

Manilla Central School

Wellbeing Procedures (updated 2023)

Overview

Manilla Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.


Our vision is to be partners in developing our students as holistic life-long learners. Through high yielding teaching and wellbeing practices, our students will become resilient self-regulated learners. Our school aspires to strengthen and build productive community relationships, working towards our students being active and engaged members of the wider community.

School Context

As of 2022, 240 students are enrolled at Manilla Central School, comprising of 120 Primary students and 120 Secondary students. 36% of students identified as being of Aboriginal and/or Torres Strait Islander (ATSI) descent. An additional 2 students identify as English as An Additional Language or Dialect (EADL).

At Manilla Central School, we have a well-established P&C with a supportive parent body. We are a split site school, which means that our primary and secondary departments are on separate campuses. As a K to 12 school, Manilla offers students the opportunity to complete their entire school education in their local community, and guarantees choice from an expansive and inclusive Secondary curriculum. The school has a strong tradition of providing a quality educational experience to all students from a diverse rural community.

Manilla Central School's high level areas for improvement and further development areas are based on the findings of the school's situational analysis. We place the highest priorities on student learning, wellbeing and continuous improvement, in order to develop resilient, self-sufficient learners. Pedagogical priorities include building teacher capacity through explicit Quality Teaching Frameworks, the provision of targeted professional learning addressing



improvement of Literacy and Numeracy outcomes, and the utilization of internal and external data sources to inform teaching through reflective practice.

Our school strives to meet the diverse range of needs of our students, through a multi-layered continuum of care. School and community values are reinforced through a system of Pastoral care and Positive Behaviour for Learning (PBL) programs. Wrap around care is provided to support the growth and wellbeing of our students, ensuring positive mental health and engagement in learning.

Opportunities are provided to students to engage in a multitude of extracurricular activities, school representation and community initiatives. The school encourages and supports academic, cultural and sporting pursuits of our students to meet the unique aspirations of the individual.

Our school prides itself on planning for and providing every student with access to current technologies to facilitate and enrich learning experiences. The appointment of a Technical Support Officer ensures every student K-12 has an optimized learning device, to meet the demands of face-to-face and remote learning.

Infrastructure development of the school is set around promoting a positive educational environment. Our Primary and Secondary Campuses will receive upgrades to the oval surfaces, ensuring safe and accessible sporting facilities. Outdoor learning sites will also be established, with a Meeting Circle at the Primary Campus, and a Wellbeing Courtyard at the Secondary Campus, as resources to be shared by students, staff and community.

Promoting and reinforcing positive student behaviour and school-wide expectations

Manilla Central School has the following school-wide rules and expectations:

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Whole School Approach: Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Pastoral Care	Pastoral Care is a system of support in developing the whole student throughout all aspects of school life. Explicit teaching around relationships, self-care and emotional regulation enhances the general wellbeing of the student body.	Secondary Campus
	NSW Wellbeing Framework	Our school is a learning community that promotes student wellbeing, safety and positive relationships so that students can reach their full potential.	Whole School
	PDHPE Curriculum	This course develops the knowledge, understanding skills and attitudes important for students to take positive action to protect and enhance their own and others personal health choices, safety, wellbeing and participation in an active lifestyle, through development of self-management, interpersonal and movement skills.	Whole School
	YONDR Phone Policy	YONDR is a comprehensive phone management system to reduce the use of phones at school, enhancing the engagement of students within educational settings, and reducing risk to cyber-safety.	Years 7-10
	Inclusive Practices	The implementation of inclusive policies, including Anti-Racism, Anti-Bullying and Anti-Discrimination policies ensures all students can access and fully participate in learning	Whole School
Early Intervention	PBL	Positive Behaviour for Learning (PBL) Tier 1 Universal Schoolwide and Classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
	Police Youth Liaison Officer (PYLO)	Engaging PYLO to facilitate Operation PIVOT addressing anti-social behaviours, including Cyber Safety and Risk-Taking Behaviours.	

