

School Behaviour Support & Management Plan

Hillside Public School



Overview

At Hillside Public School we are committed to providing quality education in an inclusive and safe environment.

Hillside Public School is also committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL), Support groups and a whole school reward and support system.

Promoting and reinforcing positive student Behaviour and school-wide expectations

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

1. **Develop positive relationships with each other and think about the effect on relationships before acting.** Positive relationships make the school a much better and enjoyable place to be in, hence, everything we do will be to nurture and protect these relationships.
2. **Actively participate in learning.** Learning is a two-way process, there must be active participation from the students and teachers for true learning to occur.
3. **Take personal responsibility for behaviours and actions.** We are in control of our own choices and behaviours; therefore, we take credit when we do well and take responsibility to fix it when we don't.
4. **Resolve conflict respectfully, calmly and fairly.** Our school welcomes mistakes and conflicts as learning opportunities to improve in our ability to work well with others.

The School Core Values at Hillside Public School are:

- Respectful
- Responsible
- Learner.

	Be responsible	Be respectful	Be a Learner
All settings	Keep hands and feet to yourself. Be in the right place at the right time. Respond to emergency signals and procedures. Always move sensibly and safely.	Speak respectfully. Pick up your rubbish. Wear your uniform with pride. Allow others their personal space. Respect the belongings of others.	Always do your personal best. Listen attentively and follow instructions. Ask for help when you need it. Never give up on yourself.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is an evidence-based approach that brings together the entire school community to create a positive, safe, and supportive learning environment. At Hillside Public School, PBL is implemented to enhance social, emotional, behavioural, and academic outcomes for students, fostering a welcoming and purposeful atmosphere.

The focus is on teaching and promoting appropriate behaviour across all areas of the school, emphasising the core values of being safe, respectful, and a learner. Students who embody these values contribute to a positive learning environment, allowing themselves and their peers to fully engage in learning opportunities.

Through PBL, Hillside Public School has developed a school-wide system that includes strategies for defining, teaching, and supporting appropriate behaviour. Emphasis is placed on creating and maintaining support systems at the school, classroom, and individual levels.

When PBL is effectively implemented, it allows both teachers and students to spend more time building relationships and focusing on learning. This results in benefits such as:

- Reduced problem behaviour
- More time dedicated to instruction
- Improved social-emotional wellbeing
- Positive, respectful relationships among students and staff
- Support for teachers in teaching, modelling, and addressing student needs effectively
- A predictable learning environment where expectations are clear, leading to sustainable, effective practices.



Hillside Public School

Working and learning together in a harmonious and positive environment to reach our personal best

At Hillside Public School we value:

 Respectful	<ul style="list-style-type: none"> • Be polite, kind and caring • Listen and communicate with courtesy • Include others • Celebrate differences
 Responsible	<ul style="list-style-type: none"> • Keep ourselves and others safe • Make good choices • Look after equipment and personal belongings • Be a positive role model
 Learners	<ul style="list-style-type: none"> • Be organised and ready to learn • Accept opportunities and challenges • Aim high and never give up • Be resilient and bounce back

Strategies for Promoting Positive Behaviour

Effective behaviour management is achieved when educators prioritise creating a positive classroom environment, characterised by strong student-teacher relationships and engaging lessons that inspire learning. Teachers regularly engage in professional development and reflective practices to improve their use of proactive strategies. These strategies not only encourage long-term positive behaviours in students but also make teaching more enjoyable and rewarding.



HILLSIDE PUBLIC SCHOOL RECOGNITION SCHEME

7 Merits = 1 Bronze Certificate

A further 7 Merits = 1 Silver Certificate

A further 7 Merits = 1 Gold Certificate

A Further 7 Merits = A Schools Excellence Certificate and Trophy

At Hillside Public School we are
Respectful Responsible Learners.

Tiers of Support

PBL provides a tiered model of support for all students, consisting of three levels of intervention. These tiers represent varying degrees of support.

Tier 1: Universal Prevention

Universal prevention takes a broad, whole-school approach aimed at the majority of students (75-90%). This level focuses on preventing issues and creating a positive environment that promotes both learning and student wellbeing.

Examples include school-wide expectations, Second Step social-emotional learning, school-wide recognition, and quality teaching practices.

