

Plattsburg Public School Behaviour Support and Management Plan

Overview

Plattsburg PS is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are The Four Ways to Succeed, Federal Park Play, Chess, SistaSpeak, BroSpeak, Learning Support and a variety of school processes and systems in place.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- to RESPECT yourself and others

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

- **Four Ways to Succeed and Themed Days** – school values (RESPECT INDEPENDENCE CONNECTING EMPATHY). AP Wellbeing coordinates a wellbeing Gala Day each term to promote the school values, include the whole school community in the communication and plan. The values are an ongoing focus in the school community and encompass a whole school approach; building wellbeing, a sense of belonging and safety at Plattsburg PS. Empowering students to identify the values and articulate how they look at Plattsburg through student led activities, groups and discussions demonstrates high levels of student engagement and feedback throughout these Gala Days and Four Ways to Succeed.
- **Federal Park Sporting Group** – coordinated by the AP Wellbeing. This program is linked closely with the Learning Support Team at Plattsburg and allows students to build confidence, resilience, understanding, respect and sportsmanship in a highly structured, supportive and positive environment. Students are included in the program upon referral from class teacher and LST discussion. Communication with families around the program is coordinated by the AP Wellbeing. The program links in and is aligned to the school values and provides our students with an opportunity to build on

their sense of belonging at Plattsburg. The program promotes positive behaviour, positive teacher student relationships and recognising student achievements in a positive supportive environment.

- **Playstars** – small group social skills development. Our playground program is coordinated by executive staff through consultation with Principal and the LST. This program is for a small, targeted number of students to teach our school values, develop appropriate play in a safe environment, it is highly supportive and allows the students to experience success in the playground. The Playstars program is very successful in limiting unsafe behaviour and promoting a positive behaviour intervention for our students on the program. Communication with the parents and carers is a vital part of the program and it is clearly part of our obligation to include our school community in the success of the program.
- **Individual Intervention** – At Plattsburg our students with high support needed in the playground receive one on one support in the playground with a school funded SLSO. This individual program consists of highly supervised and supportive play, e.g. turn taking, positive social play, small games and clear communication.
- **Differentiated Playground** – At Plattsburg we have a highly differentiated and supportive playground for our students. We offer a wide range of activities, structured play, supported play and supervised games. These include Lego Club, Chess, Sporting Group, Playstars, Dance, Cultural Group, Soccer, DS Group and Library. All playground activities link in with our school values and wellbeing policy. At Plattsburg we are providing our students with opportunities for success, positive play, social support and a whole school approach with interventions for success at Plattsburg Public School.
- **Sentral Communication and Messaging** – Through the LST communication with our families is coordinated and maintained through consistency, open communication and regular support for our families. Promoting the school wide expectations, reinforcing positive student behaviour and linking these conversations with our playground programs. Our LST communicates in partnership with our parents and carers collaboratively to create a shared understanding of the school's expectations, learning, safety and wellbeing.
- **Excursions 2024** – This year a number of excursions are being coordinated by the Principal and A.P. Wellbeing. The school's Sporting Group have the opportunity to attend a stadium tour at McDonald Jones Stadium in Term 3 of 2024. The sporting Group Program has and continues to evolve with student need and always reflecting the school values. The students are demonstrating their positive choices and behaviours in the school and wider community. Other excursions planned to Newcastle Jets matches and

Soccer Gala Days sponsored by Newcastle Permanent, involving our EAL/D and Refugee students to immerse them in our school values and wider community.

