

# School Behaviour Support and Management Plan – Woollahra Public School

## Overview

Woollahra Public School is committed to building a positive and emotionally literate school culture, underpinned by respectful relationships, strong community partnerships, a focus on growing all aspects of student, staff and community wellbeing.

This approach recognises that safe and happy school communities are achieved when a community work together to foster positive and healthy relationships based on mutual respect and support. Following the values and behaviour expectations at Woollahra provides students with an early foundation of good citizenship. Through explicitly teaching and encouraging students to follow the expectations of our school, we are developing our students' knowledge and skills for a fair and socially just society.

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

- Positive Behaviour for Learning
- Grow Your Mind

The **Positive Behaviour for Learning** (PBL) model is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

By implementing this program across the school, students and staff benefit from:

- positive and respectful relationships among students and staff
- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

Our school community has committed to three core PBL values that guide our practice and underpin the interactions between all members of the school community, aiming to guide our students in the development of positive behaviours, attitudes and respectful relationships.

The three Woollahra Public School PBL expectations are:

- Be Respectful
- Be Responsible
- Be an Active Learner

These expectations are universally taught across the school and referred to in every school setting – in learning spaces, the playground, going to the library, at assembly, on excursions, at school sport and when there is a different teacher taking a class. The PBL expectations are explicit, consistent, and remind students to make good choices in every part of their learning. Each week there is a different key focus that teachers explore with their class, to ensure students have a clear understanding of the role they play in meeting our PBL expectations. (See Appendix 1)

Fostering positive mental health and high levels of emotional intelligence for all members of the Woollahra Public School community is a priority. All members of our school community are treated with respect, tolerance, understanding and compassion, and students consistently experience a sense of belonging and connectedness. All these issues are explicitly addressed through the mental health education program **Grow Your Mind**. This whole school focus on social and emotional learning supports good mental health, positive relationships and supports prevention of bullying. Grow Your Mind builds resilience in children. The program explicitly teaches students about respectful relationships, healthy friendships, growth mindset and emotional regulation. Daily and weekly lessons focus on character strengths such as empathy, perseverance, bravery and gratitude. Encouraging children to explore and nurture their own mental health helps them build skills in recognising, responding to and overcoming challenging situation such as bullying.

Woollahra Public School opposes all forms of bullying behaviours, including online (or cyber) bullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

## Partnership with parents and carers

Woollahra Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

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

Woollahra Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

Be Respectful	Be Responsible	Be an Active Learner
Follow class expectations and instructions	Think about consequences before you act	Be a positive role model
Treat others the way you want to be treated	Be an upstander not a bystander	Use a growth mindset
Keep hands and feet to yourself	Look after school property	Ask questions and contribute
Report problems to a teacher	Solve problems calmly	Do your personal best

## 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

Woollahra 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 bullying and cyber-bullying behaviour, as outlined in the WPS Universal Toolkit (Appendix 2).

These approaches and strategies, drawn from our PBL and Grow Your Mind programs, are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Schoolwide and classroom system of support that involves whole community in contributing to a positive, safe and supportive learning culture. Weekly PBL values focus taught explicitly by classroom teachers, reported in newsletter and reinforced across the school.	All
Prevention	Child Protection	Teaching child protection education is a mandatory part of the Personal Development, Health and Physical Education (PDHPE) syllabus.	Students K-6
Prevention	High quality differentiated teaching	Addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual support plan and/or Personalised Learning Pathways (PLPs).  Curriculum links, particularly in Personal Development and Health (PDH), designed to foster self-regulation, respectful relationships and good decision making.	Students K-6
Prevention	Buddy program	Classes are paired up to mix younger and older students in guided social activities during class time to help students develop a wider social circle and strengthen their sense of belonging.	Students K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention / Early Intervention / Targeted / Individual	Adjustments for a Student with a Disability or Additional Learning Needs	A checklist for teachers to access to promote reasonable cognitive, physical, sensory and/or social/emotional classroom adjustments (Appendix 3).	Identified students in K-6
Early intervention	Grow Your Mind	A curriculum-aligned, research-based wellbeing and mental health program that builds emotional resilience, confidence	Whole school

