

Cessnock Public School Behaviour Support and Management Plan

Overview

Cessnock 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, Assembly Reward Systems (STAR awards, levelled awards), Top Blokes, Rock and Water, Seasons for Growth, Berry Street Program, Harmony Day, NAIDOC Week, excursions and incursions, Coach 2 Cope, Life Education, Scripture, Wellbeing I Am for Girls, Kids Matter, Behaviour Matters, Bluey and Worry Woos programs, Trauma Informed Practices, Zones of Regulations.

Partnership with parents/carers

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

Behaviour Reports: Providing detailed behaviour reports to parents/carers on a regular basis to keep them informed of their child's conduct in school.

Communication Logs: Communication logs to track and share specific incidents or patterns of behaviour with parents.

Surveys: Inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the local AECG

Complaints: Using concerns raised through complaints procedures to review school systems, data and practices.

Positive Reinforcement: Communicating positive behaviours and achievements to parents/carers to reinforce good conduct.

Counsellor/Wellbeing Nurse Involvement: Involving school counsellor/Wellbeing Nurse to facilitate conversations with parents about behaviour issues and offer support.

Collaborative Problem-Solving: Working collaboratively with parents/carers to address behaviour concerns, set goals, and monitor progress together.

Behavioural Support Plans: Developing individualised behaviour support plans (Tar3) for students with challenging behaviours, involving input from parents/carers.

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

Parent Meetings: Scheduling meetings with parents/carers to discuss any behavioural concerns and work together on solutions.

Parent-Teacher Conferences: Conferences to discuss student progress, reports, Individualised Learning Goals (IEP), Personalised Learning Pathways (PLPs), Behaviour Support Plans (Tar3s) and address any concerns.

Consistent Communication: Maintaining open and consistent communication channels with parents to address behaviour issues promptly and effectively.

Parent Education Programs: Offering workshops or resources for parents/carers on behaviour management techniques and strategies.

Behaviour Contracts: Implementing behaviour contracts outlining expectations and consequences, which parents can review and sign.

Cessnock Public School will communicate these expectations to parents/carers through the school newsletter 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

We are dedicated to promoting and reinforcing positive student behaviour and school-wide expectations, while firmly rejecting all forms of bullying, including online (or cyber) bullying and racism.

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



Cessnock Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural and cultural expectations:

- Positive Behaviour for Learning: weekly class lessons, weekly 'Buzz' draw, fortnightly assembly awards
- Use of Cessnock Public School Consequence Chart for consistent behaviour expectations across the school

- Student support plans: Tar3 plans, Risk management plans, Individual learning plans, Individual education plans, Personalised Learning Pathways
- Learning Support Team: fortnightly meetings, School counsellor support, Wellbeing nurse support, Learning and Support (LST) referral system, parent meeting, support plan processes, External Provider in-school support systems

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.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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 concern, including bullying and cyber-bullying 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
- 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	Culture Strong Leadership Program (accessed through Youth Express)	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education	Aboriginal and Torres Strait Islander young people
		A structured system designed to monitor and promote student attendance. It typically	Staff, Students and

Care Continuum	Strategy or Program	Details	Audience
	Attendance	includes tracking daily attendance, identifying patterns of absenteeism, and implementing strategies to encourage regular attendance. The program may involve communication with parents, interventions for students with chronic absenteeism, and incentives for improved attendance, ultimately aiming to enhance student engagement and academic success.	parents/carers
	NADIOC week	An important event in schools that celebrates the rich history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. During this week, students engage in various activities such as art projects, cultural performances, and educational workshops, fostering a deeper understanding and respect for Aboriginal and Torres Strait Islander cultures. It serves as an opportunity for the entire school community to participate in discussions about reconciliation and social justice while promoting inclusivity and cultural awareness.	Whole School
	Breakfast Club	A nutritious breakfast to students, ensuring they start their day with the energy and focus needed for learning. This program fosters a supportive and inclusive environment where students can socialise and build relationships with their peers and staff. Additionally, it helps address food insecurity, promotes healthy eating habits, and encourages regular school attendance, contributing to overall student well-being and academic success.	Whole School
	Anti-Bullying inclusions	A comprehensive approach to creating a safe and supportive school environment for all students. It provides education on recognising, preventing, and addressing bullying behaviours while promoting empathy, respect, and inclusion among students. The program typically includes workshops, training for staff, and resources for parents, fostering a culture of kindness and understanding that benefits the entire school community by reducing incidents of bullying and enhancing overall student well-being.	Whole School
	Tell them from me (TTFM) survey	Offers schools valuable insights into student, parent, and teacher perceptions of the school environment. It facilitates the collection of anonymous feedback on various aspects such as student engagement, well-being, and school climate. By analysing the survey results, schools can identify strengths and areas for improvement, leading to informed decision-making and the development of targeted	Staff, Students and parents/carers

