

Miranda Public School Behaviour Support and Management Plan

○ Overview

Miranda Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. This includes creating engaging and effective classrooms, and inclusive and safe school communities for all students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption.

Miranda Public School's procedures are in line with the following documents from NSW Department of Education:

- [Student Behaviour Strategy](#)
- [Student Behaviour Procedures Kindergarten to Year 12](#)
- [Achieving School Excellence in Wellbeing and Inclusion](#)
- [School Excellence Procedure](#)
- [Disability Standards Education](#)

The following document outlines Miranda Public School's behaviour system and procedures to help create and maintain a safe, positive and productive learning environment:

- **Section 1:** Care Continuum
- **Section 2:** Whole School Positive Behaviour for Learning overview and research
- **Section 3:** Positive Behaviour for Learning (PBL) Matrix & Expectations
- **Section 4:** Classroom Behaviour Procedures & Expectations
- **Section 5:** Personalised Learning and Support Plan (PlaSP)

If a child doesn't know how to read, we teach.

If a child doesn't know how to write, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to behave, we teach.



- **Section 1: Care Continuum**

- **Whole School Approach**

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL - Tier 1	<ul style="list-style-type: none"> ● Strong teacher/student relationships. ● Explicit teaching and modelling of specific skills including behaviour expectations and social skills. ● Communication with parents around school expectations. ● Class based systems of expectations and positive reinforcement. ● Consistent teacher language, expectations, routines, modelling and responses to behaviour. ● Liaison with previous teachers, pre-schools, external paraprofessionals ● Engaging parent involvement ● High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in a Personalised Learning and Support Plan and/or Personal Learning Pathways (PLPs). ● K-6 Peer Support Program ● “Stop, Walk, Talk and Chill Out Cards”. Encourages students to self-regulate and provides them with strategies to manage their emotions and incidents. ● Caught by Kookie Awards that are given to students demonstrating positive 	Whole School

Care Continuum	Strategy or Program	Details	Audience
		behaviours.	
Early Intervention	Explicit teaching and modelling of specific skills	<ul style="list-style-type: none"> • In-class weekly PBL lessons conducted by the teacher with a focus during the lesson. • PBL focus each fortnight assembly. • Teachers model and explicitly teach classroom expectations and routines. This also includes Peer Support PBL Lessons every fortnight. • Teachers refer to consistent and commonly used visual cues, strategies and routine. This includes the Behaviour Traffic Light System. 	Whole School
	Referral to school Learning and Support Team	<ul style="list-style-type: none"> • All staff know and actively use the Learning and Support Flowchart to refer students to the LS team. 	Individual students, families and staff
	Learning and Support Intervention	<ul style="list-style-type: none"> • Modified individual expectations and goals. • Student check-ins • Individualised group and student programs • Personalised Learning and Support Plans developed in collaboration with parents and staff. • In-class support across K-6, enabling all students to have access to Learning 	Individual students, families and staff

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention		and Support.	
	Every Face as a Place Presentation	<ul style="list-style-type: none"> At the start of each whole school meeting, the learning and support team will discuss the needs of two students whose photo is displayed. This includes how to connect with the targeted students. The aim is to discuss the needs of up to 80 students each school year. Staff are encouraged to connect with these students to promote a sense of belonging. 	Whole School
	School counselling service	<ul style="list-style-type: none"> School counsellor is available every Tuesday and second week Friday to support the diverse needs of students. The school counsellor works in direct collaboration with the Learning and Support team. 	Individual students, families and staff
	Social Skills program (beginning Term 2)	<ul style="list-style-type: none"> Learning Support Teacher, Student Learning and Support Officer and Student Wellbeing Officer available to conduct social skills programs for identified at risk students. 	Individual students, families and staff
	Zone of Regulation Program	<ul style="list-style-type: none"> The Zones of Regulation Program is a systematic, cognitive-behavioural 	Individual students, families and