Care Continuum	Strategy or Program	Details	Audience
		and social awareness in students to support academic learning along with a sense of belonging. Explicitly taught in class alongside PBL	
<b>Early Intervention</b>		Preschool transition sessions, parent interviews and preschool liaison to review incoming Kindergarten students to identify particular needs.	Incoming Kindergarten students
<b>Early Intervention/Targeted Intervention</b>	School Learning Support Officer (SLSO)	Work in schools to enhance the wellbeing and learning outcomes of students. They support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted-strengths based programs and strategies that build resilience, coping skills and positive relationships.	Identified students in K-6
<b>Targeted / individual intervention</b>	Learning and Support	The Learning and Support team (LaST) works with teachers, students and families to support students who require personalised learning and support.	All
<b>Individual intervention</b>	School Counselling Service	The school counsellor is able to provide individual, specialised support to specific students. This may involve cognitive, emotional and behavioural assessments to contribute to the development of appropriate school-based support for students.	Individual students K-6
<b>Individual intervention</b>	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students K-6, parent/carer, LaST, AP
<b>Individual intervention</b>	Communication books	To support students who have ongoing inappropriate behaviour. Partnership and regular communication with parent/carer on an almost daily basis is required.	Identified students in K-6

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

### Response to positive appropriate behaviour

Our school believes strongly in the importance of acknowledging and rewarding positive student behaviour, work habits, citizenship and achievement. We consistently encourage all students to uphold our school values and acknowledge students across the full range of activities in the school including class and academic achievements, learner dispositions, effort, participation, and sportsmanship.

Strategies to recognise and reinforce student achievement operate at both an individual classroom level and at a school-wide level. The focus of recognition is on students following the expectations of the school and developing the core values of respect, responsibility and lifelong learning, and include:

**Celebration of Learning/Recognition Assembly** – three students from each class are nominated by their teacher in Term 1, 2 and 3 for a special Principal’s Award. These awards align with the WPS learner qualities of curiosity, creativity, collaboration, perseverance, bravery and reflection.

**Presentation Day Assembly** – end of year assembly where six students per class are nominated to receive an award, three for academic excellence, two for effort and achievement and one for citizenship.

**Principal Letter of Commendation** – letter posted home each semester from the principal, two students per class, to acknowledge ongoing effort and positive behaviour.

**Positive phone call home** – every week each teacher phones home the parents/carers of two students to let them know of their child’s outstanding effort, improvement, attitude, kindness etc.

**Class Merit Awards** – two students are nominated by their class teacher each week to receive an award based on their work, effort and behaviour in class.

**Weekly Assembly** – a short assembly held Friday mornings to celebrate students following the school PBL values. Values cards can be handed out through the week in class and on the playground. Random winners from a K-2 and 3-6 draw receive a canteen voucher. There is also a uniform draw – all names in the draw, if name is called and they are wearing the correct uniform they receive a voucher – and a hat drawer, again all names in the draw, if name is called and they are wearing the correct hat they receive a voucher.

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

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

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Woollahra Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. In addition, Woollahra Public School has an anti-bullying officer, a teacher that any student can confidentially contact to discuss issues of bullying. 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, for example through the school counselling service.

### **Responding to Bullying Behaviours**

Members of the school leadership team will be responsible, together with the classroom teacher, for intervening and providing help and support for students. Students who are found to be engaging in bullying behaviours will be dealt with according to our school discipline policy which encompasses a range of options available to deal with unacceptable behaviours, including suspension and expulsion (see Appendix 4).

### **Preventing and responding to behaviours of concern**

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses to behaviour incidents in either classroom or playground setting are recorded on School Bytes as per the WPS Behaviour Response Continuum (see Appendix 5).