Care Continuum	Strategy or Program	Details	Audience
		strategies to enhance the overall educational experience for all stakeholders.	Whole School
	Coach2Cope Responding Tool Kit	Offers schools resources and strategies to effectively support students' mental health and well-being. It provides teachers with practical tools for recognising signs of distress, fostering resilience, and implementing supportive interventions. The toolkit promotes a proactive approach to mental health by equipping school staff with the skills necessary to create a positive and inclusive environment, ultimately helping students cope with challenges and thrive academically and socially.	Whole School
	Berry Street Education Model (BSEM)	A holistic approach to education that focuses on the social, emotional, and academic needs of students. This program equips teachers with strategies to create a safe and supportive learning environment, emphasising the importance of building positive relationships and fostering resilience in students. BSEM includes professional development for staff, practical tools for classroom management, and resources to support student well-being, ultimately enhancing engagement and improving educational outcomes for the entire school community.	Staff and Students
	The Humble Hive	The proposed program leverages beehives and bees as a unique tool to foster community engagement and promote environmental awareness within schools. By collaborating with educators, the program aims to create customised beehive installations that reflect each school's values and character, while also hosting these hives at partner venues in the Hunter Valley. This initiative will cultivate a hive community that not only raises awareness and drives student engagement but also empowers students through hands-on, real-world learning experiences. Internally, the program will enhance classroom opportunities, encouraging student voice and participation in impactful projects. Externally, it presents an innovative approach to connecting communities and raising expectations for schools to balance educational goals with social responsibilities, ultimately shaping the next generation of engaged students.	Staff and Students
	Verbal		

Care Continuum	Strategy or Program	Details	Audience
	<p>Interventions and Safety Interventions (VISI)</p> <p>Understanding Behaviour Support</p> <p>Bullying policy, Cyber Bullying and Anit-racism strategies</p>	<p>Access to world-class, evidence-based training that empowers staff to ensure the safety and welfare of students while minimising the use of restraint and seclusion. VISI's commitment to research and program development equips teachers with the knowledge and skills to manage challenging situations effectively and safely. By adhering to core values of Care, Welfare, Safety, and Security, schools can foster positive relationships and create a nurturing environment, ultimately enhancing the overall quality of care and support provided to students.</p> <p>Enhancing staff capabilities in managing student behaviour effectively. By providing teachers with insights into the factors influencing behaviour and offering practical strategies for addressing challenging situations, the program promotes a positive and supportive learning environment. This leads to improved student engagement, better relationships between staff and students, and ultimately enhances the overall educational experience for the entire school community.</p> <p>These programs establish clear guidelines for addressing and preventing bullying behaviour, fostering a culture of respect and empathy within the school community. By promoting awareness and education about the impact of bullying and cyberbullying, these policies empower students and staff to recognise and report incidents, leading to timely interventions. Ultimately, they help reduce incidents of bullying, enhance student well-being, and improve overall school climate, contributing to a more positive educational experience for everyone involved. These programs establish clear guidelines for addressing and preventing bullying behaviour, fostering a culture of respect and empathy within the school community. By promoting awareness and education about the impact of bullying and cyberbullying, these policies empower students and staff to recognise and report incidents, leading to timely interventions. Additionally, anti-racism strategies specifically focus on educating the school community about the importance of diversity, equity, and inclusion. Ultimately, they help reduce incidents of bullying, enhance student well-being, and improve overall school</p>	<p>Staff</p> <p>Student, ARCO and Students</p> <p>Students</p>

Care Continuum	Strategy or Program	Details	Audience
	Gardening Program	<p>climate, contributing to a more positive educational experience for everyone involved.</p> <p>Hands-on learning opportunities in science, ecology, and nutrition, while promoting teamwork and social skills among students. It fosters responsibility and ownership through caring for the garden and enhances the school environment with green spaces that support mental well-being and physical activity. Overall, school gardening encourages healthy habits, environmental awareness, and community engagement, enriching the educational experience for all students.</p>	Students
	Life Education - Healthy Harold (Bi-annually)	<p>Providing comprehensive health education that empowers students to make informed choices about their well-being. Through engaging workshops and interactive lessons, the program covers important topics such as nutrition, physical activity, mental health, and drug education. By promoting positive attitudes toward health and well-being, Healthy Harold fosters a supportive school culture that encourages students to adopt healthy lifestyles. Additionally, the program equips teachers with resources to reinforce these messages, ultimately enhancing the overall health and safety of the school community.</p>	Teachers and Students
	Sport in Schools Australis (SISA)	<p>Promoting physical fitness, teamwork, and social skills among students. It encourages active participation in sports and physical activities, which contributes to improved health and well-being while reducing the risk of obesity and related health issues. Additionally, the program fosters a sense of school spirit and community by bringing students together through team sports and events. By developing essential life skills such as discipline, resilience, and cooperation, a sports program enhances the overall educational experience and creates a positive and inclusive school culture.</p>	
Early Intervention	Explicit PBL Class lessons	<p>Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.</p> <p>Improving student attendance through proactive measures and support systems. It begins with regular monitoring of attendance data to identify students at risk of absenteeism. Effective communication with parents and</p>	Whole school

