

# Wollondilly Public School

## Behaviour Support and Management Plan

### Overview

Wollondilly Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our key program prioritised and valued by the school community is Positive Behaviour for Learning.

### Promoting and reinforcing positive student behaviour and school-wide expectations

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

At Wollondilly, we value:	SAFETY	RESPECT	RESPONSIBILITY
ALL SETTINGS	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We walk on hard surfaces</li> <li>We stay to the left</li> </ul>	<ul style="list-style-type: none"> <li>We follow adult instructions</li> <li>We speak respectfully</li> <li>We use our manners</li> <li>We respect ourselves and each other</li> <li>We use an appropriate voice</li> <li>We put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>We use equipment as intended</li> <li>We are in the right place at the right time</li> <li>We look after ours and others belongings</li> <li>We ask for help when needed</li> <li>We share and cooperate</li> </ul>
CLASSROOM	<ul style="list-style-type: none"> <li>We walk around the room</li> <li>We tuck our chairs under our desks</li> </ul>	<ul style="list-style-type: none"> <li>We listen to the speaker</li> <li>We speak at the correct time</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions the first time</li> <li>We try our best</li> </ul>
PLAYGROUND	<ul style="list-style-type: none"> <li>We stay in bounds where the teacher can see us</li> <li>We use equipment as intended</li> <li>We wear a hat or beanie</li> </ul>	<ul style="list-style-type: none"> <li>We include others</li> <li>We play fairly</li> <li>We respect others' games</li> </ul>	<ul style="list-style-type: none"> <li>We ask permission to leave the playground</li> <li>We be a problem solver</li> <li>We leave the playground when we hear the music</li> <li>We agree on rules before we play</li> <li>We return all equipment to the correct place</li> <li>We sit if we are still eating</li> </ul>
BUILDING AREAS	<ul style="list-style-type: none"> <li>We walk</li> <li>We keep to the left</li> </ul>	<ul style="list-style-type: none"> <li>We speak with quiet voices</li> <li>We stop talking when there is a speaker</li> </ul>	<ul style="list-style-type: none"> <li>We sit in our class lines</li> <li>We go to the bathroom and get a drink before lining up</li> <li>We hold our sports equipment with two hands</li> </ul>
FIXED EQUIPMENT	<ul style="list-style-type: none"> <li>We play safely on the equipment</li> <li>We only play on equipment we can reach</li> <li>We walk</li> </ul>	<ul style="list-style-type: none"> <li>We are patient and take turns</li> <li>We are mindful of others</li> </ul>	<ul style="list-style-type: none"> <li>We wait for the teacher before going on the equipment</li> </ul>
TOILETS	<ul style="list-style-type: none"> <li>We report any problems</li> <li>We use taps and toilets correctly</li> </ul>	<ul style="list-style-type: none"> <li>We respect others privacy</li> <li>We wait our turn</li> </ul>	<ul style="list-style-type: none"> <li>We wash our hands</li> <li>We leave when finished</li> <li>We leave toilets clean</li> <li>We use toilets during breaks</li> <li>We put hand towels in the bin</li> <li>We use one squirt of soap</li> </ul>
STAIRWELLS	<ul style="list-style-type: none"> <li>We use handrails</li> <li>We walk one step at a time</li> </ul>	<ul style="list-style-type: none"> <li>We are patient and wait our turn</li> </ul>	<ul style="list-style-type: none"> <li>We keep to the left</li> <li>We keep stairs clean and clear</li> </ul>
CANTEEN	<ul style="list-style-type: none"> <li>We only buy for ourselves</li> </ul>	<ul style="list-style-type: none"> <li>We say please and thank you</li> <li>We wait our turn</li> </ul>	<ul style="list-style-type: none"> <li>We wait behind the line</li> <li>We leave after we are served</li> </ul>
HALL	<ul style="list-style-type: none"> <li>We stay where the teacher can see us</li> </ul>	<ul style="list-style-type: none"> <li>We leave equipment in its correct place</li> <li>We only use equipment the teacher has organised for us</li> </ul>	<ul style="list-style-type: none"> <li>We wait for the teacher before entering</li> <li>We wait for the teacher before leaving</li> </ul>
ASSEMBLY	<ul style="list-style-type: none"> <li>We walk to the assembly area</li> </ul>	<ul style="list-style-type: none"> <li>We enter and exit in two lines</li> <li>We enter and exit quietly</li> <li>We sit quietly</li> <li>We listen to the speaker</li> </ul>	<ul style="list-style-type: none"> <li>We leave our belongings in the classroom</li> <li>We stay in class lines</li> <li>We participate sensibly</li> </ul>
OFFICE	<ul style="list-style-type: none"> <li>We ask permission to go to the office</li> </ul>	<ul style="list-style-type: none"> <li>We say please and thank you</li> <li>We knock politely</li> </ul>	<ul style="list-style-type: none"> <li>We wait patiently and quietly</li> </ul>
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MUSIC ROOM	<ul style="list-style-type: none"> <li>We walk around the room</li> </ul>	<ul style="list-style-type: none"> <li>We encourage others</li> <li>We be respectful of equipment</li> <li>We take care of the instruments</li> </ul>	<ul style="list-style-type: none"> <li>We care for our instruments</li> </ul>
WOLLON ROOM	<ul style="list-style-type: none"> <li>We walk around the room</li> </ul>	<ul style="list-style-type: none"> <li>We wait patiently for the teacher to get activities</li> </ul>	<ul style="list-style-type: none"> <li>We wait for the teacher in the BER</li> <li>We finish eating before playing</li> </ul>
LIBRARY	<ul style="list-style-type: none"> <li>We walk around the room</li> </ul>	<ul style="list-style-type: none"> <li>We clean up after ourselves</li> <li>We listen to others</li> </ul>	<ul style="list-style-type: none"> <li>We put books away in the correct place</li> </ul>
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TRANSITIONS	<ul style="list-style-type: none"> <li>We keep to the left</li> <li>We stay on the paths</li> </ul>	<ul style="list-style-type: none"> <li>We move quietly with voices and feet</li> <li>We respect others artwork</li> </ul>	<ul style="list-style-type: none"> <li>We are in the right place at the right time</li> </ul>