Tier 2: Targeted Interventions

Targeted interventions are designed to build upon the universal support provided in Tier 1 and support approximately 10-25% of students who require extra assistance.

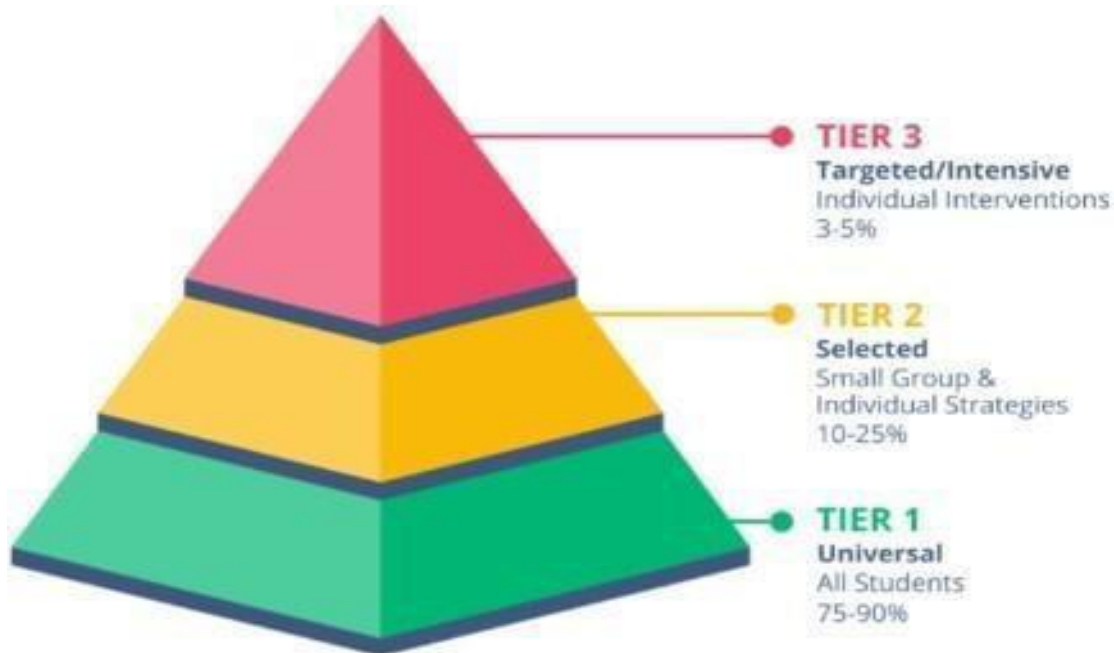
Examples include check-in/check-out systems with specific behaviour goals and mentoring.

Tier 3: Intensive Interventions

A smaller group of students (1-5%) may need more individualised and intensive interventions, alongside the supports from Tier 1 and Tier 2. These students often experience ongoing academic and behavioural challenges.

Examples include Behaviour Support Plans, referral to the Learning and Support Team, and involvement of specialist or external services.

It is important that students requiring Tier 2 and Tier 3 interventions continue to receive the same level of Tier 1 support as all other students.



Care Continuum

Students can present a range of behaviours, and the needs of an individual student can range across tiers of support, from universal and preventive support, through targeted supports, to intensive interventions. The table below outlines how Hillside Public School provides a care continuum for its students.



Universal Prevention Whole- school practices to maintain safe and respectful learning environments	Early Intervention Initial responses to work with emerging, low-level behaviours	Targeted Intervention Targeted support to encourage positive behaviours in response to complex and challenging behaviours	Intensive Individual Intervention Comprehensive systems of support for highly complex and challenging behaviours
<p>Strong teacher/student relationships</p> <p>Explicit teaching of positive behaviour and social skills</p> <p>Class based expectations and positive reinforcement</p> <p>Consistent expectations, routines, modelling and responses to behaviour</p> <p>Liaising with previous teachers, preschools and external paraprofessionals</p> <p>Curriculum links, particularly in PDHPE (respectful relationships) and personal and social capabilities in all syllabuses</p> <p>Parent/carer involvement</p> <p>Learning adjustments as documented in IEPs and PLPs</p> <p>Attendance initiatives</p> <p>Marsden Marvels Merit awards</p> <p>A restorative approach that focuses on building, maintaining and restoring positive relationships</p> <p>Professional learning EAL/D interventions</p> <p>High quality differentiated teaching that addresses needs of all students</p>	<p>Communication with parents/carers</p> <p>Explicit teaching and modelling of specific skills</p> <p>Consulting with Delivery Support team to provide early support</p> <p>Social stories and visual cues</p> <p>Routines</p> <p>Drama and role play</p> <p>Self-regulation (brain breaks, yoga)</p>	<p>Communication with parents/carers</p> <p>Modified individual expectations and goals</p> <p>Transition strategies</p> <p>School counselling service</p> <p>LaST</p> <p>School Learning Support Officers</p> <p>Consulting with Delivery Support team to provide targeted support</p>	<p>Communication with parents/carers</p> <p>Check in/check out</p> <p>Sensory assessments and supports</p> <p>Negotiated playground plans</p> <p>Attendance program</p> <p>Delivery Support Team will work in conjunction with the LaST</p> <p>School counselling service</p>