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Learning and Support Team	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
	Stage Advisor/CRT AP/HT Mentoring	APs/HTs practise check-in/check-out systems of mentoring using the Monitoring Card system.	Individual students, families, staff
	Local Police Presence	Local police share relevant information and support schools in addressing problematic behaviours, both proactively, and in response to incidents.	Individual students, families, staff
	Attendance Monitoring (HLSO)	Phone Intervention Program and Attendance Sprints utilise SENTRAL monitoring and report functions to address attendance concerns. Interventions through the HSLO actively reengage students in daily school attendance.	Individual students, families, staff
	SSO Education Programs	External staff attend the school to facilitate external programs, including, Centacare, Love Bites, Healthy Harold, Stand Tall, Girls Talk, Zones of Regulation and RAGE.	Targeted student groups
Individual intervention	Personalised Learning Plans	PLPs are an active process that are developed to identify cognitive, physical, social, emotional and spiritual wellbeing goals to enhance learning and engagement.	Individual students, families, staff
	School Counsellor	School counselling staff assist students of all ages by providing a psychological counselling, assessment and intervention service.	Individual students, families, staff
	Chaplain	Our school chaplain's role is to support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.	Individual students, families, staff
	Behaviour Support Documents	Individualise behaviour support strategies and coordinated through various documented plans, including IBSP, Risk Assessment, De-escalation Plans and Behaviour Contracts.	Individual students, families, staff
	Disability Provisions	Individualised practical arrangements designed to assist students access and succeed in learning. These students are supported by reasonable adjustments and strategies to ensure that all students enjoy the same opportunities and choices in their education.	Individual students, families, staff
	SSO Wellbeing Counselling	SSO to assist students of all ages by providing a wellbeing counselling, emotional regulation strategies and referral to support services	Individual students

Reflection and Restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection <i>The purpose of these is to support the student to reflect on their behaviour and make positive choices</i>	Break 1 or Break 2 No longer than 10 minutes	AP Wellbeing (supervised by exec) HT Wellbeing (supervised by CRT)	SENTRAL Actions: Reflection > Day, time and comment to be completed
Teacher-Directed Timeout <i>A planned behaviour intervention that is implemented as part of the IBSP based on FBA</i>	Within breakout space of classroom No longer than 10 minutes > reassessment*	LST Teacher & AP Wellbeing (supervised by CRT)	SENTRAL Student Profile Documents: IBSP
	Present at the front office with pink slip No longer than 10 minutes > reassessment*	DP HT Stage (supervised by exec)	SENTRAL Actions: Timeout > teacher directed
Student-Directed Timeout <i>Enables a student to remove themselves from a situation or environment causing stress as per IBSP</i>	Within buddy classroom No longer than 10 minutes > reassessment*	LST Teacher & AP Wellbeing	SENTRAL Student Profile Documents: IBSP
	Present at the front office with pink slip No longer than 10 minutes > reassessment*	DP HT Stage	SENTRAL Actions: Timeout > student directed

*Reassessment: Referral to return to class, to additional wellbeing supports (LST staff, SSO) or executive (AP Wellbeing/HT Stage) for further management.

Functional Behaviour Analysis

Antecedent	Behaviour	Consequence
What has happened immediately before the behaviour occurred?	Describe the behaviour in specific and measurable terms	What happened after?
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Nothing ("out of the blue") <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no individual attention) <input type="checkbox"/> Left alone (no appropriate activity) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting self <input type="checkbox"/> Hitting others <input type="checkbox"/> Verbal refusal <input type="checkbox"/> Other _____	<input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behaviour <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: <input type="checkbox"/> Verbal/physical/both <input type="checkbox"/> Physically restrained <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ <input type="checkbox"/> Other _____
Duration:	Duration:	Duration:
<input type="checkbox"/> Less than 1 minute <input type="checkbox"/> 1-5 minute <input type="checkbox"/> 5-10 minute <input type="checkbox"/> 10-30 minute <input type="checkbox"/> 30-60 minute <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3+ hours	<input type="checkbox"/> 1 LOW <input type="checkbox"/> 2 MEDIUM <input type="checkbox"/> 3 HIGH	<input type="checkbox"/> Less than 1 minute <input type="checkbox"/> 1-5 minute <input type="checkbox"/> 5-10 minute <input type="checkbox"/> 10-30 minute <input type="checkbox"/> 30-60 minute <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3+ hours