Care Continuum	Strategy or Program	Details	Audience
		approach to teach students how to self-regulate their emotions. This program is led by the Learning and Support Teacher.	staff
	Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people	<ul style="list-style-type: none"> Aboriginal Education Officer employed every Wednesday (fortnight) to support our First Nations students. This includes delivering small group lessons focused on culture and curriculum support. 	Aboriginal and Torres Strait Islander young people
Individual intervention	Check-ins/check out	At-risk students know who they can go to for support. Learning and Support Team and Student Wellbeing Officer responsible for doing regular check-ins with these students.	Individual students, families and staff
	Personalised Learning and Support Plans (PLaSPs)	<ul style="list-style-type: none"> If required, students have a Behaviour Plan, Risk Management Plan, or Personalised Learning and Support Plan/Personalised Learning Pathway. 	Individual students, families and staff
	Consultation with Assistant Principal Learning and Support and Wellbeing Officer	<ul style="list-style-type: none"> Miranda Public School consults with Department of Education Specialist staff to support the individual needs of diverse students. 	Individual students, families and staff

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■ **Section 1: Whole School Positive Behaviour for Learning Overview and Research**

■ **Promoting and reinforcing positive student behaviour and school-wide expectations**

Positive Behaviour for Learning (PBL) works by re-structuring the learning environment to support the academic and social success of all students.

Positive Behaviour for Learning is intended to support all students and staff across all settings. It incorporates a team based process that is designed for systemic problem solving, planning, and evaluation to create an environment in which staff are supported to implement:

- effective behaviour education principles and practices
- change systems to meet the changing needs of students within a changing environment
- the practical application of research
- validated instruction and management practices.

Positive Behaviour for Learning is not a “program” but a process of proactive supports to design, implement, and evaluate effective school-wide interactions that promote positive behaviour (Sugai & Horner, 2007). Central to this process are the agreements that are established and maintained between adults and students. The explicit teaching of social and academic expectations marries with the NSW Quality Teaching Framework, the Australian Teaching Standards and the principles of effective instruction.

Positive Behaviour for Learning is based on the following core principles:

- we can effectively teach appropriate behaviour to all children.
- intervene early. It is best practice to intervene before targeted behaviours occur.
- monitor student progress to inform interventions.
- use data to make decisions.
- continually using assessment to re-align the school's behavioural goals.

We need to understand that “behaviour” is neither good or bad – it’s observable actions relating to how a person reacts to/within the environment. Behaviour is communication or feedback from students that their needs that are not being met. Students cannot always articulate these needs in any other way. We need to treat behaviour as another learning area.

Some parents and educators believe that students come to school knowing all rules of conduct, and that those who don't follow them simply should be punished. However,

research and experience has taught us that systematically teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

Primary prevention also establishes a climate in which appropriate behaviour is the norm by using proactive approaches instead of reactive approaches to change the environment, behaviour and performance.

This effort cohesively unites all the adults in using:

- common language
- common practices
- consistent application of positive and negative reinforcement.

1.1 Purpose

Miranda Public School aims to actively promote and maintain a safe, respectful and orderly learning environment for all students and staff. To provide all students with an opportunity to acquire the knowledge, skills and values to continue their education, and to be respectful, active citizens who serve and positively contribute to the community.

1.2 Consultations and Data/ System Review

The first phase of PBL was introduced in 2022. The school matrix was designed by staff with ongoing consultation with students via the Student Representative Council (SRC) and parents and carers via school newsletters and the Miranda PS P&C Association. Annual data review processes are established to make informed decisions regarding future needs and actions. Data to be collected in Sentral by all members of staff.

1.3 Learning and Behaviour Statement

At Miranda Public School we are committed to implementing a School-Wide Positive Behaviour for Learning (PBL) approach to the teaching and management of student behaviour.

PBL approach means that we: use school wide EXPECTATIONS in specific settings to EXPLICITLY TEACH appropriate behaviour; use a POSITIVE INCENTIVE program to encourage appropriate behaviour; use EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour; and use DATA to track progress and identify areas for intervention.



Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be Respectful
- Be Responsible

1.4 Processes for implementing standards of positive behaviour

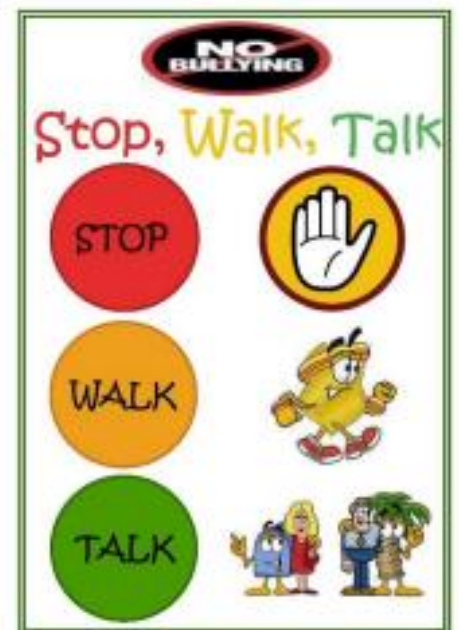
Miranda Public School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive support.



Universal Behaviour Support

Miranda Public School implements the following proactive and preventive processes and strategies to support student behaviour:

- Ongoing implementation of the PBL process through regular staff professional learning to review current practice with the provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Miranda Public Schools PBL plan delivered to new students at enrolment as well as ALL new and relief staff (Matrix, playground flowchart and rewards charts displayed and encouraged).
- Stop, Walk and Talk to help students deal with conflict (*see picture - right*)
- Explicit signage and teaching of expectations throughout the year
- Goal setting
- Universal incentive programs (to be updated 2022)



Targeted Behaviour Support

Miranda Public School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data to accurately identify students requiring targeted

support

Learning Support Team for teachers seeking assistance to support students with targeted-level needs

- Team approach to supporting students on targeted support programs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring, check ins)

Intensive Behaviour Support

Miranda Public School implements the following processes and strategies to support students:

- Personalised Learning and Support Plans (PLASPs) developed for students with high levels of need, enabling staff and parents/carers to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings. Any restrictive practices are documented in the PLASP, in consultation with parents and carers.
- In-school referral process for teachers seeking assistance to support students with behavioural needs
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Referral to Learning and Support Team
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health)

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■ Section 2: PBL Matrix & Expectations

The Miranda Public School Behaviour Matrix was created in consultation with school staff, students and parents/carers using simple, positively stated language. It is a fluid document that is updated and reimagined to reflect the current values and needs of the school community. It is displayed in all areas of the school and referred to daily to explicitly teach positive behaviour.

EXPECTATIONS MATRIX for *Safe, Respectful and Responsible Students* at MIRANDA PUBLIC SCHOOL

	 Always	 Learning Spaces	 Lining Up / Assembly	 Corridors / Stairs / Pathways	 Playground	 Toilets / Bathrooms	 Using technology / Online
Be Safe	Follow directions. Keep hands and feet to yourself. Use equipment safely. Move sensibly around the school.	Line up to enter or leave the classroom. Walk in the classroom. Respect personal space. Walk to the toilet buildings in pairs.	Walk straight to line/choir when the music plays. Stand or sit in two straight lines.	Keep hallways and pathways clear. Walk calmly on the left. Stay off the railings.	Wait for the teacher before playing. Use equipment safely. Wear a hat or play under the COLA. Inform teachers promptly of issues.	Ask for permission to leave the room. Flush the toilet, wash your hands and leave. Walk safely.	Protect personal information. Report any issues or concerns. Always logout & shut down after using the device. Only download if you have permission.
Be Respectful	Respect yourself and the way you interact with others. Use friendly words and actions. Be kind and polite. Wear school uniform with pride.	Follow the class rules Keep learning areas tidy. Raise your hand to speak Listen and participate actively. Respect school equipment.	Be on time. Stand still and remove hats for the National Anthem. Leave quietly in class lines with your teacher. Sit quietly.	Move quietly so learning is not disturbed. Respect the property of school and others.	Show good sportsmanship Share spaces and equipment. Place rubbish in the bins. Put equipment away.	Respect others' privacy. Be calm and speak quietly.	Follow the BYOD technology contract. Respect the rights, feelings and privacy of others when posting online.
Be Responsible	Be your best. Be prepared. Listen to others. Own your actions.	Stay on task. Challenge yourself. Be organised.	Listen to the speaker.	Walk the most direct way to your classroom.	Think before you act. Make good choices. Use 'STOP, WALK, TALK'.	Keep bathrooms clean.	Stay on task while online. Use, carry, charge and store devices properly.