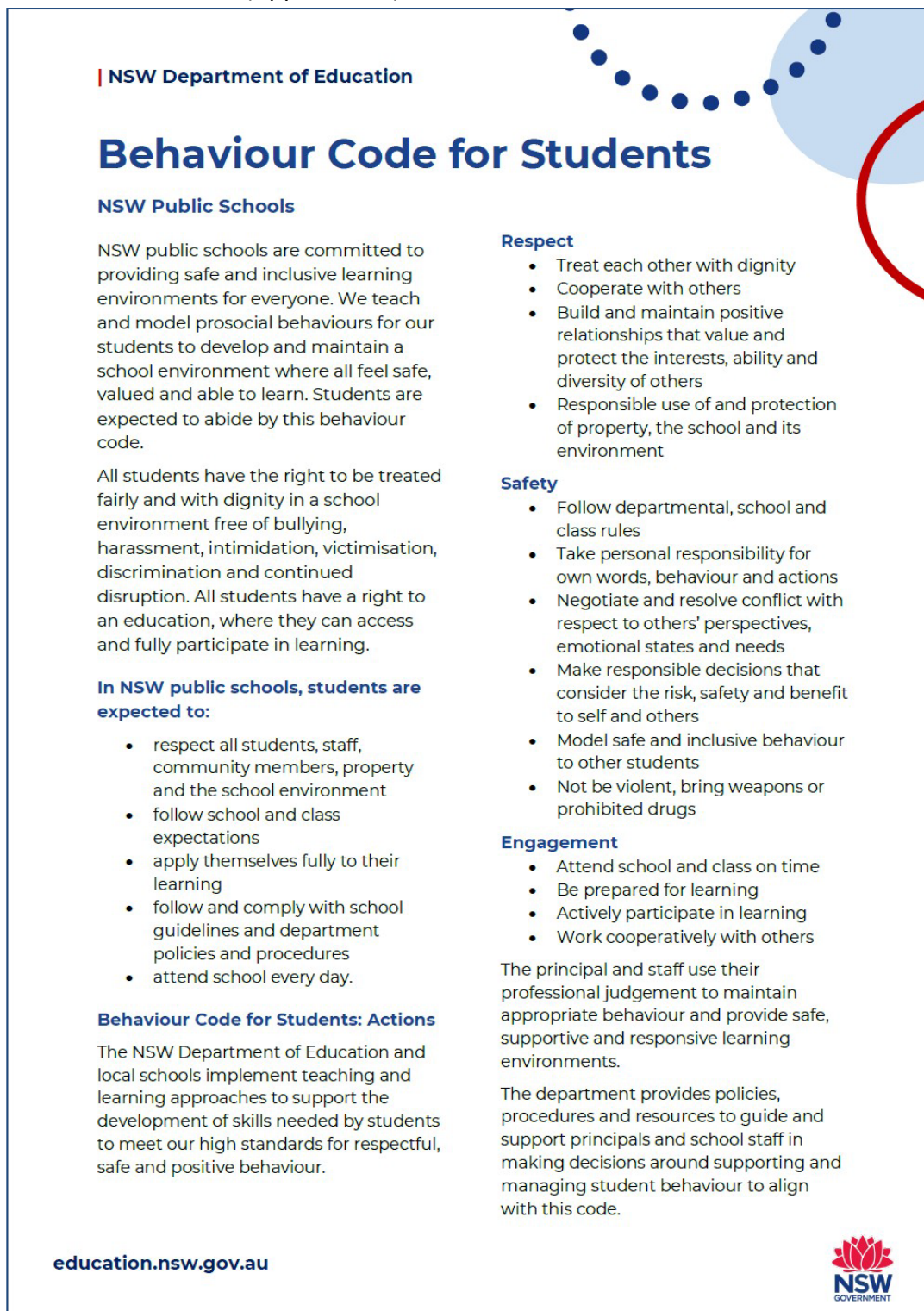
Faculty-Teacher-WPS Wellbeing-WPS Matrix 2022

WPS Positive Behaviour for Learning Whole School Matrix (Appendix #1)

## Behaviour Code for Students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

As part of the NSW Department of Education, our school expectations for student behaviour are underpinned by the Behaviour Code for Students (Appendix #2).

The poster features a decorative header with a blue circle containing several smaller blue dots, and a red arc on the right side. The text is organized into columns and sections, with bold headings for each key area.

**NSW Department of Education**

# Behaviour Code for Students

## NSW Public Schools

NSW public schools are committed to providing safe and inclusive learning environments for everyone. We teach and model prosocial behaviours for our students to develop and maintain a school environment where all feel safe, valued and able to learn. Students are expected to abide by this behaviour code.

All students have the right to be treated fairly and with dignity in a school environment free of bullying, harassment, intimidation, victimisation, discrimination and continued disruption. All students have a right to an education, where they can access and fully participate in learning.

**In NSW public schools, students are expected to:**

- respect all students, staff, community members, property and the school environment
- follow school and class expectations
- apply themselves fully to their learning
- follow and comply with school guidelines and department policies and procedures
- attend school every day.

**Behaviour Code for Students: Actions**

The NSW Department of Education and local schools implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and positive behaviour.

**Respect**

- Treat each other with dignity
- Cooperate with others
- Build and maintain positive relationships that value and protect the interests, ability and diversity of others
- Responsible use of and protection of property, the school and its environment

**Safety**

- Follow departmental, school and class rules
- Take personal responsibility for own words, behaviour and actions
- Negotiate and resolve conflict with respect to others' perspectives, emotional states and needs
- Make responsible decisions that consider the risk, safety and benefit to self and others
- Model safe and inclusive behaviour to other students
- Not be violent, bring weapons or prohibited drugs


**Engagement**

- Attend school and class on time
- Be prepared for learning
- Actively participate in learning
- Work cooperatively with others

The principal and staff use their professional judgement to maintain appropriate behaviour and provide safe, supportive and responsive learning environments.

The department provides policies, procedures and resources to guide and support principals and school staff in making decisions around supporting and managing student behaviour to align with this code.

[education.nsw.gov.au](http://education.nsw.gov.au)



## Behaviour Support Planning

Supporting student behaviour is critical for promoting, engaging and lifting student performance and wellbeing. Our school aims to provide inclusive learning environments that are collaborative, supportive and cohesive. For students whom display 'behaviours of concern' an Individual Behaviour Support Plan will be created in consultation with all stakeholders (Appendix #3).

## Whole School Approach

Care Continuum	Details
Prevention	<ul style="list-style-type: none"> <li>*Beginning of Year Whole School Expectations explicitly taught</li> <li>*K-6 Weekly Focus Lessons (based on PBL data)</li> <li>*K-6 Whole School Start of Week Assembly (Monday Muster)</li> <li>*Strong teacher/student relationships</li> <li>*Alternative breaktime play spaces (see playground duty roster)</li> <li>*Termly Communication with Parents (newsletter) around WPS Wellbeing processes</li> <li>*WPS Student Profiling Snapshot</li> </ul> <p><i>K-6 handover sheets are created for all students and a formal 'hand-over' process exists, K-6</i></p> <ul style="list-style-type: none"> <li>*PBL Fast and Frequent (tokens)</li> </ul> <p><i>Tokens tie directly to the end of term whole school reward system and end of year PBL celebration</i></p>
Early Intervention	<ul style="list-style-type: none"> <li>*Wollondilly Public School Behaviour Management Flowchart (Appendix #4)</li> <li>*Social Story creation/s</li> <li>*Visual cue / story board creation/s</li> <li>*Support Classes; Zones of Regulation</li> <li>*Proactive approach to home/school relationship</li> <li>*Ongoing Brain-Breaks (when required)</li> <li>*Peer Support Program</li> <li>*Buddy [K/6] Program</li> <li>*School Learning Support Officer (Aboriginal Education)</li> <li>*K-6 Mindfulness Focus</li> </ul> <p><i>All classes complete a Mindfulness exercise upon students' returning to learning after Lunch break</i></p>
Targeted	<ul style="list-style-type: none"> <li>*Check In / Check Out</li> </ul> <p><i>If required, targeted processes for transitions exist</i></p> <ul style="list-style-type: none"> <li>*Classroom / Playground Monitoring</li> </ul> <p><i>If required, our school has a template for Classroom Monitoring and Playground Monitoring that are communicated to parents (Appendix #5a &amp; #5b)</i></p> <ul style="list-style-type: none"> <li>*Cross Integration between mainstream and supported learning classes</li> <li>*Learning &amp; Support Team Referral (Appendix #6)</li> </ul>
Individual	<ul style="list-style-type: none"> <li>*Individual Behaviour Support Plan (Appendix #3)</li> <li>*Structured Playground Plans</li> <li>*Outside agency assessments (observations and recommendations)</li> <li>*Support from NSW DoE Delivery Support Team members (Out of Home Care Liaison, Assistant Principal Learning and Support, Behaviour Specialists, Network Specialist Facilitator and School Counsellor)</li> <li>*Application/s for Integration Funding Support and/or Supported Learning setting</li> <li>*Differentiated and student-orientated Executive Interventions</li> </ul>





