stage assemblies with merit certificates for individual students.

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

- Positive Behaviour for Learning (PBL)
- Highways Heroes – Social/Emotional Learning Program
- Zones of Regulation
- Student Behaviour Policy
- Student Behaviour Support Plans
- Personalised Learning and Support Plans
- Personalised Learning Pathways Plans

Partnership with parents and carers

Port Macquarie Public School strongly encourages open communication and collaboration with parents/carers to ensure that students feel supported both at home and at school. By working together, we can reinforce positive behaviours, address any challenges, and celebrate achievements. We value your insights and your help in guiding our students towards becoming responsible, respectful, and resilient individuals.

Port Macquarie Public School partners with parents/carers in establishing expectations for students in our school by engaging them in developing, implementing and reviewing strategies through individual meetings or phone calls to set goals for students within their Personalised Learning and Support Plans and/or Behaviour Support Plans.

The Parents & Citizens (P&C) at Port Macquarie Public School are an integral part of our support network to provide feedback on school policies and activities, provide additional resources to be used to enhance student learning, to review and ratify Parent Code of Conduct and gives parents opportunities to be involved in their child's education.

Port Macquarie Public School is a proud member of the Hastings AECG and liaises regularly with regard to school systems and policies to ensure inclusion.

School-wide expectations and rules

All students are expected to comply with the 'Core Rules for Students in NSW Government Schools'. They are:

- Attend school every day unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal anti-social behaviour of any kind, will not be tolerated.

These core rules are supported at Port Macquarie Public School and are reflected in our values of respect, safety, responsibility and co-operation.

5 Fair Rules:

1. I can follow instructions
2. I can listen
3. I can use my hand and wait
4. I can work quietly
5. I can control what I do and say

NB. The school wide expectations are being reviewed during 2025.

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

Port Macquarie Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that allow engagement in learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated and reminded to students
- encouraging expected behaviours with positive feedback and reinforcement

- discouraging inappropriate behaviours
- providing active supervision of students
- differentiating learning content and tasks to meet the needs of all learners

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

Identifying behaviours of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires a persistent or more intense intervention. A behaviour of concern does not include low level inappropriate or developmentally age appropriate behaviours. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that may cause harm.

Port Macquarie Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying through a range of strategies:

- directly observing student's behaviours, interactions, verbal communications or work samples
- a person disclosing information that is not previously known
- concerns raised by a parent/carer, community member or agency

Students or parents/carers can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support.

Responses to all behaviours of concern apply to student behaviour that occurs:

- 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 the students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member

Preventing and Responding to Behaviours of Concern

Planned responses to behaviours of concern are managed by teachers or executive staff. Staff use their professional judgement in deciding whether a behaviour teacher or executive managed. Staff will consider whether the behaviour poses a risk to the safety and/or wellbeing of the students or others.

Teacher managed – low level inappropriate behaviours in the classroom or playground

Executive managed – behaviours of concern

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL) Tier 1	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. Universal strategies are developed and implemented school wide.	Whole School
Prevention/ Early Intervention	Highway Heroes	A comprehensive social/emotional program implemented across the school and is applicable at a whole school level, within a classroom or for individual or group sessions	Whole School

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Highway Heroes	Highway Heroes is a fun, practical, clinically proven methodology for teaching children SAFE social and emotional learning skills that are sequenced, focused and explicit.	Student Cohorts
Individual Intervention	Highway Heroes	Teaching skills to support students to be socially, emotionally and cognitively resilient. The skills and strategies are embedded into the individual student behaviour support plans.	Individual students
Prevention/ Early Intervention	Zones of Regulation	A framework that develops feelings, energy and alertness while exploring a variety of tools and strategies for regulation, pro-social skills, self-care and overall wellness. Students are taught to use the tools and strategies to manage their different zones in order to access their learning program, manage big feelings and healthy relationships with others.	Whole School
Prevention/ Early Intervention	Attendance Matters	Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Port Macquarie Public School, in partnership with parents, are responsible for promoting the regular attendance of students. We are working towards rewarding students for improved individual attendance rates, as developed in consultation with parents and students, using the school-based attendance improvement process. Students will be rewarded for 90% or higher attendance rates. Communication with parents and community is via Facebook, push alerts, newsletters and digital displays.	Whole School
Targeted Intervention	Attendance Matters	The data < 80% is processed through LST each fortnight and actioned through each stage where classroom teachers and executive monitor and follow up in line with the school's attendance policy.	Student cohorts
Individual Intervention	Attendance Matters	Executive staff develop and implement school-based Attendance Improvement Plans in collaboration with families and students. The school refers to the HSLP to assist individual students and families to restore regular attendance.	Individual Students
Individual Intervention	School Counsellor	Through the Learning and Support Team, School Counsellor provides support to identified students for psychological counselling, assessment and further intervention services.	Individual Students
Targeted/ Individual Intervention	Learning and Support Team (LST)	Learning and Support Team meet weekly to allocate resources and appropriate support for students with identified additional needs. The LST works with teachers, students and families to support allocated students who require personalised learning and support with their academic or social/emotional needs.	Individual students, families and staff