Updated with second round of review feedback - 18-10-2022



To be the Best...
LEARNER
 at Miranda Public School
 WE WILL...

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

Explicit Teaching of Expectations

During the first 3 weeks of school, teachers introduce their students to the matrix and awards system, focusing on the 3 core values of being **safe, respectful, responsible** learners. Teachers are required to have a timetabled explicit teaching session (at least 15 mins) every week to further teach, model and reinforce skills and expectations, using lessons created by teachers for each expectation on the matrix. Throughout the year, teachers will use related issues as opportunities to re-teach lessons and discuss appropriate strategies when problems arise-such as students wearing school hats, taking care of property or class transitions.

Sample Overview for PBL Lessons

Week	Lesson Focus
2 & 3 Be Safe Be Respectful Be Responsible	Spend the first 2 weeks introducing new system and matrix so the children have a general understanding of each expectation. Example lessons- Y charts, posters, mind maps, videos, sorting activities, role play, walk through
4- Be Safe	Learning Intention: We are learning to be sun safe Success Criteria: -We always wear a hat outside -We wear sunscreen to school -We go to the COLA to play if we forget our hat and bring it the next day -Practise Lock down and evacuation procedures.
5- Be Respectful	Learning Intention: We are learning to line up properly Success Criteria: -We line up in 2 straight lines -We listen to instructions and the speaker -We move promptly to lines before the bell finishes ringing after breaks
6- Be Responsible	Learning Intention: We are learning to challenging ourselves Success Criteria: -We will set goals (learning, behaviour or personal) -We will contribute to class discussions -We have a positive mindset to our learning

<p>7- Be Safe</p>	<p>Learning Intention: We are learning to use equipment safely Success Criteria: -We will make sure we have all required equipment, so we don't need to return to the classroom during lunch, recess or RFF times -We ask permission to use equipment and stay out of store rooms -We will return any equipment we borrow in the same condition</p>
<p>8- Be Respectful</p>	<p>Learning Intention: We are learning to speak respectfully Success Criteria: -We use manners (please, thank you) -We speak at an appropriate volume level -We use kind words</p>
<p>9- Be Responsible Be Safe</p>	<p>Learning Intention: We are learning to use self-control Success Criteria: -We take responsibility for our actions (the things we do and say) -We tell the truth at all times and speak calmly -We keep our hands and feet to ourselves</p>
<p>10- Be Respectful Be Responsible</p>	<p>Learning Intention: We are learning to be organised Success Criteria: -We arrive at school and to class on time -We wear full school uniform -We are prepared for every lesson (pencil case, glasses, books, notes, homework, hat, lunchbox)</p>
<p>11- Be Safe</p>	<p>Learning Intention: We are learning to keep areas tidy Success Criteria: -We put rubbish in the bins -We take pride of our space and belongings -We put things back when we borrow them</p>

■ Section 3: Classroom Behaviour Procedures and Expectations

Classroom Expectations:

Each year, age appropriate class expectations are devised and agreed upon by the students in all classes with the class teacher. Class expectations aim to establish a safe, consistent, positive classroom environment that reflect the three core values of be safe, be respectful and be responsible. Classroom teachers have classroom management plans to meet the needs of their students. When classroom rules and expectations are not followed, class teachers may use a traffic light system.

Miranda Public School Awards System:

At the commencement of the school year and upon enrolment at Miranda Public School, all students are described as being **safe, respectful and responsible** learners (refer to traffic light system - below). Students who know how to:

- Be safe;
- Be respectful; and
- Be responsible;

meet the school's expectations (refer to the expectations matrix – above)

and classroom expectations. Responsible students may participate in all school activities and are eligible for the following awards:

In the Classroom:

Award	Eligibility	Description
<p>Class Award</p> <p>Eg: sticker chart, agreed ClassDojo tally, class derived awards.</p>	<p>Age appropriate, intra class awards are specified in each teacher's class management plan, as negotiated with the executive team via team leaders to ensure consistency.</p>	<p>General award for classroom expectations, negotiated with class teachers, for example:</p> <ul style="list-style-type: none">• homework completion (age appropriate)• taking risks with learning• work completion• notable acts of citizenship or good will• demonstrating targeted PBL focus of the week• achieving set goals• wearing full school uniform