## Reflection and Restorative Practices

Action	Details
In-Class Behaviour Tracker	*Inappropriate student behaviours are monitored via the classroom teacher using the In-Class Behaviour Tracker (Appendix #7)
Teacher-Directed In-Class Reflection	See WPS Behaviour Management Flowchart (Appendix #4) *If required, students may be directed to In-Class Reflection (Appendix #8a & #8b)
Teacher-Directed Buddy-Class Reflection	See WPS Behaviour Management Flowchart (Appendix #4) *If required, students may be directed to an assigned Buddy Class for reflection and reset purposes (Appendix #9)
Wellbeing Hub	See WPS Behaviour Management Flowchart (Appendix #4) *If required, students may be directed to the 'Wellbeing Hub' for either break (or both) times throughout the school day. At the Wellbeing Hub, the student engages in a restorative justice process with an Executive member of staff. The student completes the Wellbeing Hub Reflection sheet (Appendix #10) and a letter (along with a copy of the Reflection sheet) is sent home to parents (Appendix #11). Students bring their lunch/recess with them to the Wellbeing Hub. Toilets breaks are provided, as necessary. Wellbeing Hub notifications are recorded in Sentral Wellbeing. A copy of the Wellbeing Hub Reflection Sheet and Parent/Carer signed returned slip is kept in the student record card.

### Partnership with Parents/Carers

Wollondilly Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Wollondilly Public School will communicate these expectations to parents/carers by providing ongoing communication to parents around our Wellbeing processes (termly) via the school newsletter and a start of year workshop is provided to outline for our community our Wellbeing processes at Wollondilly Public School.

In Term 1 each school year, the Principal (or delegate) will present the Behaviour Support and Management Plan with the schools Parents & Citizens Association.

Our Behaviour Support and Management Plan is located on our school website at <https://wollondilly.schools.nsw.gov.au/>

### School Anti-bullying Plan

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-Bullying Plan (Appendix #12) which details the strategies implemented to reduce student bullying behaviours.

Our school has an Anti-Bullying Plan which can be found on our school website by visiting <https://wollondilly.schools.nsw.gov.au/>

## Suspension

At Wollondilly Public School we use preventative, whole-school strategies and practices to support positive behaviour. Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risk to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. The allocated time imposed for suspension lies with the Principal (or delegate).

Our school will provide a student and their parent or carer with a **Formal Caution to Suspend** (Appendix #13) for a particular behaviour of concern before proceeding with a suspension (if appropriate). A formal caution is valid for up to 50 school days from the date the caution is issued.

Our school uses suspension as a behaviour management response. When determining if suspension is appropriate our school will determine whether a student's behaviour of concern:

\*causes **actual harm** to any person; or

\*poses an **unacceptable risk** to health and safety, learning and/or the wellbeing of any person

- WPS Notice to Suspend template (Appendix #14)
- NSWDoE Suspension Parent Factsheet (Appendix #15)
- Behaviour Parent Factsheet (Appendix #16)
- Suspension Appeal template (Appendix #17)
- Return to School Planning Meeting template (Appendix #18)
- Individual Behaviour Support Plan (Appendix #3)

## Attendance

Supporting positive school attendance is a shared responsibility: everyone has a role. Education in NSW is compulsory for all children between the ages of 6 years and below the minimum school leaving age. The Education Act 1990 requires that parents ensure that their children of compulsory school age are enrolled at and regularly attend school.

At Wollondilly Public School student attendance is monitored daily via the classroom teacher. Our school has a defined process for attendance reporting and monitoring of attendance concerns (Appendix #19).

Parents/carers are reminded of their obligations around student attendance and their responsibilities around explanation procedures through the school newsletter and other communicative channels (Appendix #20).

*This plan will be reviewed at the start of every school year. The plan will be communicated to appropriate stakeholders at the start of every school year.*

## Appendix

1. WPS Matrix
2. NSWDoE Behaviour Code for Students
3. WPS Individual Behaviour Support Plan Template
4. WPS Behaviour Management Flowchart
5. 5a: Classroom Monitoring Plan  
5b: Playground Monitoring Plan
6. WPS Learning Support Team Referral Procedures
7. WPS In-Class Behaviour Tracker
8. 8a: Teacher-Directed In-Class Timeout Reflection K-2  
8b: Teacher-Directed In-Class Timeout Reflection 3-6
9. WPS Buddy Class Timeout Slip
10. Wellbeing Hub Student Reflection Template
11. Wellbeing Hub Notification to Parents Template
12. WPS Antibullying Plan
13. WPS Formal Caution to Suspend Template
14. WPS Notice to Suspend Template
15. NSWDoE Suspension Parent Factsheet
16. NSW Behaviour Parent Factsheet
17. Suspension Appeal Template
18. WPS Return to School Planning Meeting Template
19. WPS Attendance Monitoring Flowchart
20. WPS Notification of Student Absence





At Wollondilly, we value:	SAFETY	RESPECT	RESPONSIBILITY
ALL SETTINGS	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We walk on hard surfaces</li> <li>We stay to the left</li> </ul>	<ul style="list-style-type: none"> <li>We follow adult instructions</li> <li>We speak respectfully</li> <li>We use our manners</li> <li>We respect ourselves and each other</li> <li>We use an appropriate voice</li> <li>We put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>We use equipment as intended</li> <li>We are in the right place at the right time</li> <li>We look after ours and others belongings</li> <li>We ask for help when needed</li> <li>We share and cooperate</li> </ul>
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- apply themselves fully to their learning
- follow and comply with school guidelines and department policies and procedures
- attend school every day.

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The NSW Department of Education and local schools implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and positive behaviour.

### Respect

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- Cooperate with others
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# WPS Individual Behaviour Support Plan

## Student, parent/carer and plan details

Staff members developing the plan should collaborate with the parent/carer and student.

Student Details	
<b>Student Name</b>	
<b>Age</b>	
<b>School</b>	
<b>Year / Class</b>	

Primary Contact Parent/ Carer/s		
<b>Name</b>		
<b>Relationship to child</b>		
<b>Contact number and email</b>		

Plan		Student signature	Parent/carer signature	Principal / delegate signature
<b>Plan start</b>	Click or tap to enter a date.			
<b>First review</b>	Click or tap to enter a date.			
<b>Second review</b>	Click or tap to enter a date.			

IDENTIFY – Student background

What does the school need to know about the student?