Wellbeing Flowchart: Addressing Behaviours of Concern

Conditions of Level	Suggested Interventions	Examples of Behaviours
Universal Level		
<ul style="list-style-type: none">Unlimited participation in school routinesExtracurricular privileges	<ul style="list-style-type: none">Respect LeavesMerit awardsCRT/Stage Advisor Check-inPink Slips	<ul style="list-style-type: none">Safe, Respectful and Responsible learners
Orange Level		
<ul style="list-style-type: none">Parent phone call informing of card placementOrange Level letter5 satisfactory days As/BsCs/Ds to be reviewed with AP/HTExtracurricular privileges revokedCurriculum/mandatory activities maintained, cleared by Principal	<ul style="list-style-type: none">Teacher-Directed TimeoutFunctional Behaviour AnalysisEmotional Regulation session with SSO	<ul style="list-style-type: none">Persistent refusal to follow instructionsIndirect swearingOngoing disruptive behaviourTruancyAntisocial behaviourInappropriate mobile phone use
Red Level		
<ul style="list-style-type: none">Parent phone call informing of card placementRed Level letter5 satisfactory days As/BsCs/Ds to be reviewed with AP/HTExtracurricular privileges revokedCurriculum/mandatory activities maintained, cleared by Principal	<ul style="list-style-type: none">Flowchart 1: Managing challenging, complex or unsafe behaviourReset in senior classesTeacher-Directed TimeoutRestorative conversation with AP/HT	<ul style="list-style-type: none">Failure to meet Orange Level conditionsDirect swearingThreats, Harrassment or IntimidationPhysical contactDamage to propertyTheft
Formal Caution		
<ul style="list-style-type: none">Issuing Red Level conditionsParent phone call informing of formal cautionFormal Caution letterHold meeting with parent to discuss IBSP	<ul style="list-style-type: none">May be up to 50 daysFlowchart 1: Managing challenging, complex or unsafe behaviourRisk AssessmentIndividual Behaviour Support Plan (IBSP)Referral to school counsellorReferral to LST Team	
Suspension		
<ul style="list-style-type: none">Suspension ChecklistParent phone call informing of suspensionSuspension Letter, including:<ul style="list-style-type: none">Appeal TemplateWellbeing TIP sheetBehaviour Code for StudentsRemote Learning Resources	<ul style="list-style-type: none">Flowchart 2: Considering a suspensionFlowchart 3: Proceeding with a suspensionFlow Chart 4: During and after a suspensionNominated contact person completed check-inRefer to LST teamReferral to School CounsellorRefer to Delivery Support TeamSuspension Extension Request Checklist	<ul style="list-style-type: none">Failure to meet Red Level conditionsVerbal AbusePhysical violencePossession or use of drugs on sitePossession or use of weapons on site
Green Level		
<ul style="list-style-type: none">Hold RFS meeting with parent to discuss IBSP, Risk Assessment5 satisfactory days As/BsCs/Ds to be reviewed with AP/HTExtracurricular privileges revokedCurriculum/mandatory activities maintained, cleared by Principal	<ul style="list-style-type: none">Flow Chart 4: During and after a suspensionReturn from Suspension ResourceSSO ReferralSchool Counsellor Referral	<ul style="list-style-type: none">Meeting RFS conditionsResolution of prior behavioursUniversal behavioursReengagement with learningRegular attendance