Restorative Practice

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Hillside Public School is restorative in how:

- Quality relationships are valued
- Empathy and respectful relationships are modelled
- Student voice is valued and collaborative problem solving is utilised
- Inappropriate behaviours are viewed as opportunities to learn
- Procedural fairness is applied
- The importance of repairing damaged relationships is recognized
- The 'deed' is separated from the 'doer'
- Active listening, positive language and tone is used
- Scolding, judging, lecturing or blaming is avoided
- Self-awareness in the student is fostered
- Consequences that are proportional and fair are implemented
- Staff remain future focused

Restorative practices align to each level of the care continuum aimed at supporting student behaviour from prevention to individual support.

Universal Prevention School-wide prevention practices	Early Intervention Managing targeted difficulties and repairing relationships	Targeted Intervention Managing targeted difficulties and repairing relationships	Intensive Individual Intervention Intense interventions and rebuilding relationships
Reaffirming relationships through developing social and emotional skills Identifying common values and guidelines Promoting and strengthening students' sense of belonging and ownership Developing social-emotional understanding and skills to build healthy relationships Using class circles to practise social emotional skills	Preventing harm Resolving differences with restorative intervention Building social- emotional capacity	Using mediation and conferencing to address the causes of harm, focus on who is accountable and repair any harm	Focusing on accountability Organising resources to address behavioural and academic support needs One-to-one support and successful reintegration for students in crisis or those returning from suspension

Hillside Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour expectations.

- **PBL class lessons** are taught by classroom teachers to demonstrate school expectations for each location in the school. These lessons each have a specific focus which prepares students with the information needed to display positive behavior throughout Hillside Public School. These lessons are reinforced throughout the whole year.
- **Reflection Sheets** allows students to consider the impact of their behaviour on others as well as on themselves and to reflect on more positive behaviours for next time.
- Constant **newsletter** articles and reminders.
- **Child Protection** is taught by classroom teachers each year at a stage level to assist students in developing skills in recognising and responding to unsafe situations, seeking assistance effectively, establishing and maintaining relationships and strengthening attitudes and values related to equality, respect and responsibility. This benefits students' overall wellbeing both inside and beyond the classroom.
- **Lessons and activities** created by teachers promotes the wellbeing of students and our community throughout the year. They support events including (but not limited to) Harmony Day, ANZAC Day and Remembrance Day. Further programs implemented at our school include Preschool Visits and an extended Transition to School Program.

Behaviour code for students

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

Whole School Positive Recognition

Hillside Heros all teachers issue Hillside Hero's in the classroom, playground and during sport to reward student and team effort and achievement

Teachers issue merit awards at our weekly assembly to recognise student achievement in learning. The merit awards are in line with our three school core values as well as book and sport awards.