**What are the student's strengths?** (e.g., social, good communicator, resilience, technology etc)

**What are the student's interests?** (e.g., preferred subjects, cooking, Lego, writing, gaming, technology, sport etc)

**Student circumstances and background:**

**What support network does the student have?** (e.g., in the community, family, friendships, school, sporting, online or other networks)

**Additional information from the student and parent/carer:** Is there anything the school needs to consider to assist meeting your child's needs?

## Goal 1

Identify and assess - gather evidence/data to understand the meaning of the behaviour

<b>Form - Define the target behaviour/s of concern:</b> Describe the <i>target</i> behaviour/s in specific measurable and observable terms for this goal)	<b>Context of the behaviour:</b> Describe where, when, who is present, what happens before and after, known triggers and setting events	<b>Function of the behaviour:</b> Describe the underlying goal/purpose of the behaviour and what it is trying to communicate

Plan and implement

<b>SMART Goal:</b> Describe the positive replacement behaviour. The goal must be specific, measurable, agreed, realistic and time bound.		
<b>Strategies:</b> Describe specific details about what the evidence-informed strategy looks like, sounds like.	<b>Who</b>	<b>When and where</b>

Monitor – regularly review the plan's implementation

Date	Data	Notes

Evaluate – collaborate with student, parent/carer to analyse data from monitoring (student voice may be captured using appendix)

Date	Data collected	<b>Progress and next steps</b> Has the student achieved the goal? Do you need to change the plan and/or goal?	<b>Student, parent/carer comments</b>
First review:			
Second review:			

## Goal 2

Identify and assess - gather evidence/data to understand the meaning of the behaviour

<b>Form - Define the target behaviour/s of concern.</b> Describe the <i>target</i> behaviour/s in specific measurable and observable terms for this goal)	<b>Context of the behaviour:</b> Describe where, when, who is present, what happens before and after, known triggers and setting events	<b>Function of the behaviour:</b> Describe the underlying goal/purpose of the behaviour and what it is trying to communicate

## Plan and implement

<b>SMART Goal:</b> Describe the positive replacement behaviour. The goal must be specific, measurable, agreed, realistic and time bound.		
<b>Strategies:</b> Describe specific details about what the evidence-informed strategy looks like, sounds like	<b>Who</b>	<b>When and where</b>



Monitor – regularly review the plan’s implementation

Date	Data	Notes

Evaluate – collaborate with student, parent/carer to analyse data from monitoring (student voice may be captured using appendix)

Date	Data collected	<b>Progress and next steps</b> Has the student achieved the goal? Do you need to change the plan and/or goal?	<b>Student, parent/carer comments</b>
<b>First review:</b>			
<b>Second review:</b>			

\* Copy and paste sections above to include more goals in your plan


## Appendix - Communication log and review date

<b>Date</b>	<b>People involved</b>	<b>Type (phone, meeting, email etc)</b>	<b>Comments / summary / action</b>
Click or tap to enter a date.			
Click or tap to enter a date.			
Click or tap to enter a date.			

\* Add rows below for successive communication as needed

## Appendix – Behaviour continuum

Explain behaviour(s), trigger(s) and strategies at each stage of the behaviour continuum:



Calm	Agitated	Acceleration	Crisis	De-escalation	Recovery
Behaviour	Behaviour	Behaviour	Behaviour	Behaviour	Behaviour
Trigger	Trigger	Trigger	Trigger	Trigger	Trigger
Strategies	Strategies	Strategies	Strategies	Strategies	Strategies
Exit plan:					







\* For help with detailed responses to strategies during the escalation cycle, refer to the [Behaviour Response Plan](#) in the Behaviour Support Toolkit.

# WPS Individual Behaviour Support Plan

## Appendix - Student's view and reflection

Your student reflection should be tailored to your abilities and needs.

**Date:** Click or tap to enter a date.  On a scale of 1 to 5:

<b>How do you feel about school?</b>							<b>Student's comments</b>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
<b>Do you feel supported at school to achieve your goals and learn?</b>							<b>Student's comments</b>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
<b>Do you think you are achieving your goals?</b>							<b>Student's comments</b>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
<b>Since the last meeting, do you feel that you have achieved any of your goals?</b> Student to provide details on their thoughts, including what they have learnt.							
<b>What else do you think you could do to achieve your goals?</b>							
<b>Is there anything else the school could do to help you achieve your goals?</b>							
<b>Are these goals still relevant, or do you think they need to change?</b>							
<b>What do <u>you</u> think your next goals should be?</b>							



# WOLLONDILLY BEHAVIOUR MANAGEMENT FLOWCHART

Observe Problem Behaviour



**Follow PBL Minor Behaviour Response:**

**Level 1**

- Prompt
- Redirect
- Reteach
- Choice
- Conference

**Tier One Interventions**  
– Things to try before a behaviour escalates

- \* Whole class brain break
- \* Positive parent contact
- \* Pause before giving directions
- \* Alternate seating plan
- \* Praise expected behaviour 4:1
- \* Active supervision (moving, scanning and interacting)
- \* Send student on errand
- \* Give choice
- \* Proximity to students
- \* Stop, walk, talk
- \* Adjust task difficulty (length, time, mode or depth of instruction)

**Follow PBL Major Behaviour Response:**

**Reporting Teacher Action:**

- Inform student of rule violation/expected behaviour
- Complete major incident report on Sentral (Mark as 'Further Action Required' if additional investigation is needed.)
- Student referred to Exec

Behaviour stops      Behaviour continues

Is the behaviour minor or major?

Minor

Major

Give positive verbal/social acknowledgement

**Data decision rule**  
• 3 minors in one week = a major incident

**Exec Actions**

- Review/investigate incident
- Determine consequences
- Enter data
- Notification to parents
- Feedback given to teacher

Response to **all** student misbehaviour is: **calm, consistent, brief, immediate, respectful and private.**

**Apply Behaviour Consequence (logical, individualised) (Minor Incident report required before Level 4 consequences)**

**Classroom**

**Level 2**

- Class timeout (complete WPS reflection sheet)
- Matching consequence e.g. not completing class work = completing class work during break time

**Level 3**

- Buddy class reflection (max. 20 minutes)

[Document on Sentral]

**Level 4**

- Referral to Wellbeing Hub
- Notification to parents

**Playground**

**Level 2**

- Direct to alternate activity
- Matching consequence e.g. misusing equipment = equipment being confiscated

**Level 3**

Walk with Teacher

**Level 4**

Referral to Wellbeing Hub  
Notification to parents

**Minor Teacher Managed**

- **Inappropriate language** (offensive but without intent to harm)
- **Inappropriate physical contact** (pushing, shoving, grabbing, taking hats, play fighting, play wrestling, body contact games)
- **Disrupting others or self** (talking at inappropriate times, calling out, off task, inappropriate noises, running through others' games)
- **Disobedience/defiance** (not following instructions, not sitting during eating time, playing without a hat)
- **Inappropriate transition** (not responding to bell/whistle/music, excessive noise during lining up, running in the covered way, running to the playground)
- **Out of bounds** (playing in toilets, climbing trees, playing in unsupervised areas)
- **Property misuse** (low intensity misuse of school property, digital device not kept in bag, not on correct website during ICT)