- **LST** – The Plattsburg LST provides support, communication, partnership and school wide expectations for our staff, students, families and school community. Our school teaching staff communicate closely with our LST and support, differentiation, classroom and playground wellbeing are developed for our students. The LST filters all communication to staff and promotes a whole school approach to strategies and responding to student behaviours using interventions that support students to learn and practice expected behaviours in a positive environment.
- **Aboriginal and Torres Strait Islander Students** – Plattsburg Public School has strong Cultural programs for our students and families. Our AEO, Miss Tjarnah Williams is working closely with our school community, LST and staff to implement our school programs including Didge Group and Dance Group. These programs continue to develop in partnership with our community and school. Our students attending the Cultural programs have the opportunity to represent our school at a variety of community events, e.g. Surfest and The Newcastle Show. This year we have our SI students involved in Didge Group and this program is supervised by Uncle Alex Nean who has a long relationship with Plattsburg established with our school Principal, Ms Bax.
- **EAL/D** – Plattsburg Public School provide our EAL/D community with an executive staff member for point of contact. All families are invited in twice a year for updates on student sense of belonging in our school, wellbeing, classes, PLSP progress, goal setting, parent feedback and semesterly progress reports. Working in partnership with our families and providing support allows the school to provide whole school programs and strategies with open communication for our families.
- The EAL/D A.P. has established relationships with Hunter New England Health Interpreters who have been a fantastic support for our students and families over the past two years. The EAL/D A.P. and Interpreters have linked our families in with local community organisations, The Wallsend Mosque (open days for networking), Multicultural networks, introducing families in our school community to one another for support. Our interpreters have also developed resources to support staff, families, and community.
- **Community Days** – AP Wellbeing organises community themed days for engagement, social support and to promote the school values across a variety of contexts. For example, Harmony Day and Daniel Morcombe Day,

promoting multicultural awareness and acceptance and community safety respectively.

- **Curriculum** – In class staff promote social skills and demonstrate positive relationships and partnerships for students and staff. Building collaborative relationships and liaising with the LST as needed. The communication filters to the AP Wellbeing for clear, consistent and shared community understanding of promoting student learning, safety and wellbeing.

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.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Four Ways to Succeed Themed Gala Days	Each term a school wide gala day is planned by the AP Wellbeing to promote the school values and enhance a culture of respect, independence, connection and empathy.	Whole School
Targeted Intervention	Sporting Group	Students in Years 3-6 participate in a structured sporting program that promotes fair play and safe choices.	Individual students Years 3-6
Early Intervention	Playstars	A focused intervention for students who require intensive personalised support in the playground. The LST work with the teachers, students and families to support the students.	Individual students K-6.
Early Intervention	Differentiated Playground	A suite of specialised programs coordinated in the playground overseen by the LST. A schoolwide and structured approach that develops a supportive, positive and safe culture.	All students K-6.
Individual Intervention	Sentral Communication	Students identified at risk of playground consequences are connected to and supported with supervision, appropriate social play in a very small group settings, one on one support if needed.	Individual students.
Targeted Intervention	Excursions	Excursions/Incursions organised by the AP Wellbeing to complement playground and classroom programs.	Selected Students

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	LST	LST develop caseloads, utilise referral processes and manage administrative tools that are central to all wellbeing responses, communications and partnerships.	All students K-6.
Targeted Intervention	Cultural Programs	In consultation with an AEO and/or Aboriginal staff, PLPs for learning and cultural engagement are coordinated by the LST. Strong cultural links underpin this.	Selected students Years 3-6
Targeted Intervention	EAL/D	AP deployed to Wellbeing and is the point of contact for our families; communication is pivotal to building partnerships and trust.	All EAL/D students K-6
Targeted Intervention	Community Days	Community raise ideas and suggestions that the AP Wellbeing coordinates.	All Students K-6
Targeted Intervention	Curriculum	Class teachers implement positive wellbeing lessons in class and liaise with LST as needed.	All Students K-6

*Insert more rows as required.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Playstars	Negotiated with LST and parents and carers	Principal / LST	LST meetings, staff referrals to the LST and AP Wellbeing
Sporting Group	Negotiated with AP Wellbeing	AP Wellbeing	LST meetings, staff referrals to the LST and AP Wellbeing
Individualised Playground Program, e.g. Spikeball	Negotiated with LST and parents and carers.	Principal / LST	LST meetings, staff referrals to the LST and AP Wellbeing
LST	Whole School Year	Principal / LST / School Counsellor	LST meetings, staff referrals to the LST and AP Wellbeing

*Insert more rows as required.

Partnership with parents/carers

Plattsburg PS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour

management strategies by coordinating communication through the P&C, focus group discussions and survey feedback on school wellbeing processes. As a school we will support the community to proactively build collaborative relationships to create a shared understanding of whole school wellbeing processes.

Plattsburg PS will communicate these expectations to parents/carers by newsletter, Skoolbag App, Facebook, school webpage and notes.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 13.03.2024

Next review date: 13.03.2025

A.P. Wellbeing: David Hopson Date: 22.03.2024

Signature:



Principal: Ellen Bax

Date: 22.03.2024

Signature:

EBax