Hillside Heros Menu 2025



<p><u>15</u></p> <p>Free Drawing (15mins)</p> <p>Playdough free play (15mins)</p> <p>Play a favourite game or puzzle</p> <p>Water the plants</p>	<p><u>20</u></p> <p>Special news time</p> <p>Read to another class</p> <p>Read a book to the class</p> <p>Sunglasses Pass (1 week)</p>	<p><u>25</u></p> <p>Read Outdoors (10 mins)</p> <p>Get 'free choice' at end of day... (15 mins)</p> <p>Muffi Hat Day</p> <p>Favourite Toy on Desk (1 week)</p>	<p><u>30</u></p> <p>Lunchtime Laptop time</p> <p>Choose where to sit for a day</p> <p>Muffi Shoe Day Pass</p> <p>Rocket Room (20min)</p>
<p><u>35</u></p> <p>Day Pass Teacher's Helper</p> <p>Canteen Express Pass</p> <p>Shoes off after lunch Pass</p> <p>Get the mail (1 week)</p>	<p><u>60</u></p> <p>Free Time (30mins)</p> <p>Lunch Date with a teacher of your choice</p> <p>Write in pen for a day</p> <p>Gardener for the week</p>	<p><u>80</u></p> <p>Tech Day Pass</p> <p>Sit at the teacher's desk</p> <p>Choose your own seat for a week</p> <p>A lesson in the Rocket Room</p>	<p><u>100</u></p> <p>Laptop Week Pass</p> <p>Homework Free Week</p> <p>Teach the class a lesson (40mins)</p> <p>Students' choice of music during</p>

Whole School Rewards 2025



Recess / Lunch early mark (10 mins) = 100

Extra oval play = 200

Extension play time (lunch) = 150

Whole school Movie = 300

Muffi Day = 400

Whole school Ice blocks = 500

Whole Class Rewards 2025



Have a picnic lunch = 100

Homework free week = 500

Muffi Day = 300

Recess / Lunch early mark (10 mins) = 60

Enjoy learning outdoors (1 hour) = 150

Beach volleyball game = 100

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Trauma informed practice Professional Learning	All staff have completed online and face to face courses aimed at supporting students	All staff
	SLSO Program	Development of board games and picture talk and games to develop social and communication skills <ul style="list-style-type: none"> SLSOs employed to enhance the learning and wellbeing outcomes of students. They support the implementation of the whole-school's approach to wellbeing Peer Coaching (training and support provided to teachers and SLSOs)	Whole school
	Classroom management	<ul style="list-style-type: none"> Strong student/teacher relationships Explicit teaching and modelling of specific skills Class based systems of expectations and positive reinforcement Consistent teacher expectations, routines, modelling and responses to behaviour 	Whole school
	PLP's ,IBP'S and IEP's	Plans are devised to address individual student needs and appropriate adjustments are made	Teachers, parents and Principal.
Early Intervention	PBL	Explicit teaching and modelling of specific skills and expectations Communication with parents around key expectations.	Whole school
Targeted Intervention	Peer Support Groups	Students are placed into small groups and the older students teach lessons on friendships and positive behaviours within our school.	All students
	Police Youth Liaison	Regular scheduled visits from our Local Police Youth Officer	
Individual intervention	Personalised Behaviour Support Plans	Students requiring individualised support will have a specialized Behaviour Support Plan Learning Support team School Leadership team	Students requiring additional support

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflections/ restorative practices	Lunch Time on the reflection seat. Part of Lunch Reflection sheet completed.	The teacher that identified the behaviour and the school Principal	Student behaviour record book. (strike book) Reflection Sheet
Reteaching of expected behaviours	During the reflection time and after the incident. Newsletters and at whole school assemblies	Teacher present at reflection and Principal	

Partnership with parents/carers

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

- Regular communication and consultation during P&C Meetings
- Encouraging parents to engage in the school planning process and provide feedback
- Encouraging parents to participate in the Tell Them From Me survey
- Informal access to all staff (open door/gate culture)

Hillside Public School will communicate these expectations to parents/carers through:

- P&C
- Newsletter
- School website
- Facebook
- Front gate signage to communicate and celebrate student expectations and success

Merit Awards

Merit awards are issued by teachers at assembly to recognise achievement in learning. Parents are invited to attend these.

Awards Ceremony

The Awards Ceremony is held in Term 4 to award students who have been recognised by the classroom teacher or extra-curricular organisers for their positive efforts throughout the year. Students are presented with a certificate for achievements made throughout the year.

Anti-bullying at Hillside Public School

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm. At Hillside Public School, students are expected, to the best of their ability, to not bully, harass, intimidate or discriminate against anyone in our school. All students have a right to safety at school and to be treated with respect by other students, teachers and school staff.

Student behaviour includes 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, where there is a clear and close connection between the school and students' conduct.

At Hillside Public School, we reject all forms of bullying, including:

- cyberbullying
- discrimination against others due to gender, age, race

Bullying response flowchart



Reviewing dates

Last review date: 2024

Next review date: 2025