**Major Exec Managed**

- **Deliberate, inappropriate language/profanity/action** (with intent to threaten, embarrass or offend)
- **Intentional physical contact likely to result in harm** (hitting, punching, kicking, throwing, sticks/rocks/objects, pinching, pulling hair, spitting)
- **Stealing**
- **Deliberate misuse of school property**
- **Abducting/truancy** (leaving school grounds without permission, late to class without reasonable explanation)
- **Bullying** (incl. cyberbullying)
- **Mis-use of technology**
- **Racism or discrimination**
- **Assault** (incl. harassment, stalking or intimidation)
- **Deliberate damage to property** resulting in destruction or loss
- **Physical violence** (resulting in injury or seriously interferes with the safety and wellbeing of others)
- **Possession of a weapon or illegal substance**
- **Engaging in serious criminal behaviour related to the school**

**Tier 2 Interventions**

- Check in / check out
- Classroom and/or Playground Monitoring
- LST Referral

**Tier 3 Interventions**

- Parent interview
- Referral to AP Learning and Wellbeing
- Functional Behaviour Assessment
- Teacher-directed structured breaks
- Individual Behaviour support plan

**If behaviour continues**

- Formal caution to suspend
- Refer to DoE Student Behaviour Procedures (Section 3 – Suspension)
- Suspension

Reporting teacher completes minor incident report on Sentral



## Wollondilly Public School Classroom Monitoring Sheet

Name:	Class:	Week:	Term:
Behaviour Goal: Insert Goal(s) no more than 2.			

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Morning Session	Morning Session	Morning Session	Morning Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Middle Session	Middle Session	Middle Session	Middle Session	Middle Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Afternoon Session	Afternoon Session	Afternoon Session	Afternoon Session	Afternoon Session
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Comment ( <i>Optional</i> )	Comment ( <i>Optional</i> )	Comment ( <i>Optional</i> )	Comment ( <i>Optional</i> )	Comment ( <i>Optional</i> )

- 1 = Needs improvement
- 2 = OK
- 3 = Great

The Purpose of this plan is to ensure appropriate behaviour in the school setting. The continuation or termination of this plan will be revised each Friday between the class teacher, Assistant Principal and when appropriate, the principal. If this plan is needed for a duration longer than 15 school days other consequences will be implemented (such as missing school events i.e. sports carnivals/excursions). A copy of this plan will be sent home on Friday.



## Wollondilly Public School Playground Monitoring Sheet

Name:	Class:	Week:	Term:
Behaviour Goal: Insert Goal(s) no more than 2.			

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Play	Morning Play	Morning Play	Morning Play	Morning Play
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Lunch	Lunch	Lunch	Lunch	Lunch
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Recess	Recess	Recess	Recess	Recess
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Location	Location	Location	Location	Location
Comment (Optional)	Comment (Optional)	Comment (Optional)	Comment (Optional)	Comment (Optional)

- 1 = Needs improvement
- 2 = OK
- 3 = Great

The Purpose of this plan is to ensure appropriate behaviour in the school setting. The continuation or termination of this plan will be revised each Friday between the class teacher, Assistant Principal and when appropriate, the principal. If this plan is needed for a duration longer than 15 school days other consequences will be implemented (such as missing school events i.e. sports carnivals/excursions). A copy of this plan will be sent home on Friday.

# Learning and Support Team Referral Flowchart

## Pre-referral Process

### • Before making a student referral:

- Student demonstrates additional learning / behavioural needs; teacher plans and implements adjustments
- Teacher discusses student with previous teacher and stage supervisor (use the Classroom Teacher Reflection sheet to assist)
- Teachers will provide basic anecdotal data that identifies frequency, intensity and duration of issues and other background information that relates to academic and social engagement
- Check student records on Sentral and Student Record Card to ascertain if previous support has been provided e.g. LST, EAL/D and discuss previous support programs implemented (if applicable). Check if the student has any specialist documentation e.g. Speech/Occupational Therapy/Paediatrician reports (ask the parent to provide copies of the documents) (if applicable)
- Speak to the student's parents/carers about your concerns and indicate your intent to submit a referral to the LST (ascertain if any ongoing supports are being provide i.e., paediatrician etc) and document meeting on Sentral.



## Referral Process

### • When completing the LST referral:

- Complete LST referral form via Sentral and submit to LST
- LST to check all the required information has been submitted



## LST Meeting

### • Student will be discussed at next LST meeting:

- LST discusses cases at weekly meeting, allocating responsibilities and resources as appropriate - Referring teacher may be invited to attend the meeting via email from Assistant Principal (Learning and Wellbeing) (stage supervisor may speak on behalf)
- Develop an action plan for the student which will be kept on Sentral
- Determined whether a School Counsellor referral is required (for assessment purposes). If so, class teacher discusses referral form with the parent, when completed return to LST. Class teacher completes school counsellor referral form.
- Mode of support determined



## Planning, Implementation and Monitoring

### • After the LST meeting:

- Adjustments devised; outcomes determined; preparation of teaching activities; Parent / carer notified by letter or interview
- Implementation
- Ongoing assessment and evaluation



## **Classroom Teacher Reflection (LST)**

*Have you considered any of the following to modify a concept/skill/activity to ensure success?*

- Setting different outcomes for different students
- Asking different questions for different students e.g. more literal questions for students having difficulty
- Setting open ended activities where all students can complete at own level
- Providing additional modelling, rehearsal, practise and review time
- Teaching in smaller steps – breaking skills into sub skills to be taught separately first
- Giving one instruction at a time e.g. having students repeat what he / she is required to do
- Providing more hands-on concrete materials
- Seating closer to teacher and the board
- Opportunities to share ideas with buddies and small groups
- Providing opportunities to practise to mastery level
- Providing visual cues / prompts
- Giving questions before reading a passage instead of after
- Demonstrating using: “Think Aloud” and “Self-Talk” e.g. listen to what I say as I work this out
- Increasing ‘wait time’
- Connecting experiences to real life
- Linking new learning to what is already known
- Highlighting relevant sections of texts
- Using aides, peer tutors and volunteers



In-class Timeout Reflection

What happened?

How did you feel?



What can you do next time?

How do you feel now?



I am ready to join the class again?



In-class Timeout Reflection

What happened?

How did you feel?



What can you do next time?

How do you feel now?



I am ready to join the class again?





## In-class Timeout Reflection

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Your behaviour has broken the classroom expectations we have at our school about how we behave.*

Why am I in timeout today?

What was the WPS PBL value/expectation I did not follow?

---

My behaviour/actions made others feel? Why?

So that this does not happen again, I will...?



## In-class Timeout Reflection

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Your behaviour has broken the classroom expectations we have at our school about how we behave.*

Why am I in timeout today?

What was the WPS PBL value/expectation I did not follow?

---

My behaviour/actions made others feel? Why?

So that this does not happen again, I will...?