Care Continuum	Strategy or Program	Details	Audience
	Attendance	<p>guardians about attendance policies and the importance of regular school attendance is crucial. The program incorporates engaging strategies to foster student interest, such as incentive programs for improved attendance and mentorship opportunities. Additionally, it provides support services, including counselling and personalised attendance improvement plans for those facing challenges. By involving families through meetings, phone calls, events, the program strengthens community ties. Positive reinforcement is emphasized, recognising students and classes with excellent attendance records. Regular reviews ensure the program's effectiveness, allowing for adjustments based on feedback from students, families, and staff, ultimately promoting a supportive environment that enhances academic performance and well-being.</p>	Whole School
	Breakfast Club	<p>By providing healthy breakfast options, the program ensures that students start their day well-nourished, which enhances their focus, energy levels, and overall cognitive function. The Breakfast Club also offers a social setting where students can build friendships and connect with peers, promoting a sense of belonging and community. Additionally, staff involvement allows for mentorship opportunities, where teachers can identify and address academic or personal challenges that students may face. Overall, the program not only improves attendance but also contributes to better academic performance and emotional well-being, creating a supportive foundation for student success.</p>	Whole School
	Kindergarten Orientation	<p>This program familiarises children and their families with the school environment, routines, and expectations, reducing anxiety and building confidence. Activities such as interactive learning sessions, social skill-building exercises, and meet-and-greet opportunities with teachers and peers help children develop friendships and feel more comfortable in their new setting. Additionally, the program offers parents resources and guidance on how to support their child's learning at home, fostering a strong home-school connection. By addressing both the emotional and educational aspects of transitioning into kindergarten, this early intervention program sets the foundation for a positive educational experience and promotes long-term academic success.</p>	Students and Families

Care Continuum	Strategy or Program	Details	Audience
	Disability standards	The program enhances the educational experience for students with disabilities. By equipping teachers with the knowledge and skills to understand and implement disability standards, the training fosters an inclusive classroom environment where all students feel valued and supported. Staff become more adept at identifying and addressing the unique needs of students with disabilities, ensuring that appropriate accommodations and modifications are made to facilitate their learning. This program also promotes awareness and sensitivity among staff, encouraging a culture of empathy and respect within the school community. As a result, students with disabilities are more likely to engage fully in their education, leading to improved academic outcomes, social interactions, and overall well-being. Ultimately, this early intervention program empowers teachers to create a more equitable and effective learning environment for all students.	Staff
	HSLO targeted	The program significantly benefits students by strengthening the connection between home and school. This program allows for strategies to effectively communicate and collaborate with families, ensuring that they are actively involved in their children's education. By fostering positive relationships with parents, carers and guardians, staff can better understand the unique challenges that students may face outside of school, allowing for tailored support and interventions. The collaboration with the Home School Liaison Officer helps bridge gaps in communication, provides resources for families, and addresses barriers to learning, such as attendance issues or socio-economic challenges. As a result, students receive comprehensive support that enhances their academic performance, social-emotional well-being, and overall school experience, creating a more inclusive and supportive educational environment.	Assistant Principals, Students
Targeted intervention	Learning and Support	<p>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</p> <p>Designed to assist students in developing essential literacy skills, particularly those who are struggling with reading in the early years. This program focuses on providing targeted</p>	Individual students, families, staff, Wellbeing nurse, School Counsellor

Care Continuum	Strategy or Program	Details	Audience
	MiniLit	<p>instruction in phonics, vocabulary, and comprehension through engaging, structured lessons that cater to the specific needs of each student. By utilising small group settings, teachers can offer personalised support and immediate feedback, fostering a more effective learning environment. MiniLit helps to build students' confidence and fluency in reading, which are crucial for their overall academic success. As students gain proficiency in literacy, they become more engaged in their learning, leading to improved performance across all subject areas and a greater likelihood of achieving long-term educational goals. Ultimately, this targeted intervention program plays a vital role in ensuring that all students have the foundational literacy skills necessary to thrive in school.</p>	Individual students
	Top Bloke	<p>Supporting male students by promoting positive mental health, resilience, and social skills through mentoring and peer support. This program is designed to address the unique challenges that boys may face in their educational journey, fostering a sense of belonging and connection within the school community. By engaging students in activities that build confidence and self-esteem, the program encourages open discussions about emotions, relationships, and personal development. Mentorship from older peers or male role models provides guidance and support, helping students navigate academic and social challenges effectively. As a result, participants experience improved social interactions, enhanced emotional well-being, and better academic performance, ultimately contributing to a more positive school environment where all students can thrive.</p>	Individual students
	Learning Support Teacher (LST)	<p>This is a vital role in enhancing the educational experience for students who require additional support. This teacher is responsible for assessing students' individual learning needs and developing tailored intervention strategies that align with their specific challenges. By collaborating closely with classroom teachers, specialists, and families, the Learning Support Teacher ensures that appropriate accommodations and modifications are implemented effectively. They provide direct instruction in small groups or one-on-one settings, focusing on skill development in areas such as literacy, numeracy, and social-emotional learning. Additionally, the Learning Support</p>	Individual students, families, staff, Wellbeing nurse, School Counsellor