<p>Merit Award</p> <p>for being ready to learn</p> <ul style="list-style-type: none"> • safe, • respectful • responsible. 	<p>For earning an agreed number of intra class awards, as specified in each teacher's class management plan, as negotiated with the executive team via team leaders to ensure consistency.</p> <p><i>Students who have successfully demonstrated that they are safe, respectful and responsible learners with excellent attendance and behaviour will earn a BONUS Merit Award** at the end of Term 2 (Semester 1) and Term 4 (Semester 2).</i></p>	<p>Awarded by class teachers.</p> <p>Presented by class teachers at stage assembly.</p>
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Students earn three (3) Merit Awards, then:



Award Cycle:

Award	Eligibility	Description
Bronze	Students must be safe responsible and respectful learners* and have earned three (3) Merit Awards	Given by class teachers Presented by Student Leaders at assemblies. Parents invited to assemblies.
Silver	Students must be safe responsible and respectful learners* and have earned two (2) Bronze Awards	Presented by team leaders (APs) at assemblies. Parents invited to assemblies.
Gold	Students must be safe responsible and respectful learners* and have earned two (2) Silver Awards	Presented by principal at K-6 awards assembly. Students names are in the school newsletter. Parents invited to assemblies.

<p>Platinum</p>	<p>Students must be safe responsible and respectful learners* and have earned two (2) Gold Awards</p>	<p>Presented by principal at K-6 awards assembly.</p> <p>Parents/carers invited to K-6 assembly.</p> <p>Students receive a Platinum “Safe, Respectful, and Responsible” badge. If students are safe responsible and respectful learners* and wearing their badges, they are eligible for the following ‘platinum’ privileges at MPS:</p> <ul style="list-style-type: none"> • students are invited to attend ‘platinum’ parties held during lunch at the end of the term or semester that they receive their Platinum Awards. These are hosted by the executive team with class teachers. • students’ names are in the school newsletter. <ul style="list-style-type: none"> • invitation to attend one Platinum Event, accompanied by the principal before continuing in the awards cycle.
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Bronze

*The student is wearing full school uniform and has not been involved in a negative incident for at least two weeks. ** Bonus merit awards are given each semester to students who:

- have no major negative incidents and no more than one (1) minor incident recorded.

If students' attendance rates are lower than 90%, they must have:

- no more than five (5) unjustified whole day absences and/or
- no more than five (5) unjustified partial absences (arrive late, leave early)

Students who have PLASPs for behaviour management may have individually negotiated awards and consequences.

On the Playground:

Award	Eligibility	Description
Caught by Kookie Award	<p>K-6 school-wide award for acknowledging and reinforcing age appropriate playground expectations.</p> <p>Each CBK enables a student with a ticket to win iceblocks in a weekly prize draw.</p> <p>Awards are counted each week and tallied against each of the four school house teams. Students in the winning house will be eligible to participate in an enjoyable event at the end of the year.</p>	<p>General award for playground expectations, for example:</p> <ul style="list-style-type: none">• taking risks with learning (eg: social skills, new games)• caring for school equipment• environmental care• notable acts of citizenship or good will• demonstrating targeted PBL focus of the week• wearing school hats• wearing full school uniform. <p>Students are acknowledged at the end of each play session.</p> <p>Iceblocks are drawn at the end of each week on Fridays.</p>

Class Management Plan:

All class teachers maintain a documented class management plan outlining how they will proactively manage student behaviour to maximise time for learning, in accordance with DoE policy guidelines and school procedures.

Traffic Light System:

All students begin each session on the green light indicating they are ready to learn.

Green Light: Students are encouraged to remain in the green light zone through



MPS Classroom Expectations



meaningful and challenging learning opportunities in which they experience success. Students receive frequent, positive acknowledgement for making good choices.