## Timeout from Classroom

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Time \_\_\_\_\_ am/pm **Reflection time = 20 minutes** Return to class time \_\_\_\_\_ am/pm

Work provided: Y / N

Strategies used:

<input type="checkbox"/> Prompt	<input type="checkbox"/> Redirect
<input type="checkbox"/> Re-teach	<input type="checkbox"/> Choice
<input type="checkbox"/> Conference	<input type="checkbox"/> Logical consequence
<input type="checkbox"/> Class time-out	

Reason for timeout:

<input type="checkbox"/> Exceeded 3 warnings	<input type="checkbox"/> Property misuse
<input type="checkbox"/> Disobedience/defiance	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Disrupting others or self	<input type="checkbox"/> Inappropriate physical contact

Other: \_\_\_\_\_  
\_\_\_\_\_

## Timeout from Classroom

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Time \_\_\_\_\_ am/pm **Reflection time = 20 minutes** Return to class time \_\_\_\_\_ am/pm

Work provided: Y / N

Strategies used:

<input type="checkbox"/> Prompt	<input type="checkbox"/> Redirect
<input type="checkbox"/> Re-teach	<input type="checkbox"/> Choice
<input type="checkbox"/> Conference	<input type="checkbox"/> Logical consequence
<input type="checkbox"/> Class time-out	

Reason for timeout:

<input type="checkbox"/> Exceeded 3 warnings	<input type="checkbox"/> Property misuse
<input type="checkbox"/> Disobedience/defiance	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Disrupting others or self	<input type="checkbox"/> Inappropriate physical contact

Other: \_\_\_\_\_  
\_\_\_\_\_

## Timeout from Classroom

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Time \_\_\_\_\_ am/pm **Reflection time = 20 minutes** Return to class time \_\_\_\_\_ am/pm

Work provided: Y / N

Strategies used:

<input type="checkbox"/> Prompt	<input type="checkbox"/> Redirect
<input type="checkbox"/> Re-teach	<input type="checkbox"/> Choice
<input type="checkbox"/> Conference	<input type="checkbox"/> Logical consequence
<input type="checkbox"/> Class time-out	

Reason for timeout:

<input type="checkbox"/> Exceeded 3 warnings	<input type="checkbox"/> Property misuse
<input type="checkbox"/> Disobedience/defiance	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Disrupting others or self	<input type="checkbox"/> Inappropriate physical contact

Other: \_\_\_\_\_  
\_\_\_\_\_



# Wellbeing Hub Reflection

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Your behaviour has broken the expectations we have at our school about how we behave.*

Why am I off the playground today?

What was the WPS PBL value/expectation I did not follow?

---

My behaviour/actions made others feel? Why?

So that this does not happen again, I will...?

If I continue to \_\_\_\_\_  
\_\_\_\_\_

then the following consequences/strategies may be implemented: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Agreed by:

(Student Name) \_\_\_\_\_ (Exec Name) \_\_\_\_\_



**Unacceptable Behaviour Resulting in Wellbeing Hub Referral**

Date \*\*\*\*\*

Dear Parent/Carer,

In order to succeed at school it is imperative that students achieve a sound academic standard. However, schooling is also a socialising experience, and it is the duty of the staff at our school to maintain appropriate forms of behaviour from students at all times.

It has been brought to my attention that \*\*\*\*\* of class \*\*\*\*\* has exhibited unacceptable behaviour and has had to spend time with me in our school's Wellbeing Hub (*off the playground with an Assistant Principal discussing and reflecting on his/her inappropriate behaviour at school*).

Details of incident/s:

I ask that you please discuss this matter with your child (see Wellbeing Hub Sheet attached) and ask that he/she returns the below slip (signed) to school tomorrow. If you have any questions regarding this matter, please contact the school on 4821 4496 to arrange a mutually agreeable time for discussion.

Yours Faithfully,

\*\*\*\*\*

Assistant Principal

**Unacceptable Behaviour Resulting in Wellbeing Hub Referral**

**Return Slip**

I/we ..... have read this letter and considered the Wellbeing Hub Reflection Sheet with.....about his/her unacceptable behaviour at school.

*Comment (if required)*

.....  
.....

.....

Signed

.....

Date





**WOLLONDILLY**  
PUBLIC SCHOOL

SAFE  
RESPECTFUL  
RESPONSIBLE

**WPS Anti-Bullying Plan**



12. Anti-Bullying  
Policy 2023.pdf

Please also visit our school website and click the tab 'Rules and Policies'

[Home - Wollondilly Public School \(nsw.gov.au\)](https://www.nsw.gov.au/schools/wollondilly-public-school)

(Parent / Carer name)

(Address / email address)

(Caseworker name) [if student is in out of home care please forward a copy to caseworker]

(Address / email address)

Dear (Parent / Carer name)

This letter is to advise that I have issued (student full name) a formal caution to suspend on the ground/s that their behaviour (causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person). As discussed, (student name) has had difficulty managing their behaviour at school. This has involved the following behaviour/s of concern:

- [Insert factual details of behaviour/s of concern here].

The behaviour/s of concern and the formal caution to suspend have been discussed with (student name). This formal caution to suspend will remain in place for up to 50 school days to (date). We would like to support (student name) to engage in more positive behaviour and we will continue to work together with you and (student name) to help (him/her/them) to succeed at school.

[Insert any other behavioural expectations for the student here]

I would like to invite you to a meeting at the school. This meeting will give you the chance to respond to this formal caution to suspend and to work with the school to (review/develop) an individual student support plan to better support (student name). Your engagement with the school is very important in managing (student name)'s behaviour, identifying any barriers and developing solutions together.

(Nominated school person) will contact you to arrange a meeting. Any meetings can occur in person, online or by telephone. If you wish, you can bring a support person with you to attend this meeting. A support person can provide you and/or (student name) with practical or emotional support. Please let (nominated school person) know if you would like an interpreter to be present at the meeting and we will arrange it.

If this behaviour continues, further measures may need to be taken, such as suspension from school, in accordance with the NSW Department of Education's Student Behaviour Policy and Student Behaviour Procedures Kindergarten to Year 12.

These documents are available at the NSW Department of Education's website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>. Please contact the school office if you would like a printed copy.

You can access more information about student behaviour, including formal cautions at the Behaviour support toolkit parents and carers webpage <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>.

If you would like more information and you need an interpreter to help you to contact the school or the principal, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the school's phone number and the operator will ring the school and get an interpreter on the line to help with your conversation. You will not be charged for interpreting services.

Yours sincerely,

(Principals name)

**Principal**

(Date)

---

**Formal Caution to Suspend Response**  
**(please return via email or to school office)**

Please tick:

- I have noted the formal caution to suspend and discussed it with \_\_\_\_\_.
- I will meet with the school to develop a plan to support \_\_\_\_\_.
- (optional) I will bring a support person to attend the meeting with me.

**Parent/Carer Name:**

Parent/Carer Signature:

Date:

Parent/Carer's preferred contact method and details:

*Please return this slip to Mr Bede Darcey or via email [wollondill-p.school@det.nsw.edu.au](mailto:wollondill-p.school@det.nsw.edu.au)*

## Department of Education

**(Parent / Carer name)**

(Address / Email address)

(Caseworker name) [if student is in out of home care please forward a copy to caseworker]

(Address / Email address)

Dear (Parent/Carer Name)

This letter is to inform you that today I have made the decision to suspend (student name) in accordance with the NSW Department of Education Student Behaviour Policy and Student Behaviour Procedures Kindergarten to Year 12 on the ground/s that their behaviour (causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person). As discussed, (student name) has had difficulty managing their behaviour at school.