Wellbeing Flowchart: Rewarding Positive Behaviours

Conditions of Level	Rewards	Examples of Behaviours
Platinum Level		
<ul style="list-style-type: none"> 80 PBL tokens 30 Merit Awards 	<ul style="list-style-type: none"> Platinum Certificate at Assembly Platinum badge awarded at Assembly Platinum Medallion awarded at Presentation Day Platinum Luncheon Invitation Platinum Excursion 	<ul style="list-style-type: none"> Consistent self-regulated, resilient learners Safe, Respectful and Responsible learners Leading peers in the school motto: I Begin, I Strive, I Achieve
Gold Level		
<ul style="list-style-type: none"> 60 PBL tokens 20 Merit Awards 	<ul style="list-style-type: none"> Gold Certificate at Assembly Gold badge awarded at Assembly Gold Party Invitation Gold Excursion 	<ul style="list-style-type: none"> Consistent self-motivated learners Safe, Respectful and Responsible learners Exemplifies school motto: I Begin, I Strive, I Achieve
Silver Level		
<ul style="list-style-type: none"> 40 PBL tokens 10 Merit Awards 	<ul style="list-style-type: none"> Silver Certificate at Assembly Silver badge awarded at Assembly Silver Lunch Invitation 	<ul style="list-style-type: none"> Consistent self-motivated learners Safe, Respectful and Responsible learners Demonstrates school motto: I Begin, I Strive, I Achieve
Bronze Level		
<ul style="list-style-type: none"> 20 PBL tokens 5 Merit Awards 	<ul style="list-style-type: none"> Bronze Certificate at Assembly Bronze badge awarded at Assembly \$5 Canteen Voucher 	<ul style="list-style-type: none"> Consistent self-regulated learners Safe, Respectful and Responsible learners
Universal Level		
<ul style="list-style-type: none"> Unlimited participation in school routines Extracurricular privileges 	<ul style="list-style-type: none"> Respect Leaves Merit awards CRT/Stage Advisor Check-in Pink Slips 	<ul style="list-style-type: none"> Safe, Respectful and Responsible learners

School Community Charter



Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

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We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

ANTI-BULLYING PLAN 2023

Manilla Central School

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 which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Manilla Central School

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

1 School culture and inclusion

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

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1 Wk 2	Cyber Bullying, Online Safety and Mobile Phone Policy
Term 2 Wk 2	Behaviour code for students
Term 3 Wk 2	Anti-Racism: Harmony Day and NAIDOC Day
Term 4 Wk 10	Love Bites: Positive Relationships and Communication

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1 SDD	Code of Conduct, Child Protection and Inclusive Wellbeing Support Strategies
Term 2 SDD	Youth Mental Health First-Aid
Term 3 SDD	Aboriginal Cultural Education: Let's take the first step together
Term 4 Wk 2 Staff Meeting	Staff communication around Love Bites Education Program

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- Information is provided in the Staff Induction Handbook, issued to staff when they complete the onboarding process with MCS
- An executive staff member speaks to new and casual staff when they enter on duty at the school

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- ☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	P&C Meeting Principal Reports at regular meetings
Ongoing	Newspaper and Facebook promotion of Positive Behaviours at MCS

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

PASTORAL CARE:

Pastoral Care is a system of support in developing the whole student throughout all aspects of school life. Explicit teaching around relationships, self-care and emotional regulation enhances the general wellbeing of the student body.

POSITIVE BEHAVIOUR FOR LEARNING (PBL):

Positive Behaviour for Learning (PBL) Tier 1 Universal School-wide and Classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.

CONTINUUM OF CARE:

Universal Preventative and Early Prevention strategies, Targeted programs and Individualised interventions support students behaviour and engagement within the school environment. The school works collaboratively with external providers to ensure the establishment of wrap-around care.

Completed by: Rachael Ferguson, Ariana Lawrence, Justin Connors, Dale Scott

Reviewing dates

Last review date:

Next review date: 19/12/2023