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	LAST	Through the Learning and Support Team, provision of direct assistance to teachers for students with additional learning and support needs. The LAST will, in collaboration with teachers, identify, assess, support, monitor and evaluate students specific learning needs.	Individual students
Targeted Intervention	LAST	Through the Learning and Support Team, provision of support to teach specific programs to a targeted group of students with similar additional needs either academic or social/emotional.	Student cohort
Targeted Intervention	SLSO support for stages and playground	School Learning Support Officers (SLSO) support targeted students at recess and lunch to assist with social cues, appropriate response to conflict, conflict resolution skills and self-regulation of emotions. The support also extends to the classroom for additional academic or social/emotional needs.	Student cohort
Individual Intervention	Play zone	Quiet space with passive activities provided for students at recess and lunch time for identified students or students who prefer a quieter environment to build relationships and social skills. Structured play opportunities are provided to practice social skills. Buddy bench also available.	Individual students
Individual Intervention	Complex Case Management	Case management model developed and implemented to support students and families with complex needs. This may include Out of Home Care students (OOHC). Case management is collaboratively developed with families, school staff, DCJ and external providers.	Individual students and families
Early Intervention	Classroom Management Folder	Each classroom has a Behaviour Management Folder with procedures based on assertive discipline and choice theory. Teachers are responsible for managing day to day behaviours in their classroom.	Whole School
Targeted/ Individual Intervention	Classroom Management Folder	Each classroom has a Behaviour Management Folder with procedures based on assertive discipline and choice theory. Teachers are responsible for managing day to day behaviours in their classroom. Classroom consequences are followed through the procedures including tracking behaviours, restitution sheets and buddy classroom.	Student cohort/ Individual Intervention
Prevention/ Early Intervention	Aboriginal/ Cultural program	Cultural awareness lessons to assist students to connect with community to further support engagement in their learning programs.	Aboriginal students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Child Protection education is taught K-6 as a mandatory part of the curriculum	Students K-6
Prevention/ Early Intervention	Antibullying Awareness	Educate staff, students and parents/carers in anti-bullying characteristics both direct and indirect bullying including cyberbullying. To incorporate what students, staff and parents/carers can do. Added to all school social media platforms on a regular basis.	Whole school
Targeted Intervention	Antibullying Upskilling	Through learning and support team provision of support to students to promote resilience, social skills, conflict resolution, and communication skills.	Student cohorts
Individual Intervention	Responding to bullying incidents	Implementation of appropriate procedures to ensure incidents are followed up and responded to in a timely manner. Including conferencing with students, parent/carer contact, appropriate consequences are imposed and future monitoring.	Individual students

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice and reminders. Students are acknowledged for meeting school-wide expectations.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that student can self-regulate	Send HUSH card to seek help if there is a risk. Discuss with executive for further support.
Verbal and non-verbal positive feedback is paired with tangible reinforcers acknowledging expected behaviours	Use indirect responses including proximity, non-verbal cues, praise, redirect with specific corrective feedback	Executive to take steps to restore safety and return the situation to calm by using appropriate strategies including redirection to another area or activity, providing choices, providing reassurance. Further planning and review may be necessary at a later time as determined by the context and nature of the incident.
Tangible reinforcers used as appropriate including free, moderate and significant.	Direct responses including rule reminders, re-teaching, scripted interventions, choices. Students have the opportunity to meet the behaviour expectations before any consequence is imposed.	Executive collects all available information to review incidents and determine follow up. Executive records incident in Sentral and contacts parent/carer by phone, SMS, email. Senior executive may consider further action including formal caution or suspension.
Social/emotional learning lessons are taught on a regular basis (PBL, Kindness Curriculum)	Teacher records in behaviour management folder. Monitor and contact parent/carer if repeated.	Refer to school's Learning and Support team considering the data available. A student behaviour support plan and/or risk assessment may be completed.

Teacher/Parent Contact	Teacher/Parent Contact	Teacher/Parent Contact
Teacher contact through phone call for communicate student effort to meet expectations. Recognition awards for positive individual behaviours are given at school assemblies each week. Class behaviours are rewarded through class parties when rewards have been achieved.	Teacher contacts parent/carer by phone or email when a range of corrective responses have not been successful. Individual planning and Learning Support team may be discussed.	Parent/carer contact is made by school executive to discuss support and behaviour management strategies, including referral to LST, school counsellor, external agencies or Team around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour may include:

- document incident
- determine appropriate response/s including supports for staff or others impacted
- refer/monitor through school learning and support team
- develop or review individual student support planning, including learning and environmental adjustments and teaching positive replacement behaviour reflection and restorative practices
- liaise with Team around a School for additional support or advice communication and collaboration with parents/carers (phone, email, meeting, parent portal, SMS)
- formal caution to suspend, suspension or expulsion
- recorded on Sentral

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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](#).