This has involved the following behaviour/s of concern:

*[Insert factual details of behaviour/s of concern and specific reasons for the suspension here].*

I have placed (student name) on suspension for (number of days) days from (start date) to (end date).

Suspension allows time for the school to work in collaboration with you to plan appropriate support for (student name) and to assist with a successful and safe return to school.

I would like to invite you to a return to school planning meeting with the school team, where we can work together to review (student name)'s individual student support plan. Your engagement with the school is very important in managing (student name)'s behaviour, developing solutions together and resolving the suspension. This meeting's aim is to identify any potential barriers and to plan supports together for when (student name) returns to school.

(Nominated school person) will contact you to arrange a time for the meeting. The meeting can be face to face, by telephone or online, based on the format that will give the best chance of a positive and productive discussion. If you wish, you may bring a support person with you to this meeting. A support person can provide you and/or (student name) with practical or emotional support. Please let (nominated school person) know if you would like an interpreter to be present at the meeting and we will arrange it.

We would like to work with you to plan appropriate behaviour supports and strategies in the early days of the suspension so we can put them in place quickly. This may enable (student name) to return to school before the expected end date.

It is expected that (student name) will continue to learn while suspended. To support this continuation of learning, please visit the NSW Department of Education Learning From Home packages which can be found at <https://education.nsw.gov.au/inside-the-department/leading-educational-continuity/guided-learning-packages>

## Department of Education

Information about accessing support services and a tip sheet to support wellbeing while on suspension is available at the Behaviour support toolkit parents and carers webpage <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>.

(Nominated school person) will contact you or (student name) during the suspension to check on the learning and wellbeing of your child.

Nominated school contact person:	Type in appropriate AP
Contact details:	4821 4496

As school principal, I have the responsibility to:

- work together with you to develop a plan to support appropriate behaviour
- make sure that a return to school planning meeting is held at the earliest possible time
- arrange an interpreter for you if necessary
- provide you with access to:
  - a learning from home program (<https://education.nsw.gov.au/inside-the-department/leading-educational-continuity/guided-learning-packages>)
  - the Student Behaviour Policy and the Student Behaviour Procedures Kindergarten to Year 12 which are available on the Department of Education's website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>. Please contact the school office if you would like a printed copy.
  - wellbeing tip sheet
  - parent and carer information, including information about behaviour, suspension and appeal rights and processes is available at <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>
  - an appeal template, which is attached to this letter.

As a parent or carer, it is your responsibility to:

- communicate with the school as soon as possible to confirm a time for the return to school planning meeting
- engage with the school to manage (student name)'s behaviour and plan appropriate behaviour support solutions together
- let the school know if you require an interpreter
- arrange a support person to accompany you to the meeting if you wish
- provide adequate supervision, care and safety for (student name) while they are suspended
- ensure that (student name) does not enter onto school grounds without my permission, except to attend the return to school planning meeting.

## Department of Education

---

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may lodge an appeal in accordance with the appeal procedures. If you need help lodging an appeal, you may contact the local Department of Education office on 4633 2700 to discuss the appeal process.

If you need an interpreter to assist you to contact the school or the local Department of Education office, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the phone number you want to ring, and the operator will get an interpreter on the line to help you with your conversation. You will not be charged for interpreting services.

I look forward to working with you in the behaviour support planning process.

Yours sincerely

**(Principal name)**

**Principal**

**(Date)**

# Suspension

## – Parent Fact Sheet



### What is suspension?

A suspension is when the school asks a student not to attend school for a period of time. Students in Kindergarten to Year 2 may be suspended for up to 5 school days and students in Year 3 – 12 may be suspended for up to 10 school days.

Principals may suspend a student when the student's behaviour of concern has harmed or put a person in danger. Principals may suspend when they have already tried to manage the students' behaviours of concern in other ways. Principals must consider the behaviour and the needs of the student when deciding to suspend.

Before a suspension occurs, the principal should provide a *formal caution* for a behaviour of concern. If the behaviour is serious or a safety issue, your child may be placed on a suspension without a formal caution.

### What happens if my child is suspended?

Within 24 hours of deciding to suspend a student, the principal must tell the student and parents or carers. You and your child must be given a chance to meet with the school and talk about the suspension and work together on strategies and supports that can be put in place to help your child.

### What is a return to school planning meeting?

Your child will come back to school on or before the date the suspension ends. The school will contact you by phone to arrange a meeting to support your child's return to school after a suspension.

Before coming back to school, you and your child will have a return to school planning meeting (in person, on the phone or online) with school staff who work closely with your child to talk about how you can work together to support your child when they return to school.

For behaviours of concern which require additional strategies and supports, the school will need to create a plan. Your child may already have one in place. If they do, then their existing plan will be adjusted to help support your child. This plan will be shared with you and with other staff in the school who support your child.

During the suspension your child will not be allowed at school. The school will provide your child with support to keep learning during the suspension and will check in with you and your child. *The Wellbeing tip sheet* can help you support your child's wellbeing during suspension.

### Extension of a suspension

The principal can ask the Director, Educational Leadership if the suspension can be extended if there is not enough time to plan supports or there is an ongoing safety risk that is not yet managed. You will be notified before the end of the suspension if an extension is approved.

### Can I appeal a suspension?

Yes, if you believe that the principal and Director, Educational Leadership made a wrong decision, didn't follow the rules or made a decision that wasn't fair. *Refer to Appeals resource*.

More information on *advocating for your child* is available, as well as our *School Community Charter* that outlines ways to communicate with schools.

### What if the behaviour happens again?

If the behaviour of concern happens again, the principal and school learning support team must identify other ways to support your child's learning. This may include asking experts from within the department to help provide support.

### More information

Information on *what to do if your child is suspended* is also available.



# Student Behaviour – Parent Fact Sheet



## Behaviour

We want to ensure a safe and happy school for your child. Supporting student behaviour is critical for promoting, engaging and lifting student performance and wellbeing. Schools aim to provide inclusive learning environments that are collaborative, supportive and cohesive. The *School Community Charter* outlines what this looks like for parents, carers, educators and school staff.

## The Student Behaviour Strategy

Our *Student Behaviour Strategy* helps build an inclusive education system where every student is known, valued and cared for, and all students can learn to their fullest ability. We know that students who feel supported and safe are more likely to be more connected to school and active participants in their learning.

Positive and respectful learning environments promote wellbeing, engagement and improved academic achievement. The Strategy supports a preventative, positive, student-centred, school-family-community approach in which consistency is key. The needs of all students will be met by a *Care Continuum*.

The *Behaviour Code for Students* outlines the behaviour expected in all NSW public schools. Your child's school will also develop behavioural expectations that will be expected in their school. The staff at your child's school will teach and acknowledge the expected behaviour.

## Behaviours of concern

Children and young adults can display difficult behaviour at times as normal part of growing up. Your child may have been affected by the behaviour of others or affect others by their behaviour. More information on *what to do if your child has told you about behaviour issues at school* is available on the website.

## More information

If you would like to know more about *behaviour support* or have any concerns about your child's behaviour please contact the school.

# Appeal a suspension or expulsion decision

## – Parent Information



Please attach a copy of the notification of suspension or expulsion from the school.

