



# **MATONG PUBLIC SCHOOL**

## **School Behaviour Support and Management Plan (SBSMP) 2025**



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## **Acknowledgement of Country**

We would like to Acknowledge the Traditional Custodians of the land, The people of the Wiradjuri nation.

We pay our respects to the Ancestors, Elders past and present, the future generations and to all other Aboriginal and Torres Strait Islander people. We Acknowledge that Aboriginal and Torres Strait Islander people will always hold a spiritual belonging and connection with this country and remain the Traditional Owners and first peoples of this land.

## Overview

At Matong Public School, our aim is for students, staff and parents to have high expectations of student achievement and to focus on the wellbeing of all students. We identify, implement and evaluate evidence based strategies so that every student can succeed and thrive both academically and socially. Principles of positive behaviour support, trauma informed practice, inclusive practice, and social emotional learning underpin our daily practice. This strong focus has been identified through consultation with the local Aboriginal Educational Consultative Group (AECG) and Matong school community. Our school's behaviour strategy focuses on the three core values as School wide expectations and rules: *Respect, Responsibility and Resilience*

Respectful	Responsible	Resilience
Treat others the way you would like to be treated	Do what you know is right	Stay positive and bounce back

Through every member of our school community promoting and modelling these core values, we aim to create a safe, positive, and supportive learning environment. Our goal is to inspire every child to participate positively in the school community and beyond. It is also to increase students' sense of belonging, value students' opinions and perspectives, encourage interest in learning, and promote social and emotional skills.

Matong Public School does not tolerate any form of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. At Matong Public School staff actively respond to student bullying behaviour.

## **Partnership with parents and carers**

Matong Public School actively partners with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies by:

- inviting student, parent/carer and staff feedback through formal and informal means, such as adapted small school Tell Them From Me surveys, consulting with the P & C and local AECG.
- acting on concerns raised through the complaints procedures to regularly review school systems, data and practices.

As a school we organise regular reviews of students learning and individual education plans / behaviour management plans. Expectations of behaviour are advertised regularly in the school newsletter and website. The school regularly organises 'Family Connection Days', in order to build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## **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 following link outlines information for students and carers. It is displayed throughout our school so staff can refer to the Behaviour code for students expectations when required. It is also promoted through the school newsletter.

[NSW DoE Behaviour code for students](#)

## **Behaviour Expectations and Behaviour Matrix**

The purpose of a school behaviour matrix is to create a positive, productive learning environment by clearly outlining the school's expectations for behaviour across all school settings. The purpose of a behaviour matrix is to:






1. Provide clarity and consistency: The behaviour matrix outlines clear expectations for behaviour in different areas of the school, which ensures students understand what is expected of them in each setting.
2. Promote a positive school culture: By outlining positive behaviours and reinforcing them with positive consequences, the behaviour matrix helps to promote a positive school culture that values respect, responsibility, and collaboration.
3. Foster student accountability: The behaviour matrix fosters student accountability helping students to take ownership of their behaviour and make positive choices.



# STAR BEHAVIOUR AT MATONG PS



<b>RESPECT</b> <ul style="list-style-type: none"> <li>Treat others the way you would like to be treated!</li> </ul>	<b>RESPONSIBILITY</b> <ul style="list-style-type: none"> <li>Do what you know is right!</li> </ul>	<b>RESILIENCE</b> <ul style="list-style-type: none"> <li>Stay Positive and bounce back!</li> </ul>
<p>Be <u>friendly</u>            Follow <u>instructions</u>            Care for <u>property</u>            Be <u>polite</u>            Always use <u>manners</u>            Allow yourself and others to learn by: following <u>classroom rules</u></p>	<p>Try your <u>best</u>            Act <u>safely</u>            Hands off rule            Wear school uniform with <u>pride</u>            Report problems as they <u>happen</u>            Be <u>honest</u>            Keep the school <u>tidy</u>            Accept <u>consequences</u>            Move sensibly around <u>school</u>            Stay in the <u>right areas</u>            Be <u>cyber safe</u></p>	<p>Learn together <u>positively</u>            Be a <u>friend</u>            Aim <u>high</u> and try your <u>best</u>            Share space and <u>equipment</u>            Accept change and <u>advice</u>            Seek <u>help</u>            Help others feel <u>special</u>            Solve problems <u>peacefully</u>            Use <u>inside voices</u> in the <u>classrooms</u>            Encourage <u>others</u>            Play <u>fairly</u></p>