These responses include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• classroom change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• reflection practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• reflection practices</li> <li>• communication with parent/carer.</li> </ul>

Woollahra Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL is used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks. Alongside this, Grow Your Mind is used at least weekly to enhance student understanding of social and emotional wellbeing in all settings. Student behaviour is linked to the environment in which students learn and play, and teachers across the school ensure that the classroom environment and culture is one that supports positive interactions. The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

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
1. Behaviour expectations are taught and referred to regularly through the PBL program. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide PBL expectations and/or emotional regulation Grow Your Mind visuals and/or individual supports so that the student can self-regulate.	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.
2. Verbal and non-verbal specific	2. Use indirect responses	2. Executive/CT to take

positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Grow Your Mind) weekly.	4. Teacher records on School Bytes 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.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through email or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly and end of term assemblies.	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.	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.

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These responses may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team

- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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

Members of the school leadership team will be responsible, together with the classroom teacher, for intervening and providing help and support for students. Students who are found to be engaging in bullying behaviours will be dealt with according to our school discipline policy which encompasses a range of options available to deal with unacceptable behaviours, including suspension and expulsion. See Appendix 2.

### 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](#).

### Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from play at break time is planned as a response to behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom reflection sheet	After 2 reminders student sent to class reset space, for 10-20 mins at discretion of classroom teacher	Classroom teacher	On School Bytes by classroom teacher
Buddy / Support class	If behaviour continues, student goes to pre-arranged buddy support	Classroom teacher	On School Bytes by classroom teacher, exec member is automatically

Strategy	When and how long?	Who coordinates?	How are these recorded?
	class for the remainder of the session		notified
Reflection room	After 3 sessions in a support class, student attends Reflection room at break time on 1 or 2 days at discretion of exec	Exec member	On School Bytes and letter sent home to parents
Alternate play plan	Students may be allocated separate playground areas for a period, generally a week	Exec in consultation with classroom teacher	On school bytes by exec and parents informed

### Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

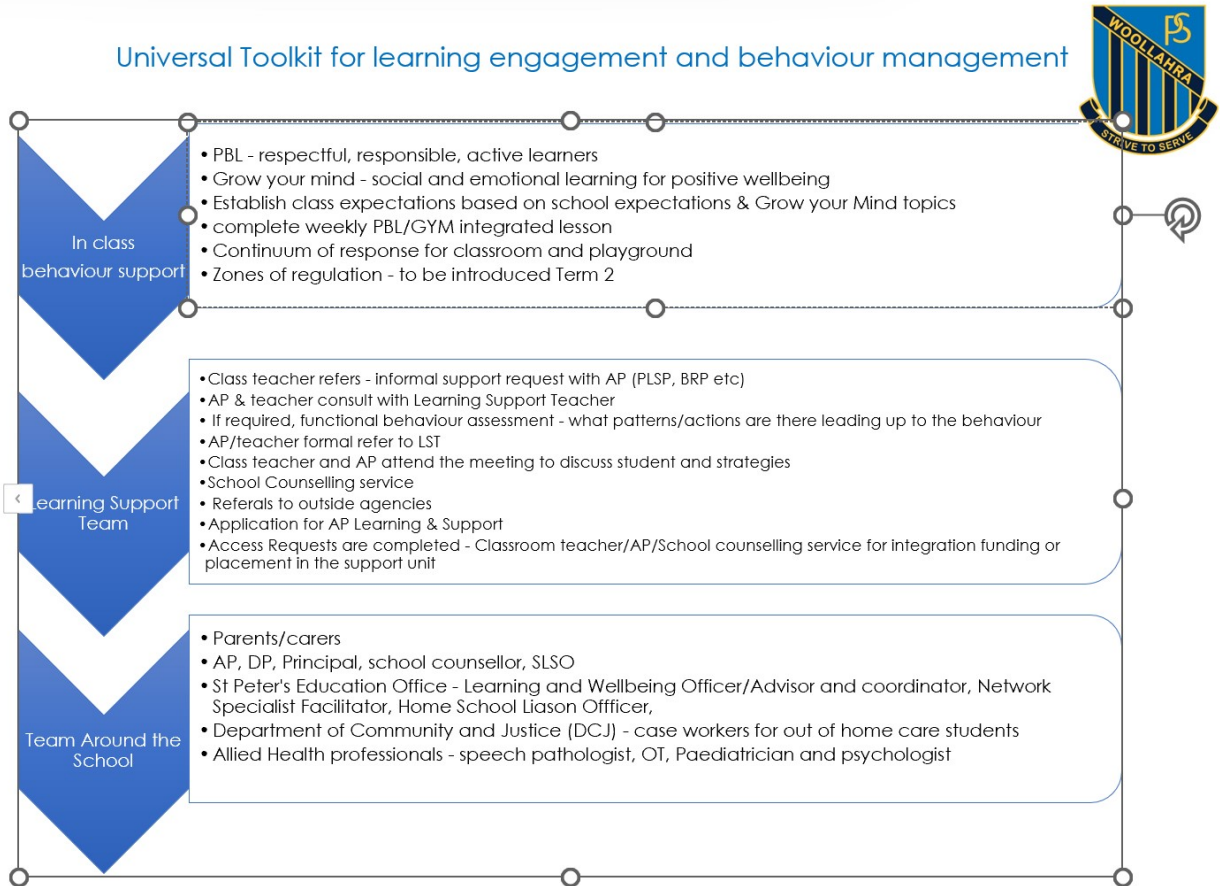
## Appendix 1: PBL Matrix



Woollahra Public School - Positive Behaviour for Learning Expectations Matrix

	All Settings	In the classroom	Visiting Teachers	Online	Corridors & Assemblies	Playground	Toilets	Canteen & Eating Time	Bus Lines & Back Gate	Representing Woollahra
Be Respectful	<ul style="list-style-type: none"> <li>Treat others the way you want to be treated</li> <li>Keep hands and feet to yourself</li> <li>Be proud of your area and environment</li> <li>Be an upstander, not a bystander</li> <li>Accept fair consequences</li> </ul>	<ul style="list-style-type: none"> <li>Follow class expectations and instructions</li> <li>Respect the personal space of others</li> <li>Respect the contributions of others (even if you disagree)</li> <li>Raise your hand to contribute</li> <li>Use appropriate voice volume</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are different so be flexible to change</li> <li>Follow any new instructions and routines sensibly</li> </ul>	<ul style="list-style-type: none"> <li>Communicate positively</li> <li>Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>Keep left</li> <li>Walk quietly and sensibly</li> <li>Knock before entering other classrooms</li> <li>Remove hats in the hall</li> <li>Listen attentively with eyes on the speaker</li> <li>Show encouragement and appreciation for others</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly and take turns</li> <li>Include others</li> <li>Use appropriate language</li> <li>Share playground space</li> </ul>	<ul style="list-style-type: none"> <li>Give others privacy</li> <li>Only one person in each toilet</li> <li>Use, flush, wash and leave</li> <li>Use toilet paper for the right purpose</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Wait your turn</li> <li>Pack your rubbish or left-over food back into your lunch box</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher and bus driver instructions</li> <li>Speak quietly and politely in bus lines and on the bus</li> <li>Greet and thank the bus driver</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful manners</li> <li>Be aware of community members</li> <li>Use appropriate language, including saying please and thank you</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>Right place right time</li> <li>Think about consequences before you act</li> <li>Report any problems to the teacher</li> <li>Use 'No, Go, Tell' strategy when feeling unsafe</li> <li>Solve problems calmly</li> </ul>	<ul style="list-style-type: none"> <li>Stay focused and on task</li> <li>Ask questions when you don't understand</li> <li>Work quietly when asked and allow others to work</li> <li>Take pride in bookwork and present work neatly</li> <li>Use equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Accept the consequences of your actions</li> <li>Continue with normal school and class routines</li> </ul>	<ul style="list-style-type: none"> <li>Use