

Manilla Central School

Wellbeing Procedures (updated Feb 2025)

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 2025, 239 students are enrolled at Manilla Central School, comprising of 113 Primary students and 126 Secondary students. 40% 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

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of 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.

Behaviour code for students: Student actions

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, 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 call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

Online resource available at: <https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/behaviour-code-for-students/english-student-behaviour-code.pdf>

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
	Zones of Regulation	Zones of Regulation is explicit teaching around emotional regulation and awareness. It provides students with a common language for communication, problem solving, and emotional understanding	Years k-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
	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
	Aboriginal Education Officer (AEO)	AEOs provide assistance to teachers, Aboriginal students and their families to support improved learning, welfare and well-being outcomes for Aboriginal students.	Individual students, families, staff
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?
<p>Reflection</p> <p><i>The purpose of these is to support the student to reflect on their behaviour and make positive choices</i></p>	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
<p>Teacher-Directed Timeout</p> <p><i>A planned behaviour intervention that is implemented as part of the IBSP based on FBA</i></p>	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
<p>Student-Directed Timeout</p> <p><i>Enables a student to remove themselves from a situation or environment causing stress as per IBSP</i></p>	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
<p>What has happened immediately before the behaviour occurred?</p> <ul style="list-style-type: none"> <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: _____ 	<p>Describe the behaviour in specific and measurable terms</p> <ul style="list-style-type: none"> <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 _____ 	<p>What happened after?</p> <ul style="list-style-type: none"> <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 _____
<p>Duration:</p> <ul style="list-style-type: none"> <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 	<p>Duration:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 LOW <input type="checkbox"/> 2 MEDIUM <input type="checkbox"/> 3 HIGH 	<p>Duration:</p> <ul style="list-style-type: none"> <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 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
Orange Level		
<ul style="list-style-type: none"> Parent phone call informing of card placement Orange Level letter 5 satisfactory days As/Bs Cs/Ds to be reviewed with AP/HT Extracurricular privileges revoked Curriculum/mandatory activities maintained, cleared by Principal 	<ul style="list-style-type: none"> Teacher-Directed Timeout Functional Behaviour Analysis Emotional Regulation session with SSO 	<ul style="list-style-type: none"> Persistent refusal to follow instructions Indirect swearing Ongoing disruptive behaviour Truancing Antisocial behaviour Inappropriate mobile phone use
Red Level		
<ul style="list-style-type: none"> Parent phone call informing of card placement Red Level letter 5 satisfactory days As/Bs Cs/Ds to be reviewed with AP/HT Extracurricular privileges revoked Curriculum/mandatory activities maintained, cleared by Principal 	<ul style="list-style-type: none"> Reset in senior classes Teacher-Directed Timeout Restorative conversation with AP/HT 	<ul style="list-style-type: none"> Failure to meet Orange Level conditions Direct swearing Threats, Harrassment or Intimidation Physical contact Damage to property Theft
Formal Caution		
<ul style="list-style-type: none"> Issuing Red Level conditions Parent phone call informing of formal caution Formal Caution letter Hold meeting with parent to discuss IBSP 	<ul style="list-style-type: none"> May be up to 50 days Completion of Student-Tailored Risk Management Plan Individual Behaviour Support Plan (IBSP) Referral to school counsellor Referral to LST Team 	
Suspension		
<ul style="list-style-type: none"> Suspension Checklist Parent phone call informing of suspension Suspension Letter, including: <ul style="list-style-type: none"> Appeal Form Wellbeing TIP sheet Behaviour Code for Students Link to Remote Learning Resources 	<ul style="list-style-type: none"> Nominated contact person completed check-in Refer to LST team Referral to School Counsellor Refer to Team Around a School (TaaS) Delivery Support Team: <ul style="list-style-type: none"> Liaise with Complex Case Management Liaise with Regional Learning and Wellbeing Officer 	<ul style="list-style-type: none"> Failure to meet Red Level conditions Verbal Abuse Physical violence Possession or use of drugs on site Possession or use of weapons on site
Green Level		
<ul style="list-style-type: none"> Hold RFS meeting with parent to discuss IBSP, Risk Management Plan 5 satisfactory days As/Bs Cs/Ds to be reviewed with AP/HT Extracurricular privileges revoked Curriculum/mandatory activities maintained, cleared by Principal 	<ul style="list-style-type: none"> Return from Suspension Resource SSO Referral School Counsellor Referral LST Referral 	<ul style="list-style-type: none"> Meeting RFS conditions Resolution of prior behaviours Universal behaviours Reengagement with learning Regular 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 Medallion awarded at Presentation Day Platinum wristband or Puggles badge (alternate years) Platinum Celebration 	<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 90-100% attendance
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 Party Invitation Gold wristband or Puggles badge (alternate years) 	<ul style="list-style-type: none"> Consistent self-motivated learners Safe, Respectful and Responsible learners Exemplifies school motto: I Begin, I Strive, I Achieve 85-100% attendance
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 wristband or Puggles badge (alternate years) 	<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 wristband or Puggles badge (alternate years) 	<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

Partnership with parents/carers

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.

School Anti-bullying Plan



ANTI-BULLYING PLAN 2025

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 Week 8	Harmony Day activities (k-12)
Term 2 Week 2	Do it for Dolly Day 09/05/2025 - SRC fundraiser and awareness
Term 3 Week 1	NAIDOC Day activities (k-12)
Term 3 Week 4	Rilivinn Nn Waul Week awareness activities in Pastoral Care
Term 4 Week 7	Love Bites: Positive Relationships and Communication

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

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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	Review of MCS Behaviour Procedures and Wellio Pastoral Care program
Term 3 SDD	Familiarization with resources: Antibullying Units of Work on DET portal
Term 4 Wk 3 <i>Staff Meeting</i>	k-12 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 MCS Behaviour Procedure 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.

ZONES OF REGULATION:

Students have explicit lessons once per fortnight in primary, and 3 times a week in secondary Pastoral Care sessions. Activities teach communication strategies and self-reflection and emotional awareness to students. Additional intensive sessions facilitated by SSO staff are offered to individual students based on need, through LST referral and/or IBSP planning.

Completed by: Ariana Connors, Shane Kelly in consultation with executive staff

Position: Executive Team

Signature:

Date: 24/02/25

Principal name: Shane Kelly

Signature:

Date: 25/2/2025

Reviewing dates

Last review date: 24/02/2025

Next review date: 01/02/2026