		<b>Minor level</b> Managed by teacher		<b>Major level</b> Managed by executive in reflection room		<b>Extreme level</b> Managed by executive promptly		<b>Crisis management</b> Managed by principal and/or principal delegate promptly	
<b>Disruption</b> 	<b>Low level disruption</b>	<ul style="list-style-type: none"> <li>Disruption that interrupts learning/wellbeing with low level behaviours:</li> <li>calling out</li> <li>out of seat</li> <li>making annoying sounds,</li> </ul>	<b>Repeated, ongoing disruption/interrupting learning</b>	<ul style="list-style-type: none"> <li>Repeated/ ongoing disruption that interrupts learning/wellbeing with low level behaviours (see minor description of behaviours).</li> </ul>	<b>Major disruption causing removal of others</b>	<ul style="list-style-type: none"> <li>Disruption that causes other students' removal from the classroom/playground and which seriously interferes with the safety and wellbeing of others.</li> </ul>	<b>Lock down/lock out procedures</b>	<ul style="list-style-type: none"> <li>Disruption or behaviour that leads to the enacting of lock down procedures and/or escalated behaviour plans.</li> </ul>	
<b>Non-Compliance</b> 	<b>Disobedience dishonesty, disrespect</b>	<ul style="list-style-type: none"> <li>Not following staff directions</li> <li>Backchatting</li> <li>Cheating in a game to gain the advantage.</li> <li>Being untruthful about your actions or words.</li> </ul>	<b>Persistent disobedience, dishonesty, disrespect</b>	<ul style="list-style-type: none"> <li>Speaking/acting in a disrespectful manner to staff e.g. rude, ignoring manner.</li> <li>Repeated instances of task refusal, cheating or being untruthful.</li> </ul>	<b>Aggressive, dishonesty, disrespect</b>	<ul style="list-style-type: none"> <li>Speaking/acting in an aggressive/ confrontational manner to staff. e.g. spitting, pushing, swearing. Refusing directions/leaving classroom to avoid conversation.</li> <li>Possession of illegal substances (but not used).</li> </ul>	<b>Use of illegal substances, use/possession of weapons</b>	<ul style="list-style-type: none"> <li>Use of illegal substances such as alcohol, vapes, cigarettes.</li> <li>Use/possession of weapons (or objects to imitate weapons) to cause actual harm or with intention to cause harm.</li> </ul>	
<b>Unkindness</b> 	<b>Inappropriate language/actions</b>	<ul style="list-style-type: none"> <li>Name calling, put-downs</li> <li>Swearing (not at a person) or inappropriate language.</li> <li>Refusing to play with or be in a group with someone.</li> <li>Using one-off words and actions with the intention of hurting or isolating others.</li> </ul>	<b>Abusive language and behaviour</b>	<ul style="list-style-type: none"> <li>Using bad language or name calling to incite anger or sadness intentionally.</li> <li>Using words and actions that harass, threaten, isolate, or intimidate others.</li> </ul>	<b>Bullying and harassment</b>	<ul style="list-style-type: none"> <li>Repeated and harmful actions targeting an individual e.g. deliberate use of power through racist comments, physical proximity, gestures, isolation, drawings/pictures, rumour-spreading.</li> </ul>			
<b>Inappropriate use of property</b>	<b>Property misuse</b>	<ul style="list-style-type: none"> <li>Defacing property with small, removable graffiti.</li> <li>Taking (and returning) small/low value items of property.</li> <li>Inappropriate use of property that doesn't damage (swinging on chairs/tables, banging doors, rough computer usage).</li> </ul>	<b>Graffiti, Property misuse and destruction and use of phones</b>	<ul style="list-style-type: none"> <li>Defacing property with difficult-to-remove graffiti.</li> <li>Inappropriate use causing significant damage to smaller items of student/school property</li> <li>Inappropriate use of toilets.</li> <li>Use of phone in class.</li> </ul>	<b>Theft, significant vandalism, and use of property to cause harm</b>	<ul style="list-style-type: none"> <li>Defacing property with graffiti that targets an individual or which seriously interferes with the safety and wellbeing of others.</li> <li>Taking items from school without permission.</li> <li>Use of phone to record an event with intent to cause harm.</li> </ul>	<b>Significant damage to property and use of property that causes distress</b>	<ul style="list-style-type: none"> <li>Causing significant damage to costly student/ school property e.g. computers, windows, chairs, doors.</li> <li>Sharing video footage with the intent to cause harm.</li> </ul>	
<b>Class refusal</b> 	<b>Abscending with independent return</b>	<ul style="list-style-type: none"> <li>Late to class following the bell, without valid reason (within first 10 mins of lesson).</li> </ul>	<b>Abscending within sight, repeatedly late to class</b>	<ul style="list-style-type: none"> <li>Repeatedly leaving without permission, being late (after 10 mins) without excuse.</li> <li>Roaming outside classrooms in sight/with an adult but not compliant.</li> </ul>	<b>Abscending out of sight, causing disruption to others</b>	<ul style="list-style-type: none"> <li>Leaving class/being out of class without permission and not in sight of an adult.</li> <li>Disrupting the learning of others or encouraging others to leave their classroom.</li> </ul>	<b>Abscending outside of school-aggressive behaviour</b>	<ul style="list-style-type: none"> <li>Leaving school grounds and cannot be persuaded to return.</li> <li>Behaving in an aggressive, unsafe, or defiant manner when asked to return.</li> </ul>	
<b>Violence</b> 	<b>Physical contact/accidental rough play</b>	<ul style="list-style-type: none"> <li>Shoulder barging/rough play.</li> <li>Patting/tapping another student without permission.</li> <li>Being overly affectionate towards another student without permission</li> <li>Intentionally throwing things.</li> </ul>	<b>Physical aggression that results in no/minimal harm</b>	<ul style="list-style-type: none"> <li>Student impulsively lashing out (as retaliation or without thinking) that results in minimal or no harm.</li> <li>Throwing things aggressively or in a targeted manner.</li> </ul>	<b>Causing actual physical harm that also impacts wellbeing</b>	<ul style="list-style-type: none"> <li>Premeditated or hostile fighting or coercing others to fight (pushing, hitting, kicking, tripping, punching, pulling hair, scratching, throwing objects,) that results in injury, or which seriously interferes with safety and wellbeing of others.</li> </ul>	<b>All-in brawl/extreme violence</b>	<ul style="list-style-type: none"> <li>Multiple students involved in deliberate/ hostile fighting that results in injury or which seriously interferes with the safety and wellbeing of others.</li> </ul>	