only your account</li> <li>Mobile phones stay in your bag</li> <li>Pack away equipment correctly</li> <li>Report broken equipment or incorrect use of devices to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Wait quietly for the teacher after breaks</li> <li>Enter and exit hall and rooms calmly</li> <li>Hands and feet to yourself</li> <li>Stay with your class</li> </ul>	<ul style="list-style-type: none"> <li>Wear your school hat</li> <li>Put rubbish in bin and clean up spill food</li> <li>Use play equipment correctly</li> <li>Stay in the supervised areas</li> <li>No riding bikes or scooters</li> <li>Only enter classrooms if a teacher is present</li> </ul>	<ul style="list-style-type: none"> <li>Save water by turning off taps</li> <li>Wash your hands</li> <li>Keep food outside</li> </ul>	<ul style="list-style-type: none"> <li>Line up at the appropriate window</li> <li>Only buy food for yourself</li> <li>Only eat food from your own lunchbox</li> </ul>	<ul style="list-style-type: none"> <li>Go to bus lines quickly after the bell</li> <li>Remain seated on the bus</li> <li>Report any problems to the bus driver</li> <li>Use an Opal Card</li> <li>Keep your phone in your bag</li> <li>Leave space between you and others while boarding</li> </ul>	<ul style="list-style-type: none"> <li>Board and exit transport safely</li> <li>Remain seated on transport</li> <li>Wear required uniform</li> <li>Stay with group</li> </ul>
Be an Active Learner	<ul style="list-style-type: none"> <li>Approach tasks with a growth mindset</li> <li>Ask questions and contribute to discussions</li> <li>Stay focused on the task</li> <li>Do your personal best</li> <li>Be a positive role model</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the contributions of others</li> <li>Complete work on time and to the best of your ability</li> <li>Accept and use constructive feedback</li> <li>Persevere with challenges</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work to the best of your ability</li> <li>Ask questions if unsure</li> </ul>	<ul style="list-style-type: none"> <li>Use technology effectively to produce your best work</li> </ul>	<ul style="list-style-type: none"> <li>Listen and participate</li> </ul>	<ul style="list-style-type: none"> <li>Follow rules of approved games</li> <li>Follow sports roster</li> <li>Try new games and make new friends</li> <li>Talk to each other to solve a problem</li> <li>Go to class quickly after the bell</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets at break time</li> <li>Wait outside for friends</li> <li>Report any incidents to the teacher</li> <li>Return from the toilet quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>Have money ready and know your choice</li> <li>Buy at the right time</li> <li>Eat healthy foods</li> </ul>	<ul style="list-style-type: none"> <li>Help younger students</li> <li>Represent our school with pride</li> </ul>	<ul style="list-style-type: none"> <li>Follow all instructions</li> <li>Be a good sport</li> </ul>