Care Continuum	Strategy or Program	Details	Audience
	Attendance	<p>Teacher monitors student progress regularly, adjusting interventions as needed to maximise learning outcomes. Their role also includes fostering a supportive and inclusive classroom environment, promoting self-advocacy and resilience among students. Overall, the Learning Support Teacher is a key player in empowering students to overcome obstacles and achieve their full potential within the school community.</p> <p>Attendance is a critical metric that reflects both student engagement and the effectiveness of the intervention strategies being implemented. High attendance rates indicate that students are actively participating in the program and are motivated to attend school, which is essential for their academic success. Targeted interventions often include personalised outreach to students and families, offering support and resources to address barriers to attendance, such as health concerns, transportation and food issues. Regular monitoring of attendance data allows teachers to identify trends and intervene promptly with students who may be at risk of falling behind. Additionally, creating a positive and welcoming school environment, along with fostering strong relationships between staff and students, contributes to improved attendance. Ultimately, consistent attendance in a targeted intervention program signals that students are benefiting from the support provided and are more likely to achieve their educational goals.</p>	Staff and students
	Parrakan AET	<p>In a school setting aims to create an inclusive educational environment that honours and integrates Aboriginal and Torres Strait Islander cultures throughout the curriculum and school practices. By embedding cultural representation in various aspects of the school environment, students gain a deeper understanding and appreciation of their heritage. The program empowers Aboriginal and Torres Strait Islander students by actively involving them in decision-making processes, ensuring their perspectives and needs are acknowledged and addressed. This initiative provides a vital platform for students to voice their opinions and experiences, fostering a sense of belonging and agency within the school community. Additionally, the Parrakan AET advocates for the importance of Aboriginal education, working to raise awareness among staff and students about cultural sensitivities and the significance of inclusive practices.</p>	All staff and students

Care Continuum	Strategy or Program	Details	Audience
	6-7 transition	<p>Overall, this targeted intervention promotes cultural pride, academic success, and a supportive atmosphere for Aboriginal and Torres Strait Islanders students.</p> <p>A vital component of a targeted intervention program within a school setting, designed to support students as they move from primary to secondary education. This program addresses the academic, social, and emotional challenges that can arise during this critical transition period. By providing structured activities, workshops, and peer mentoring, schools can help students acclimate to the new environment, develop essential skills, and build confidence in navigating their educational journey. The transition program often includes orientation sessions, where students learn about the expectations of secondary school, meet teachers and staff, and connect with peers who will be in the same year group. Additionally, the program may involve regular check-ins and support for students who may be at risk of experiencing difficulties during this transition, ensuring they receive the necessary guidance and resources. Overall, the Year 6 to Year 7 transition program plays a crucial role in promoting a smooth transition, fostering resilience, and enhancing students' readiness for the challenges of secondary education.</p>	Year 6 students
	Seasons for growth	<p>Designed to support students who are experiencing significant life changes, such as grief, loss, or family transitions. In a school setting, this program provides a structured framework for helping students process their emotions and develop coping strategies through peer support and guided discussions. By incorporating Seasons for Growth into a targeted intervention program, schools create a safe space for students to share their experiences, learn from one another, and build resilience. The program utilises age-appropriate materials and activities that encourage self-reflection and emotional literacy, allowing students to better understand their feelings and the impact of change on their lives. Additionally, teachers trained in the program can facilitate small group sessions, ensuring that students receive personalised attention and support. As a result, Seasons for Growth not only enhances students' emotional well-being but also fosters a sense of community and belonging, ultimately contributing to their overall academic and personal success.</p>	Individual students

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Individual intervention	External Providers	<p>NDIS support for individual student needs co-ordinator and supported by school representative to provide individualised supports through External Provider processes and systems.</p>	Assistant Principal, NDIS External Providers
	Assistant Principal Transition Support – Early Years	<p>Focusing on providing children with a strong foundation for learning as they transition into school. This position facilitates early connections and relationship-building among children, families, and teachers, particularly for those from diverse cultural, linguistic, and socio-economic backgrounds. By engaging families prior to school entry, the role emphasizes the importance of early support and collaboration, guided by the Strong and Successful Start to School Guidelines 2020 and Disability Standards for Education 2005. They work to increase the proportion of children who are developmentally on track, enhance access to early education, and reduce disparities in student outcomes due to structural inequities. Through a consultative and collaborative approach, they assist in identifying and planning for children with additional learning needs, providing specialist advice and implementing evidence-informed initiatives. Ultimately, this role aims to build partnerships that foster a sense of belonging and continuity in learning, thereby increasing community confidence in public education and ensuring successful transitions for all children.</p>	Students
	Home School Liaison Officer - HSLO program	<p>The Home School Liaison Officer plays a crucial role in a targeted intervention program within a school setting by acting as a bridge between the school and families, particularly those facing challenges that may affect their children's education. This position focuses on building strong relationships with parents and caregivers, ensuring they feel supported and engaged in their child's learning journey. By facilitating communication and understanding between home and school, the Home School Liaison Officer addresses barriers to education, such as cultural differences, language barriers, and socio-economic challenges. They provide resources and referrals to community services, assist families in navigating school policies, and promote parental involvement in school activities. Additionally, the Home Liaison Officer collaborates with teachers to share insights about students' home environments, which can inform tailored interventions and support strategies. Ultimately, this role enhances family engagement, fosters a sense of community, and</p>	Individual students