Students and parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either recess or lunch break. The maximum length of time will be appropriate to the age/developmental level of the student and in recognition of behaviours exhibited.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Highway Help Room – a structured planning and debriefing after inappropriate behaviours to be managed by executive	Next day at either recess or lunch	Assistant Principal	Documented in Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate plan - withdrawal from free choice play and reallocation to office for supervised play following serious behaviours of concern. This will be done following parent/carer communication and collaboration. The purpose is to assist the student to achieve replacement positive behaviours, to reflect on behaviours and make appropriate choices.	Next day at either recess or lunch	Principal/Deputy Principal	Documented in Sentral
Restorative Practice – conversations focusing on behaviours of concern/incident to promote a positive approach to resolving conflict.	Next day at recess or lunch break	Executive staff	Documented in Sentral

Review

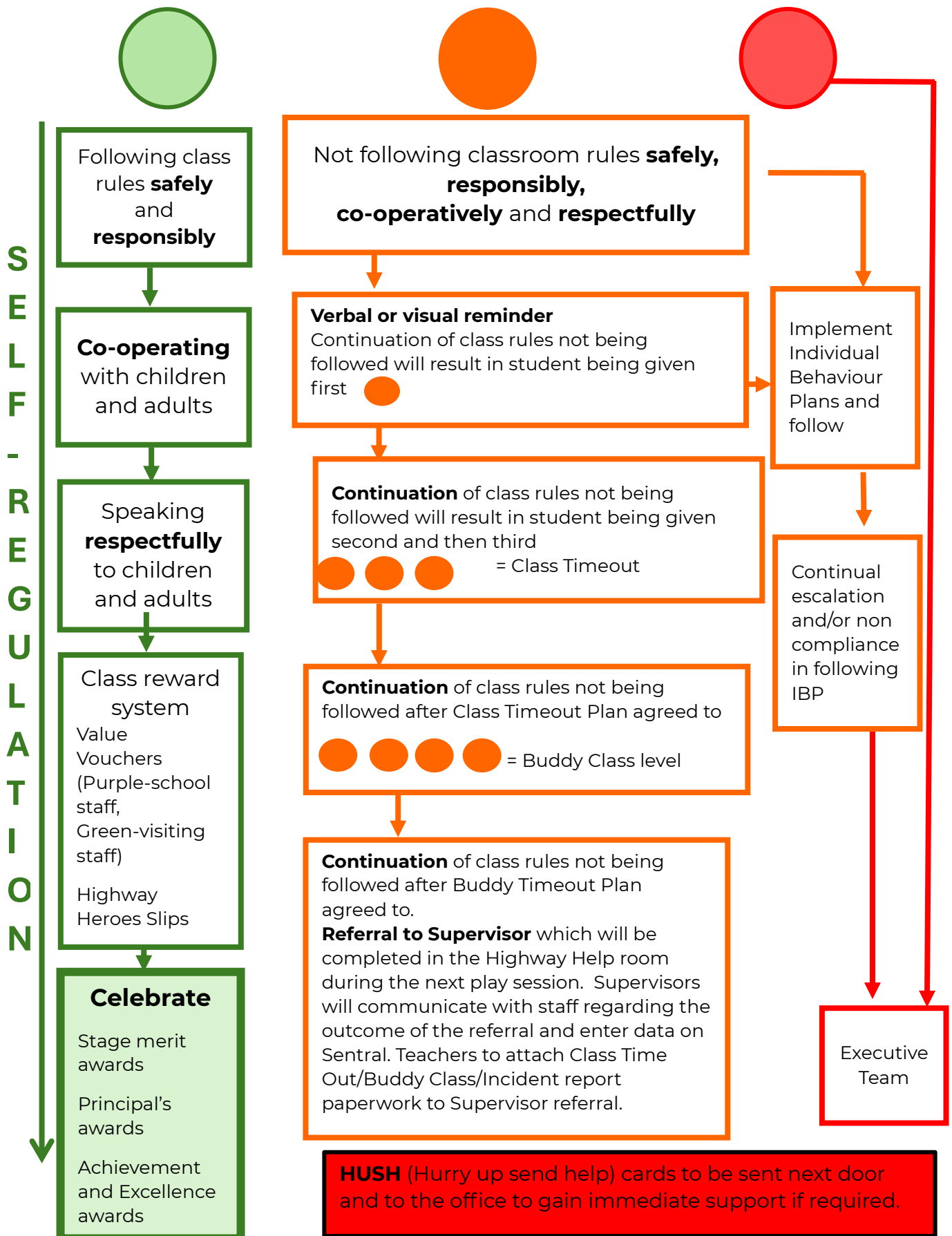
Next review date: **Day 1, Term 1, 2026**

In conclusion, Port Macquarie Public School are currently reviewing all wellbeing and behaviour procedures. A wellbeing team has been established to review, research and develop updated practices and procedures. The School Behaviour Support Management Plan will be updated inline with the review process.



Port Macquarie Public School Classroom Expectations

School and negotiated classroom rules are explicitly taught and displayed in every room. For teacher and student expectations regarding movement between "learning times" refer to school matrix. Students expected to "Do the 4" and use Highway Hero Tools.





Port Macquarie Public School Playground Expectations

Playground rules and expectations known by all students.
Students expected to "Do the 4" and use Highway Hero Tools.