## Appendix 2: Universal Toolkit for Student Engagement and Behaviour Management



### Appendix 3: Adjustments for Students with a Disability or Additional Learning Needs

**Woollahra Public School  
ADJUSTMENTS FOR A STUDENT WITH A DISABILITY  
OR ADDITIONAL LEARNING NEEDS**

Student Details	Reason for Adjustment	Level of Adjustments
Student: _____ Date of Birth: _____ Class: _____ Year: _____	• Cognitive • Physical • Sensory • Social/emotional	• N/A (Quality Teaching) • Supplementary Adjustments • Substantial Adjustments • Extensive Adjustments

PLANNING	TEACHING & LEARNING	RESOURCES/EQUIPMENT	CLASSROOM ENVIRONMENT
<input type="checkbox"/> Health Care Plan <input type="checkbox"/> Personalised Learning and Support Plan (PLSP) <input type="checkbox"/> Out of Home Care Plan (OOHC) <input type="checkbox"/> Behaviour Management Plan <input type="checkbox"/> Risk Management Plan <input type="checkbox"/> IEP/Aboriginal Learning Plan <input type="checkbox"/> Social Skills Training <input type="checkbox"/> Positive Planning <input type="checkbox"/> Transition <input type="checkbox"/> Other: _____	<input type="checkbox"/> Adjust content to learning ability <input type="checkbox"/> Variety of grouping: pair, triad, larger <input type="checkbox"/> Personal interests <input type="checkbox"/> Pioneering <input type="checkbox"/> Verbalisation/think aloud <input type="checkbox"/> Management plan <input type="checkbox"/> Risk Management Plan <input type="checkbox"/> IEP/Aboriginal Learning Plan <input type="checkbox"/> Personalised Learning Plan <input type="checkbox"/> Social Skills Training <input type="checkbox"/> Positive Planning <input type="checkbox"/> Transition <input type="checkbox"/> Other: _____	<input type="checkbox"/> iPad/iCT typing, speech to text software <input type="checkbox"/> Sensory assist: cushion, fidget toys <input type="checkbox"/> Pen/cil Grips <input type="checkbox"/> Solsons <input type="checkbox"/> Slope boards <input type="checkbox"/> Coloured paper <input type="checkbox"/> Visual communication cards <input type="checkbox"/> FM Transmitter hearing device <input type="checkbox"/> Headphones <input type="checkbox"/> Concrete learning <input type="checkbox"/> Modified furniture <input type="checkbox"/> IWBs – coloured background <input type="checkbox"/> Other: _____	<input type="checkbox"/> Seating close to teacher or board <input type="checkbox"/> Seated to reduce distractions: windows, door, lighting, peers, noise, clutter, vision <input type="checkbox"/> Quiet area <input type="checkbox"/> Models, visual displays <input type="checkbox"/> sensory needs e.g. noise <input type="checkbox"/> Peer support <input type="checkbox"/> Strategies to suit individual learning styles <input type="checkbox"/> Large print <input type="checkbox"/> Visual timetables <input type="checkbox"/> Furniture arranged for safe, visibility, accessibility and movement <input type="checkbox"/> Cooperative learning and grouping as a strategy <input type="checkbox"/> Organisational strategies <input type="checkbox"/> Extra workspace <input type="checkbox"/> Student storage close to student <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Augmentative communication systems <input type="checkbox"/> Other: _____

BRIEF LESSON TEACHING & LEARNING
<input type="checkbox"/> Precise summary of important information with ideas for student to complete <input type="checkbox"/> Structured lesson overview <input type="checkbox"/> Highlight key points <input type="checkbox"/> Build in support to pre-view materials before lesson <input type="checkbox"/> Provide copy of notes to reduce copying time <input type="checkbox"/> Other: _____

SCHOOL ENVIRONMENT	ASSESSMENT & REPORTING	LEARNING ASSISTANCE & SUPPORT SERVICES	ADDITIONAL PROGRAMS
<input type="checkbox"/> Changes to bullying <input type="checkbox"/> Ramps <input type="checkbox"/> Disability Facilities <input type="checkbox"/> Greener/Fences <input type="checkbox"/> Quiet Out <input type="checkbox"/> Sensory/Sig/ground <input type="checkbox"/> Other: _____	<input type="checkbox"/> Adjust time limits <input type="checkbox"/> Break time space <input type="checkbox"/> Provide more space <input type="checkbox"/> Record <input type="checkbox"/> Scribe <input type="checkbox"/> Reader <input type="checkbox"/> Chat e.g. video <input type="checkbox"/> Quiet space <input type="checkbox"/> ICT e.g. typing <input type="checkbox"/> speech to text software <input type="checkbox"/> Manipulation of materials to demonstrate understanding <input type="checkbox"/> Strategic questioning <input type="checkbox"/> Observations <input type="checkbox"/> Work samples <input type="checkbox"/> Review PLSP <input type="checkbox"/> Consult with parents <input type="checkbox"/> Other: _____	<input type="checkbox"/> Learning and support teacher (L&S) <input type="checkbox"/> School Counsellor (SC) <input type="checkbox"/> Support Officer (S.O.) <input type="checkbox"/> Assistant principal <input type="checkbox"/> Deputy principal <input type="checkbox"/> EAL/D support <input type="checkbox"/> Instructional Leader <input type="checkbox"/> Parent helper <input type="checkbox"/> Discuss with parents to contact agencies: (Insigni); Speech, Occupational Therapist, GP, Paediatrician, Optometrist, Audiologist, other <input type="checkbox"/> Other: _____	<input type="checkbox"/> Speech therapy <input type="checkbox"/> Therapy <input type="checkbox"/> Music <input type="checkbox"/> Social skills <input type="checkbox"/> Other: _____