Care Continuum	Strategy or Program	Details	Audience
	External Providers	<p>contributes to improved student outcomes by ensuring that families have the tools and support they need to actively participate in their children's education.</p> <p>By integrating these external services into the school environment, students receive comprehensive support that enhances their academic performance and social-emotional well-being. Additionally, the collaboration between external providers and school staff fosters a holistic approach to education, ensuring that all aspects of a child's development are considered and addressed, ultimately leading to improved outcomes for students with diverse needs.</p>	NDIS – students
	Functional Behaviour Assessment (FBA) + explicit (forced choice) instruction	<p>Functional Behaviour Assessment (FBA) combined with explicit (forced choice) instruction is an essential component of a targeted intervention program within a school setting. FBA is a systematic process that identifies the underlying causes and functions of a student's challenging behaviours by collecting data on the context, triggers, and consequences of those behaviours. This assessment allows educators to develop tailored intervention strategies that address the specific needs of the student. Once the function of the behaviour is understood, explicit instruction, which involves providing clear, structured choices for students, can be implemented. This approach empowers students by offering them direct options for acceptable behaviour, thereby promoting self-regulation and decision-making skills. By integrating FBA with explicit instruction, teachers create a proactive environment that not only reduces disruptive behaviours but also enhances students' engagement and learning outcomes. This targeted intervention approach fosters a positive classroom atmosphere where students feel supported and are better equipped to succeed academically and socially.</p>	Staff and students
	Individual Education Plan (IEP)	<p>A critical component of a targeted intervention program in a school setting, designed to meet the unique educational needs of students with disabilities or learning challenges. The IEP is a legally binding document that outlines specific goals, accommodations, and services tailored to each student's strengths and areas for growth. Collaboratively developed by a team that includes teachers, parents, and specialists, the IEP ensures that all stakeholders are aligned in their support for the student's learning journey.</p>	Staff and students

Care Continuum	Strategy or Program	Details	Audience
	<p>Personal Learning Pathways (PLP)</p>	<p>It includes measurable objectives that guide instruction and intervention strategies, allowing for ongoing assessment and adjustment based on the student's progress. By providing a structured framework for personalised support, the IEP promotes inclusive education, helping to ensure that students receive the necessary resources and interventions to succeed academically and socially. Ultimately, the IEP plays a vital role in fostering a supportive learning environment where all students can thrive and achieve their full potential.</p> <p>The development and implementation of Personalised Learning Pathways (PLPs) for Aboriginal and/or Torres Strait Islander students represent a targeted intervention program designed to support their educational success. These guidelines emphasise the importance of listening to the voices of Aboriginal and Torres Strait Islander families and communities, fostering strong relationships and collaborations between schools, staff, and families to help students achieve their aspirations. PLPs are dynamic and continuously evolving, created through consultation with students, families, and teachers to identify personalised approaches to learning and engagement. They incorporate both short-term and long-term goals, where short-term objectives serve as stepping stones toward broader aspirations. An essential aspect of this process involves regular monitoring, reviewing reviewing, and celebrating achieved goals, thereby ensuring that Aboriginal and/or Torres Strait Islander students are consistently making progress. It is strongly recommended that every student in this demographic has a tailored PLP that is routinely updated and celebrated, reinforcing a commitment to their ongoing development and educational potential.</p>	<p>All Aboriginal and Torres Strait Islander students</p>
	<p>Transition Plans such as High School transition, moving into a support class</p>	<p>Plans ensure that students receive tailored support during significant educational changes, enabling a smoother adjustment to new learning environments. By focusing on individual needs, Transition Plans facilitate collaboration among teachers, families, and support staff to identify specific goals and resources necessary for each student's success. This proactive approach not only addresses academic requirements but also considers social and emotional aspects, enhancing overall student well-being. As a result, targeted interventions through Transition Plans play a crucial role in</p>	<p>Individualised students</p>

