

Overview

Primbee Public School is a thriving small school situated between the ocean and the shores of Lake Illawarra. Primbee Public School believes that a child's primary education is vital and is most successful when done in close cooperation with the child's family. Families are encouraged to actively participate in their children's learning and are welcomed into the school environment.

The school community is composed of families with varying levels of employment, education and cultural backgrounds. The local demographic is slowly changing as older waterfront and other homes are being renovated and/or replaced with modern houses. 17% of students identify as being from an Aboriginal and/or Torres Strait Islander background and 6% come from a background with English as an additional language or dialect.

Primbee Public School aims to develop the intellectual, physical, social and emotional aspects of its students and prepares them for life long learning by developing independent learners capable of coping with the changing needs of the new millennium. The staff are committed to providing a balanced education in a safe and caring environment where individual needs are recognised and met, and talents are fostered. Students are encouraged to develop positive attitudes, and are given opportunities to experience success in academic, sporting and cultural fields of endeavor. A strong focus on sustainability is embedded into the curriculum and particular emphasis has been given to literacy and numeracy development and community partnerships.

Primbee Public School - A small school with a BIG heart.

Our school vision

With an unwavering dedication to high expectations, Primbee Public School forges impactful partnerships that enrich opportunities for all members of the school community. Here, each student doesn't just grow but thrives, academically, personally and socially.

To achieve our vision, Primbee Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning.

Key programs prioritised and valued by the school community are

- Positive Behaviour for Learning (PBL)
- PAX Good Behaviour Game
- Zones of Regulation
- Class Dojo

At Primbee Public School, we take all forms of bullying, including cyberbullying, seriously. We are dedicated to creating a safe, inclusive, and respectful learning environment that supports the wellbeing of every student. Our staff use proven, evidence-based strategies to encourage a positive school culture where bullying is minimised.

Everyone in the school community plays an active role in creating a welcoming culture that celebrates diversity and encourages positive relationships. Central to this supportive environment is

the promotion of respectful interactions and the clear message that bullying, whether online or offline, will not be tolerated. School staff are proactive in addressing bullying behaviour among students.

Partnership with parents and carers

Primbee Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as school surveys and consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices

Primbee Public School will communicate these expectations to parents/carers through the school newsletter, Class Dojo and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Active Learning	Respect	Safety
Strive for your personal best	Control what you do and say	Right place, right time
Ask for help	Use kind words and a friendly voice	Hands and feet to self
Have the correct equipment	Care for property	Wear a hat
Have a go	Move quietly around the school	Walk your wheels
Listen to others	Use manners	Use equipment appropriately

Behaviour Code for Students

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.

Primbee Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concerns, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations

- creation of PAX visions to explicitly outline expected behaviors in all settings
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>PAX Good Behaviour Game</u>	The PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	Breakfast club	The school runs a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, Students K-6
Prevention / Early Intervention	Zones of Regulation	Students engage regularly in lessons around self awareness and self management.	Students K-6
Prevention -	Positive Behaviour for Learning (PBL) framework	Teachers regularly engage in explicit teaching of pro social behaviours and needs based reminders of our three focus areas - Active Learning, Respect, Safety.	Whole school - students, staff and families
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention / Early Intervention / Targeted / Individual	Community Hub	Community Hubs build social cohesion in Australia. They are welcoming places where families from diverse backgrounds, particularly mothers with preschool children, come to connect, share and learn.	All
Early Intervention	<u>National Student Wellbeing Program</u>	The National Student Wellbeing Program is a Commonwealth-funded initiative to support the wellbeing of students and the broader school community through the provision of wellbeing support services through a student wellbeing officer.	Students K-6
Early Intervention	<u>Berry Street Education Model</u>	The Berry Street Education Model helps educators gain new perspectives, strategies and	Students K-6

Care Continuum	Strategy or Program	Details	Audience
		skills to build safer, healthier and more engaging classrooms for all students.	
Targeted Intervention	<u>School learning and support team</u>	<p>The composition of the learning and support teams varies, depending on the needs of the school and community.</p> <p>This team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals.</p> <p>They play a key role in meeting the specific needs of children with disabilities and additional learning and support needs.</p>	Students K-6
Targeted/ Individual Intervention	<u>Attendance support</u>	The Learning Student Team refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students,
Individual Intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Individual Intervention	Restorative Practice Behaviour support toolkit	A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	Individual students

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

A behaviour of concern is a challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Primbee Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school

hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviours of concern are managed by school executive.

Behaviours incidents are recorded by staff using the school wellbeing system, ‘SchoolBytes.’ These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● rule reminder ● reset and re-direct ● offer choice ● error correction ● prompts ● reteach ● seat change ● 2 minutes to reflect ● conference ● communication with parent/carer. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground redirection ● walk with teacher ● restorative practices ● 2 minutes to reflect ● communication with parent/carer.

Primbee Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The PAX Good Behaviour Game and Positive Behaviour for Learning consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent –semester or annual types of recognition.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact the office to seek help from executive straight away if there is a risk. Otherwise notify student’s stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive and teachers to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.

<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SchoolBytes</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on 'SchoolBytes' and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (PAX GBG and Positive Behaviour for Learning) daily.</p>	<p>4. Teacher records on 'SchoolBytes' by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed. Selected students have a daily communication sheet which is completed and sent home with students</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the Learning Support Team, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on 'SchoolBytes'. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student to the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate play plan – withdrawal from free choice play and re-allocation to alternate playground area or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break 2 minutes - up to 6 minutes	Classroom teacher	Documented in ‘SchoolBytes’
SLSO support in the playground – students are supported in the playground by an SLSO following behaviours of concern. The purpose is to ensure safety of students and to help with regulation.	As soon as practicable and for as long as necessary.	Classroom teacher or executive staff	Documented on Behaviour Wellbeing system ‘SchoolBytes’
Restorative conversations - peer mediation or circles in groups	As soon as possible up to 10 minutes	Classroom teacher or executive staff	Documented on Behaviour Wellbeing system ‘SchoolBytes’
Personal Reflection	As soon as possible up to 10 minutes	Executive staff	Documented on Behaviour Wellbeing system ‘SchoolBytes’

Review dates

Last review date: 17/10/2024

Next review date: Term 4, 2025