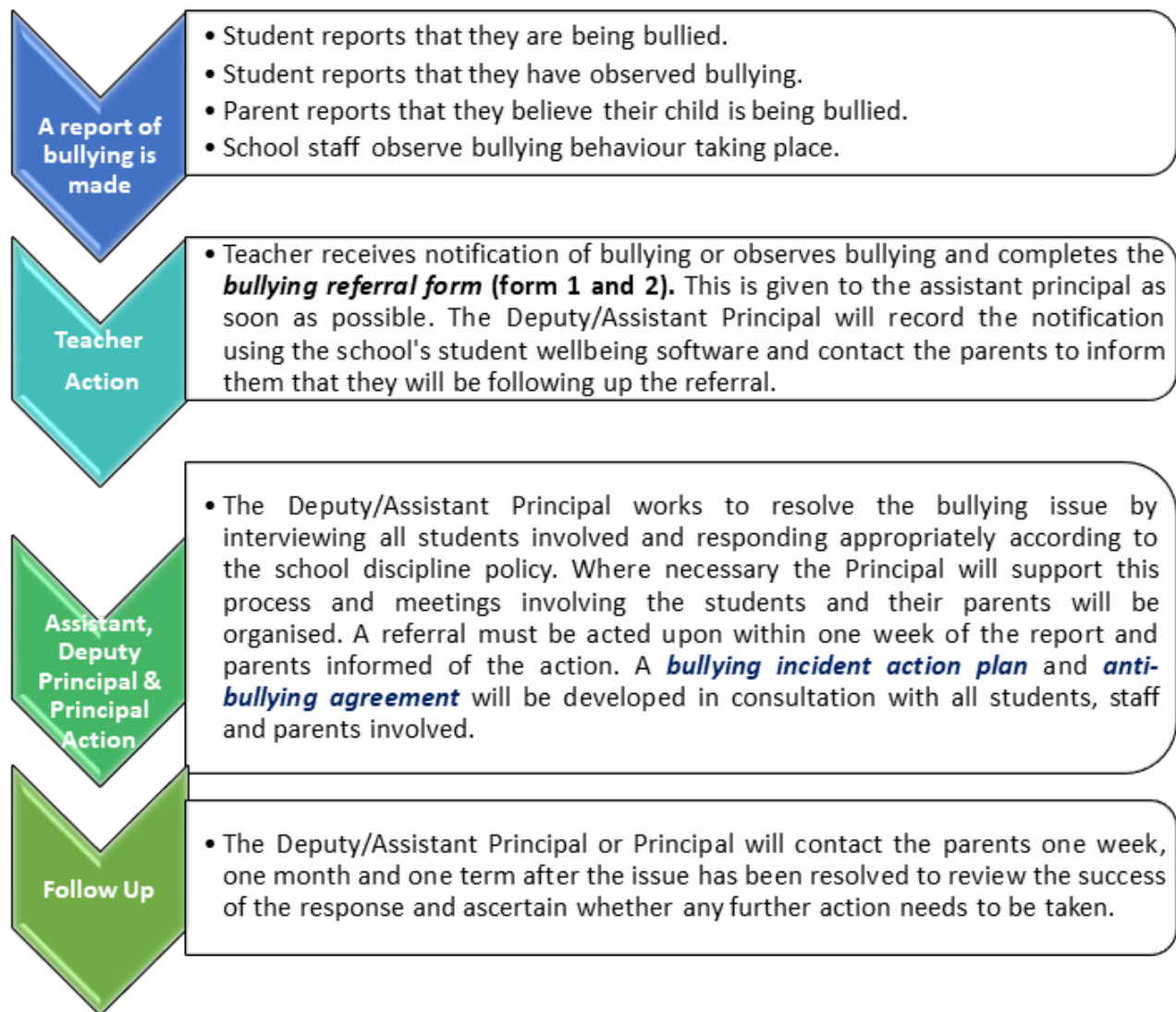
**ADJUSTMENT CASE MEETING PARTICIPANTS**

Name	Signature	Date
Parent: _____		
Teacher: _____		
AP: _____		
LST coordinator: _____		

**Meeting Comments and Notes:**

## Appendix 4: Bullying Response Flowchart



### Appendix 5: Behaviour response flowchart



# PLAYGROUND RESPONSE