Student name:	
School attended:	
Year or grade:	
Person making appeal:	
Relationship to the student:	
Student:	
Address:	
Phone numbers:	
Email address:	

## Appeal a suspension or expulsion decision – Parent Information

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This appeal is on the grounds that (please tick relevant box – multiple can be ticked)

- A) Correct procedures have been not followed
- B) Unfair decision made

Major reasons for appealing (summary only)

(You may attach supporting documents to this form. It is important that all matters that you want to be considered in the appeal are mentioned).

Signature of person making appeal:

Date:

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### **Checklist:**

- Have you attached a copy of the suspension or expulsion letter?
- Have you attached any additional information?

Please send this appeal letter to you local Education office. The location of this is in the letter of suspension or expulsion that you received.



**Return to School Planning Meeting**

Student: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Reason for Suspension: \_\_\_\_\_

Date of Suspension: \_\_\_\_\_ No. of Previous Suspensions: \_\_\_\_\_

Present at meeting: (Insert names and titles)

Action	Who	Follow up date
Student Reflection		
Parent/Carer Reflection		
Student Behaviour Code		
Individual Behaviour Support Plan		
Risk Assessment		
Other?		

Student Signature: \_\_\_\_\_

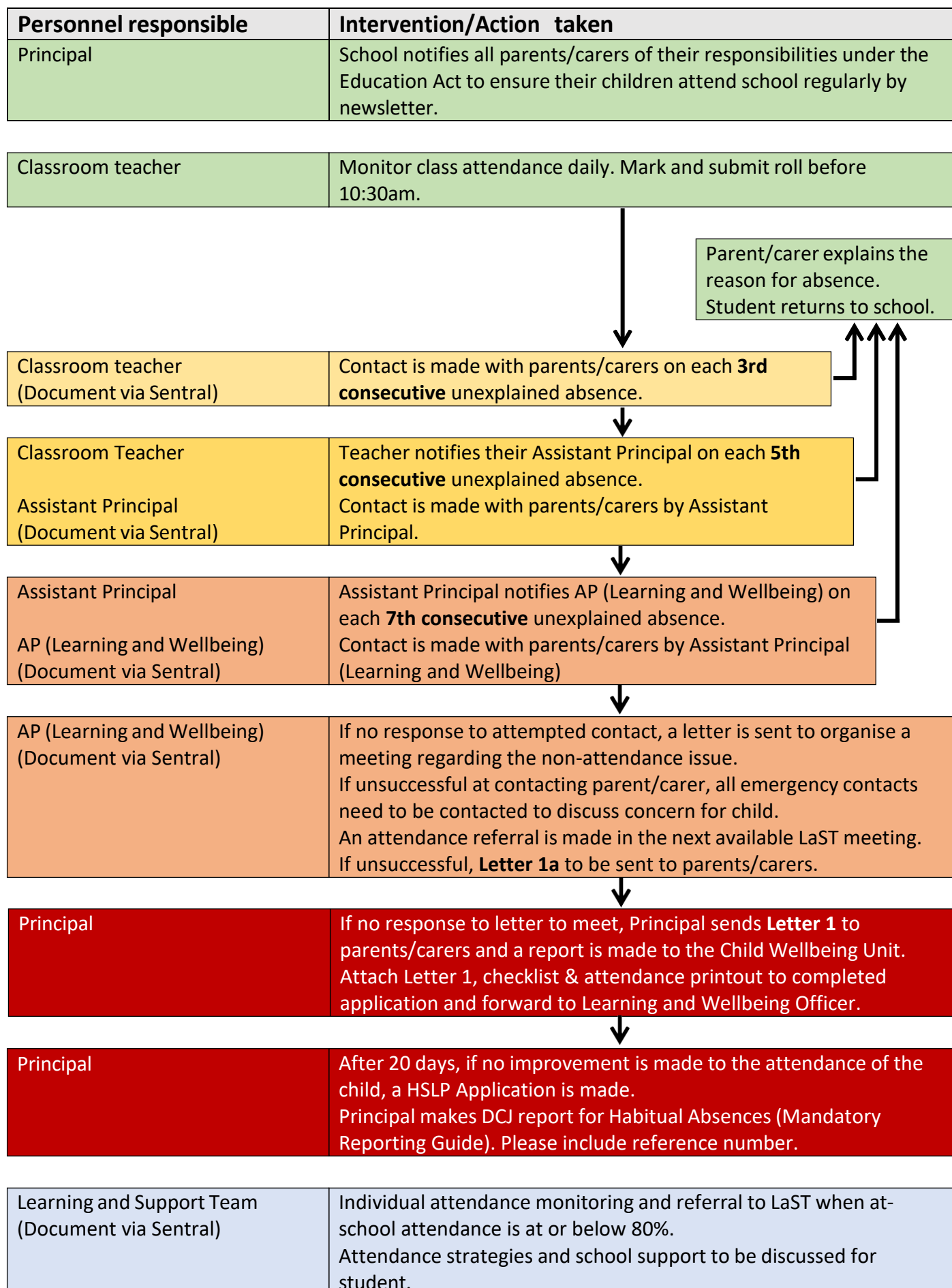
Parent/Carer Signature: \_\_\_\_\_

Observer Signature (if relevant): \_\_\_\_\_

Principal (or delegate) signature: \_\_\_\_\_

## Flowchart for Attendance at Wollondilly Public School

The following outlines the requirements of staff at Wollondilly Public School in their response to extended absences of a student. These strategies aim to restore school attendance prior to the need of involving external agencies.







## WOLLONDILLY Public School

### Compulsory School Attendance

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

### What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school, you must ensure that **within 7 days** you provide a verbal or written explanation for the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances, your child's absence would be recorded as unjustified. Principals may request medical certificates or other documentation when frequent or long-term absences are explained as being due to illness.

### What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling. Once enrolled, children are required to attend school each day it is open for students.

#### The Importance of arriving on time

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Students time to see their friends before class
- Reduces classroom disruption Lateness is recorded as a partial absence and must be explained by parents.

# Every student known, valued and cared for



**Did you know...? If your child misses as little as 8 days each school term, by the end of primary school they would have missed over a year of school!**

At our school, Student Attendance is monitored via the Class Teacher and the assigned Assistant Principal. If there are attendance concerns (i.e. no notifications from parents to explain their absence/s or a pattern of absence) the school Learning & Support Team become involved with the support of the NSW DoE Home School Liaison Officer.

Please do not be offended if/when a teacher calls you to discuss your child's attendance; this is our duty of care and responsibility. An Assistant Principal may get in touch if/when a student's attendance has been discussed with the parent/carer and it still has not improved.

## How to let us know when your child is absent:

We have tried to make notifying the school about your child's absence as easy as possible!

- Notify us on the Sentral Parent Portal App
- Call the school office on **4821 4496**
- Respond to the Attendance SMS (you will receive this each day your child has an unexplained absence)

As a first response, we encourage all parents and carers to use the Sentral Parent Portal App to explain their child's absence. If you would like assistance setting this up please let us know.

If you have not been receiving an SMS for your child's absence, please also let us know so we rectify this for you.

# SENTRAL !Parent Portal

## Download the Sentral Parent Portal App:

