

Mount Drutt Public School

Behaviour Support and Management Plan

Overview

Mount Drutt Public School 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 include our whole school Positive Behaviour for Learning, Social and Emotional Learning and Zones of Regulation programs, Wellbeing Warriors Leadership program, Anti-Bullying Plans, Restorative Practices, and Reflection.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Students at Mount Drutt Public School are Respectful, Responsible Learners.

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

Teach	Recognise	Reinforce
<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) • Zones of Regulation (ZoR) • Fortnightly Focus (Social & Emotional Learning) • Diversity and Anti-Bullying 	<ul style="list-style-type: none"> • Achievement Awards • MDPS Principal's Award Program (Reward Days) • Attendance Awards and Initiatives (Be In Line By 9) • Presentation Day Assembly 	<ul style="list-style-type: none"> • Wellbeing Warrior Leadership Program – data collection and student voice video presentation • Communication with School Community (students, staff, families) – newsletters, Class Dojo, Facebook, Wellbeing Wall and School Website.

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
Preventative Strategies	Social Emotional Learning (SEL)	Whole school scope and sequence explicitly teaching Social and Emotional concepts, skills, and strategies.	Whole School
	Zones of Regulation (ZoR)	Whole school scope and sequence explicitly teaching emotional regulation through the Zones of Regulation structures and strategies. Zones of Regulation structures are implemented, displayed, and reinforced school wide.	
	Positive Behaviour for Learning (PBL)	Whole school teaching and modelling of specific skills including behaviour expectations.	Whole School

Care Continuum	Strategy or Program	Details	Audience
	Framework	<p>Strong student/teacher relationships.</p> <p>Communication with the broader school community around school expectations.</p> <p>Class based systems of expectations and positive reinforcement that align with whole school directions.</p> <p>Consistent teacher expectations, routines, modelling, and responses to behaviour. Ensuring consistent language is used across all grades/stages</p>	
	Wellbeing Warriors	<p>Student representatives, nominated and voted on by their peers, are our Wellbeing Warriors (two per class).</p> <p>Wellbeing Warriors meet weekly to discuss and reflect on the Focus of the Fortnight (SEL). Wellbeing Warriors help in the preparation of a video based on the fortnightly focus, teaching the concept and the strategies. They then survey students and collect data based on the Focus of the Fortnight (SEL). These results are presented, school wide, in the student voice video presentation providing an opportunity for students to reflect and provide feedback.</p>	Whole School
	Class Expectations	<p>Created collaboratively between classroom teacher and students.</p> <p>All classrooms are expected to display class expectations that are consistent with the school approach and include Positive Behaviour for Learning, Social and Emotional Learning, and Zones of Regulation.</p>	Whole School
	Strong Teacher and Student Relationships	<p>All students are known, valued, and cared for within our school.</p> <p>Students feel that they have someone at school who consistently provides encouragement and can be turned to for advice.</p> <p>MDPS has structures, procedures, and strategies in place to ensure that every student, regardless of ability, can Connect, Succeed and Thrive.</p>	Whole School
	Attendance: Monitoring, Strategies, and Intervention	<p>Attendance Officer (SAO) monitors attendance and follows up absences promptly. SMS text messages are sent to parents/carers when students are absent. Attendance Officer follows up 3-day absences with notes and/or request for medical certificates.</p> <p>Classroom teacher regularly reinforces the</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<p>importance of regular attendance with students.</p> <p>Classes are rewarded for outstanding and on-time attendance with the "Outstanding Attendance" poster program.</p> <p>Regular communication with parents and carers emphasising the importance of regular and on-time attendance through Class Dojo and the school Facebook site.</p> <p>Weekly attendance raffle draws using Class Dojo for students who are in attendance and on-time.</p> <p>Student with above 96% attendance receive a Term attendance award that contributes to the whole school Principals Award program.</p>	
	Clubs and Groups	Art Club, Table Tennis Club, Debating Group, Haka Group, Dance Group, Drama Club, Chess Club.	Whole School
	Breakfast and Lunch Club	Students who may or may not have had breakfast or lunch are invited to share breakfast and/or take a brown bag lunch.	Whole School
	Leadership Opportunities	<p>Wellbeing Warriors: One student from each class is peer nominated and voted to be a "Wellbeing Warrior". Students are provided with opportunities to regularly present and discuss survey data with the Senior Leadership Team – they then report back to their peers and the Wellbeing Warrior team.</p> <p>Leadership Opportunities across the school including Library Monitors, Student Representative Council, House Captains.</p>	<p>Students K - 6</p> <p>Years 5 & 6</p>
Early Intervention	Preschool and Kindergarten Transitions	<p>Kindergarten Transition to School Expo (Parent/Carer Information afternoon) provided to parents/carers of incoming kindergarten students and current preschool families.</p> <p>One-on-one interviews with incoming enrolled preschool students to identify any support needs and to begin to build rapport with children and their families.</p> <p>Kindergarten Orientation (Term 4).</p> <p>Kindergarten Orientation pack - Contains school information and important dates, social stories and 'Tips for Kindy'.</p>	Incoming Preschool & Kindergarten students
	Attendance: Tier One – Early Intervention	<p>Executive monitoring for students with less than 89% attendance. Classroom teacher and student conferences to encourage regular attendance.</p> <p>Parent correspondence regarding the importance of regular attendance and</p>	Students with 80 – 89% attendance.

Care Continuum	Strategy or Program	Details	Audience
		requesting medical certificates for absences.	
	Transition to High School	High School Simulation (one week simulation of high school timetabling, class structures and subjects). High School Orientation and Gala Day.	Year 6 students
	Student Voice and Surveys	Fortnightly student voice surveys that are based on the Focus of the Fortnight. Tell Them from Me survey, completed by students, staff and parents/carers. Wellbeing initiatives, programs and groups are implemented based on survey data.	All students K-6 Staff Parents/Carers
Targeted Interventions	Sport Leadership (Social Skills)	An executive and SLSO working together to model and teach social skills and positive play through sport.	Targeted groups of Stage 3 students
	Attendance: Tier Two - Targeted Interventions	Executive monitoring for students with 50% - 79% attendance. 70%- 79% DP to send letter encouraging attendance with policy document. Verbal communication re offer of support. DP conferences with students at this level. 50% - 69% Attendance Meeting between Deputy Principal and parents/carers to discuss and implement Attendance Improvement Plan. DP conferences with students at this level. Learning Support Team referral for students with attendance below 70%.	Students with 50 - 79% attendance.
	Intensive Kindergarten Transition	Intensive Kindergarten Transition Program (additional school visits, student specific social stories). Student identified, through the enrolment process, as possibly requiring additional support or with identified learning needs, meet with the AP Learning and Support to ensure strategies are in place to support successful transition to school.	Students identified as requiring additional support.
	Transition to High School	Intensive Transition to High School program (RHHS and CCMD)	Students identified as requiring additional support.
	Restorative Practice	Students work with an executive teacher to individually reflect on, and be accountable for, their behaviour and to repair any harm caused to others because of their actions. Reflection is focused on encouraging behaviour that is	Identified Individual Students

Care Continuum	Strategy or Program	Details	Audience
		supportive and respectful.	
	School Chaplain Program	Builds supportive partnerships between school, families, and external agencies (for example, Shine for Kids and Fusion Families). Build capacity of our families through the provision of education opportunities, for example, Positive Parenting. Sourcing support for families who need support with household essentials (for example, financial assistance and food hampers).	Identified Individual Students
	Sub-Text	Students identified as being from a refugee background are supported by specialist staff (Trauma Counsellors) and school staff, participating in programs that use a range of strategies including writing, dance, drama, and visual arts.	Groups of identified students.
	Learning and Support Team	Referrals can be made for academic, social/emotional, behavioural, attendance or wellbeing concerns. Meetings are held fortnightly to discuss strategies, and future directions to support students. The Learning and Support Team includes executive staff, and Deputy Principal Learning and Support.	<i>Selected Students</i>
Individual Intervention	Individual Behaviour Support Plans	Developed in collaboration with Learning and Support team and the classroom teacher. Designed to support students to minimise behaviours that negatively impact their learning.	Targeted Individual Students
	Behaviour Response Plan	Used when a student's behaviour escalates to a crisis point and interferes with the safety of staff, the student themselves and those around them. Guides actions of others to respond consistently to reduce the distress of the individual and keep everybody safe.	Targeted Individual Students
	Assistant Principal Learning and Support Behaviour Specialist Support	School leaders engage and work alongside Department of Education experts to support student behaviour and wellbeing.	Targeted Individual Students
	Formal Caution of Suspension or Suspension Resolution	Principal meets with parent/carer and student to successfully transition student back into school.	Targeted Individual Students

Care Continuum	Strategy or Program	Details	Audience
	Meetings		
	Attendance: Tier Three – Individual Case Management	Students with attendance below 50% are encouraged to improve their attendance with the individual intervention (for example, the Pom-Pom program and check-in program) with Deputy Principal. Parents and carers will meet with Principal/Deputy Principal to review and update the Attendance Improvement Plan. HSLO and CWU Referral (below 50%).	Students with below 50% attendance
	Playground Lanyards	Playground lanyards are a supportive strategy where students work with an Assistant Principal to choose one or two areas to play in at recess and lunch. Students have access to the teacher on duty who they check-in with and who can offer support where needed.	Targeted Individual Students
	Check-In Program	Designated staff meet with identified students to check-in each morning. This can relate to general wellbeing, attendance and/or behaviour. Students feel supported by a consistent and trusted adult to ensure that they have the resources, strategies, and emotional balance to be successful at school each day.	Targeted Individual Students
	External Agencies	School leaders engage and work alongside external agencies to support student wellbeing as needed.	Targeted Individual Students

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Room	Tuesday and Thursday for 20 minutes (and as needed)	Executive Staff	Recorded on School Bytes.

Partnership with parents/carers

Mount Druitt Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Working in partnership to promote student learning.
- Treating each other with respect and fairness.
- Communicating in a positive and constructive manner.
- Diversity is respected and we promote tolerance and understanding.
- Aggressive and intimidating actions will not be tolerated by school staff and community.

Mount Druitt Public School will communicate these expectations to parents/carers by:

- MDPS School Newsletters
- School Meetings and School Assemblies

- Class Dojo, Facebook and School Website
- Complaints Handling process.

School Anti-bullying Plan

Mount Druitt Public School rejects all forms of bullying behaviours, including line (or cyber) bullying by maintaining a welcoming school culture that values diversity.

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

Reviewing dates

Last review date: 28th February 2025

Next review date: February 2026

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