Care Continuum	Strategy or Program	Details	Audience
	Tar3	<p>promoting successful transitions, helping students build confidence and achieve their educational aspirations in a supportive setting.</p> <p>TAR3 plans play a vital role in targeted intervention programs within school settings by providing a structured approach to addressing mental health crises among students. Developed by Dr. Stephen Spencer, the TAR3 Psychological First Aid model focuses on four key components: Trigger, Action, Response, and Reaction, culminating in Resolution. This model equips teachers and support staff with the skills to effectively engage with students experiencing distress, ensuring they receive compassionate and appropriate support. By integrating TAR3 plans into schools, staff can build their capacity and confidence to respond to mental health challenges, fostering a safe environment where students feel understood and supported. As a result, TAR3 plans contribute to the overall mental well-being of students, enhancing their ability to navigate difficulties and promoting positive outcomes in their educational journey.</p>	Individualised students
	Risk Management Plans (RMP)	<p>Risk Management Plans (RMP) are essential components of targeted intervention programs in school settings, as they provide a systematic approach to identifying, assessing, and mitigating potential risks that may affect student safety and well-being. By establishing clear protocols and strategies, RMPs enable schools to proactively address various risks, including behavioural issues, mental health crises, and environmental hazards. These plans involve collaboration among teachers, support staff, and families to ensure comprehensive support for students facing challenges. By integrating RMPs into targeted intervention programs, schools can create a safer and more supportive learning environment, fostering resilience and promoting positive outcomes for all students. Ultimately, RMPs contribute to the overall effectiveness of intervention efforts by ensuring that appropriate measures are in place to protect students and facilitate their academic and social development.</p>	Individualised students
	School counsellor	<p>School counsellors are integral to targeted intervention programs in school settings as they collaborate with teachers, families, school executives, and other professionals to foster safe, cultural, healthy, and supportive learning environments. By working closely with educators</p>	Staff and students

Care Continuum	Strategy or Program	Details	Audience
	<p>Team around the school (APLAS, SPE)</p>	<p>and specialist staff, school counsellors help create tailored interventions that enhance students' academic, cultural, and emotional well-being. They also play a crucial role in educating families about their children's learning and mental health needs, ensuring that parents are actively involved in the support process. Additionally, school counsellors liaise with external agencies and mental health professionals, facilitating coordinated, wrap-around support for students. This collaborative approach strengthens connections between home, school, and the community, ultimately contributing to positive student outcomes and a more inclusive educational environment.</p> <p>The Team Around the School (TAS) plays a crucial role in supporting individual intervention within the school by providing a comprehensive range of resources and expertise tailored to meet the diverse needs of students. This Delivery Support Team consists of both non-school based roles, such as the learning and wellbeing team, behaviour specialists, Network Specialist Facilitators, and NDIS coordinators, as well as school-based personnel like the assistant principal learning and support, senior psychologists, and itinerant teachers. These professionals collaborate to create targeted intervention strategies that address individual learning and behavioural challenges. For more complex issues or to support whole school processes, requests can be discussed during the Delivery Support coordination meetings, where behaviour specialists may be allocated to provide specialised assistance. Furthermore, the Health, Safety and Staff Wellbeing team offers guidance on managing incidents related to antisocial and extremist behaviours. School staff can easily access their local Delivery Support team and contact information through the School Support Contacts tab in the staff portal, ensuring a streamlined approach to intervention and support. By leveraging this collaborative framework, the Team Around the School effectively enhances the educational experience for all students, promoting their academic success and emotional well-being.</p>	<p>Individual students, staff, Wellbeing nurse, School Counsellor</p>
	<p>Aboriginal Community Liaison Officer (ACLO)</p>	<p>An Aboriginal Community Liaison Officer (ACLO) plays a crucial role in bridging the gap between the school and the Aboriginal community. The program enhances cultural awareness and understanding within the school environment, fostering a sense of inclusion and respect for</p>	<p>All staff and Aboriginal and Torres Strait Islander students</p>

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	<p>Out of Home Care (OoHC) Program</p>	<p>Aboriginal students and their families. The ACLO is a conduit for students, helping them navigate educational challenges while promoting their cultural identity. They also facilitate communication between the school and families, ensuring that community perspectives are valued and integrated into school activities. Additionally, the ACLO can support in organising cultural events and programs that celebrate Aboriginal heritage, enriching the educational experience for all students and creating a more harmonious school community.</p> <p>The Out of Home Care (OOHC) program within the Department of Education plays a crucial role in supporting individual intervention for students entering or currently in statutory OOHC. This program enhances the learning and well-being outcomes for these students by providing targeted resources and support. The OOHC Change Funding model offers short-term funding specifically for staffing resources, addressing changes that may impact students' learning, well-being, or access to the curriculum. This funding can be accessed through two methods: externally triggered funding, which occurs when the NSW Department of Education receives notifications from the Department of Communities and Justice, and school-triggered funding, where public schools can directly apply for resources using the online OOHC Learning Impact Form. Additionally, the program mandates that personalised learning and support plans be developed within 30 days of a student's entry into statutory OOHC, ensuring a collaborative, strengths-based approach that fosters open communication and is reviewed annually. Through these initiatives, the OOHC program effectively supports individual interventions, promoting academic success and emotional resilience for students in out-of-home care.</p>	<p>Staff and individual students</p>
	<p>Wellbeing and Health In-reach Nurse Coordinator Program</p>	<p>The Wellbeing and Health In-reach Nurse Coordinator Program within the Department of Education significantly enhances individual intervention in schools by addressing health and social concerns affecting students and their families. This program, a collaboration between NSW Health and the NSW Department of Education, places a dedicated wellbeing nurse in selected schools to identify specific needs and facilitate access to healthcare services. By focusing on the development of quality</p>	<p>Individual students, families, staff, School Counsellor</p>