Yellow light: We know that people make mistakes and the yellow light is used with 'off-task' behaviours such as calling out, interrupting learning, or not completing learning tasks. The teacher responds to these with proactive reminders (restating expectations) positive, parallel acknowledgement, warnings, moving a student in the class, or time out at recess or lunch to catch up on missed learning. If a pattern of behaviour is emerging, parents/carers will be contacted and asked to meet and discuss possible solutions. Repeated incidents are recorded.

Red light: The red light covers 'major' or ongoing minor behaviours that impede learning for the student and others around them resulting in consequences, such as

time out. The assistant principal and parents/carers will be contacted to work with the class teacher to support the student. Incidents are recorded. Time out procedures are to be completed in accordance with the [Restrictive Practices Reduction and Elimination policy](#).

Our role as teachers and as parents/carers is to support all students, seek to repair relationships and then successfully re-enter students to the "green light" (i.e.: being productively engaged in learning).

If behaviours continue, the student is referred to the school learning support team and a PLASP (personalised learning and support plan) is developed in consultation with parents/carers (and the student's multi-disciplinary team, if applicable). Restrictive practices will be discussed and documented in the PLASP. Students who have PLASPs for behaviour management may have individually negotiated awards and consequences.


Students who continue with these challenging behaviours even after supports are put in place, or students whose behaviour threatens their own safety and/or the safety of others, are referred to the principal for a possible formal caution and/or suspension from school. Even if this happens, the school will continue to work with families to help


the student achieve success.

- **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.

- **Section 5: Personalised Learning and Support Plan**

 Personalised Learning and Support Plan		
Student's Name:		Date of Birth: <input type="text"/>
Teacher:		Age: <input type="text"/>
		Class: <input type="text"/>
		Grade: <input type="text"/>
<i>This Personalised Learning and Support Plan with Adjustments Overview, is an essential document to record the learning goals, teaching strategies and reasonable adjustments that are made to assist student to achieve success 'on the same basis' in all areas of school life under the Disability Discrimination Act (1992) and the Disability Standards for Education (2005).</i>		
Plan developed for: Please checkbox ☑	Reason for Adjustments	Learning and Support Team Information
<input type="checkbox"/> Student with a disability <input type="checkbox"/> Learning and Support <input type="checkbox"/> Personalised Learning Pathway <input type="checkbox"/> High Potential and Gifted Education <input type="checkbox"/> Out of Home Care	<input type="checkbox"/> Disability Confirmation <input type="checkbox"/> Learning Difficulties <input type="checkbox"/> Health <input type="checkbox"/> Behaviour <input type="checkbox"/> Engagement/Attention <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Speech and Language Report <input type="checkbox"/> Occupation Therapy Report <input type="checkbox"/> Other: _____	Broad Category of Disability- NCCD <input type="checkbox"/> Physical <input type="checkbox"/> Cognitive <input type="checkbox"/> Sensory <input type="checkbox"/> Social/Emotional Level of Adjustments (overall)- NCCD <input type="checkbox"/> Quality Differentiated Teaching Practice <input type="checkbox"/> Supplementary <input type="checkbox"/> Substantial <input type="checkbox"/> Extensive
Significant people	Additional Information	Strengths/Interests
Parent/Carer: Classroom Teachers: School Counsellor: LaST: Support: Executive:		Specialist Reports
Key Goal Focus Areas		
<input type="checkbox"/> Curriculum <input type="checkbox"/> Communication <input type="checkbox"/> Participation <input type="checkbox"/> Personal Care <input type="checkbox"/> Movement <input type="checkbox"/> Engagement	<input type="checkbox"/> Literacy <input type="checkbox"/> Receptive <input type="checkbox"/> Social <input type="checkbox"/> Hygiene/Eating <input type="checkbox"/> Mobility <input type="checkbox"/>	<input type="checkbox"/> Numeracy <input type="checkbox"/> Expressive <input type="checkbox"/> Behaviour <input type="checkbox"/> Health Care <input type="checkbox"/> Fine/Gross Motor



Suspension information for parent/carers: <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-supporttoolkit/support-for-parents/what-do-i-need-to-know-if-my-child-is-suspended>

Restrictive Practices Policy

<https://education.nsw.gov.au/student-wellbeing/whole-school-approach/inclusive--engaging-and-respectful-schools/restrictive-practices>