Care Continuum	Strategy or Program	Details	Audience
		<p>teaching, learning, and engagement, the program ensures that schools are responsive to their unique contexts and incorporate wellbeing into their planning and processes. Wellbeing nurses work collaboratively across schools and health and community settings, establishing relationships with key service providers and accessing vital health resources. They play a critical role in supporting the broader learning and support teams within schools, ensuring that students and families receive comprehensive assistance and intervention tailored to their needs. Through this holistic approach, the Wellbeing and Health In-reach Nurse Coordinator Program effectively promotes student health and wellbeing, fostering a supportive learning environment conducive to academic success.</p>	
Individual intervention	Coach2Cope	<p>Improving health outcomes for young people using simple coaching methods to recognise the triggers that elevate distress in young people and how to respond to students exhibiting aggression, violence, self-harm and suicidal behaviours.</p>	Deputy Principal Inclusion and Support, Assistant Principals, Teachers, families, external agencies, students

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

Identifying positive appropriate behaviour for students:

Respect for Others

- Treat peers, teachers, and staff with kindness and consideration.
- Listen when others are speaking and value their opinions.

Responsibility

- Complete assignments on time and take ownership of actions and decisions.
- Follow school rules and procedures consistently.

Empathy

- Show understanding and compassion towards others' feelings and experiences.
- Be supportive and inclusive, helping classmates in need.

Cooperation and Teamwork

- Work effectively with others in group settings.
- Share resources and ideas, contributing to a positive group dynamic.

Integrity

- Be honest and truthful in all interactions.
- Own up to mistakes and learn from them.

Self-Regulation

- Manage emotions and control impulses appropriately.
- Seek help when feeling overwhelmed or stressed.

Positive Communication

- Use respectful language and tone in conversations.
- Express disagreements constructively without resorting to negativity or hostility.

Inclusivity

- Embrace diversity and treat everyone with fairness.
- Stand up against bullying and discrimination in all forms.

Active Participation

- Engage in class discussions and activities.
- Show enthusiasm for learning and contribute positively to the classroom environment.

Care for the Environment

- Respect school property and the surrounding environment.
- Practice sustainability by reducing waste and recycling when possible.

Identifying behaviours of concern for students, including bullying, cyberbullying and racism:

A behaviour of concern is 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. See Appendix 1

Bullying and Harassment

- Engaging in aggressive behaviour towards peers, including verbal, physical, or cyberbullying.
- Intimidating or threatening others, leading to a hostile environment.

Disrespectful Behaviour

- Using inappropriate language or gestures towards peers, teachers, or staff.
- Ignoring school rules and showing defiance.

Disruptive Actions

- Interrupting class or activities, preventing others from focusing or learning.
- Engaging in loud or disruptive behaviour during lessons.

Aggression or Violence

- Exhibiting physical aggression, such as hitting, pushing, or other forms of violence.
- Threatening behaviour that puts others safety at risk.

Withdrawal or Isolation

- Exhibiting signs of withdrawal from social interactions or activities.
- Avoiding participation in group work or discussions.

Vandalism

- Damaging or defacing school property or the property of others.
- Engaging in graffiti or other forms of destruction.

Cheating and Dishonesty

- Engaging in academic dishonesty, such as cheating on tests or plagiarising assignments.
- Lying or misrepresenting information to teachers or peers.

Non-compliance

- Refusing to follow directions or adhere to school policies and procedures.
- Ignoring requests from teachers or staff members.

Inappropriate Use of Technology

- Misusing school technology for non-educational purposes, including cyberbullying.
- Accessing inappropriate content or engaging in online harassment.

Cessnock Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying, cyber-bullying and racism 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** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on School Bytes Wellbeing system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Cessnock Public School staff model, explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. The Berry Street Model, Rock and Water, and Positive Behaviour for Learning (PBL) 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact 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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT 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>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.</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 School Bytes 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 (PBL, Rock and Water, Berry Street) weekly.</p>	<p>4. Teacher records on School Bytes 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).</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>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<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.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

The school staff will identify and document the serious behaviour of concern. This may involve teachers, School Learning support officers (SLSOs) or counsellors observing the behaviour directly or receiving reports from students, parents, or other staff members. A thorough assessment of the situation will be conducted to understand the nature and severity of the behaviour. This may include gathering information from multiple sources, such as interviews or observations. The school will refer to the school Behaviour Flowchart and communicate with parents or carers about the behaviour of concern and the intervention plan. Collaboration between the school and parents is crucial in addressing and supporting the student. Progress will be monitored regularly to determine the effectiveness of the intervention. Adjustments to the intervention plan may be made based on the student's response and ongoing assessment. The school will continue to follow up with the student, parents, and staff to ensure ongoing support and monitoring. A comprehensive approach to addressing serious behaviours of concern is essential for the well-being and success of the student.

Responses to serious behaviour of concern

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through 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](#)

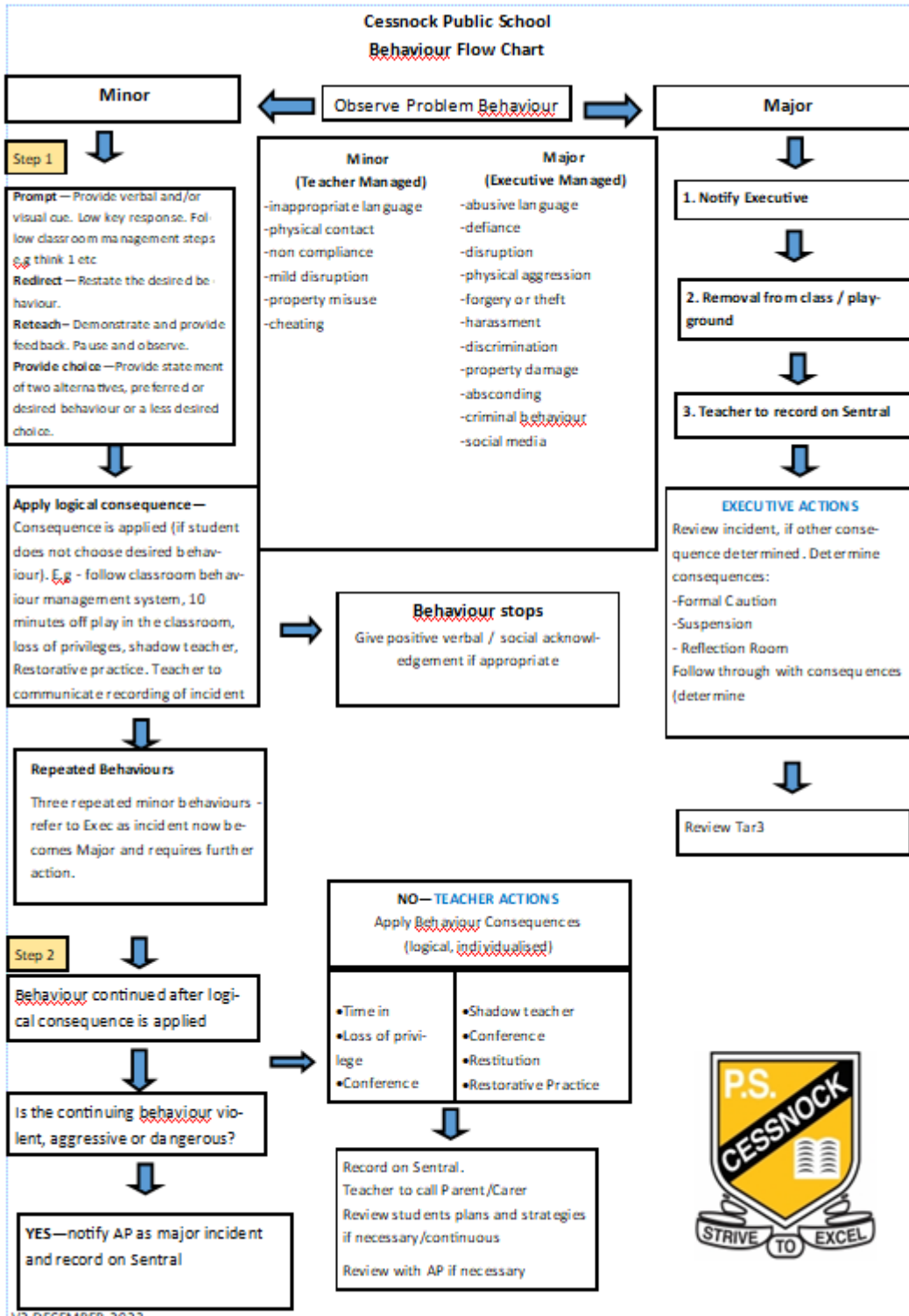
Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

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?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office 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	Assistant Principal	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in School Bytes

Appendix 1



Bullying Response Flowchart

The following flowchart explains the actions Cessnock Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Review dates

Last review date: 31/1/2025: Day 1, Term 1, 2025

Next review date: 27/1/2026: Day 1, Term 1, 2026