## Whole School Approach across the Care Continuum

Care Continuum	Strategy/ Program	Details	Audience
Prevention	<a href="#">Child Protection NSW</a>	Teaching child protection is mandatory in all NSW schools	Students K-6
Prevention	Salvation Army wellbeing programs	Termly programs are delivered to students by a Salvation Army Wellbeing teacher. Lessons include: friendships, growth mindset, social skills and anti-bullying. Rusty the reading dog also comes to visit occasionally.	Students K-6
Prevention	<a href="#">What Work Best Toolkit</a>	Teachers follow carefully the What Works Best document to support all students	Students K-6
Prevention	<a href="#">Australian eSafety - Toolkit for Schools</a>	Supports school communities in maintaining safe online learning environments.	Everyone
Early Intervention	Learning and Support	The LST (Principal) works with the school counsellor, teachers, students and families who need extra support (ILP's PLP's or Behaviour plans). Where required the Learning and Wellbeing Team will be contacted.	Everyone
Targeted / Individual Intervention	Attendance	The LST (Principal) and SAM closely monitor attendance across the school. A whole school attendance policy has been developed.	Everyone



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

Planned responses to behaviour that does not meet the expectation of the Matong Public School Behaviours - Respect, Responsibility and Resilience are managed by the teaching staff or Principal where required.

- Teacher managed - low level appropriate behaviour is managed by teachers in the classroom and playground.
- Principal managed - behaviour of concern is managed by the executive

# Refer to Whole School Behaviour Management Process Chart

### **Responses to serious behaviours of concern**

Responses for serious behaviours of concern, including students who display bullying behaviour are uploaded on the school system School Bytes - Wellbeing section.

The NSW Department of Education [Student Behaviour and Suspension and Expulsion policies and procedures](#) apply to all NSW public Schools.

Responses to all behaviours of concern apply to Matong Public School students that occur include:

- at school
- on the way to and from school
- on school-endorsed activities that are offsite
- 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, mobiles and/or other technology involving another student or staff member.

## **Reporting and recording behaviours of concern**

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

- [Student Behaviour and Suspension and Expulsion policies and procedures](#)
- [Incident Notification and Response policy and procedures](#)
- [Esafety commissioner](#) (cyberbullying reported by students/parents/carers)
- [esafety guide](#) (reporting links for most sites, games and apps)

Serious behaviour concerns will be discussed with the Director of Educational Leadership, Principal and Learning and Wellbeing team including the school counsellor where necessary.

## **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 varies at our school according to the age and development of the student.

# Whole School Behaviour Management Process

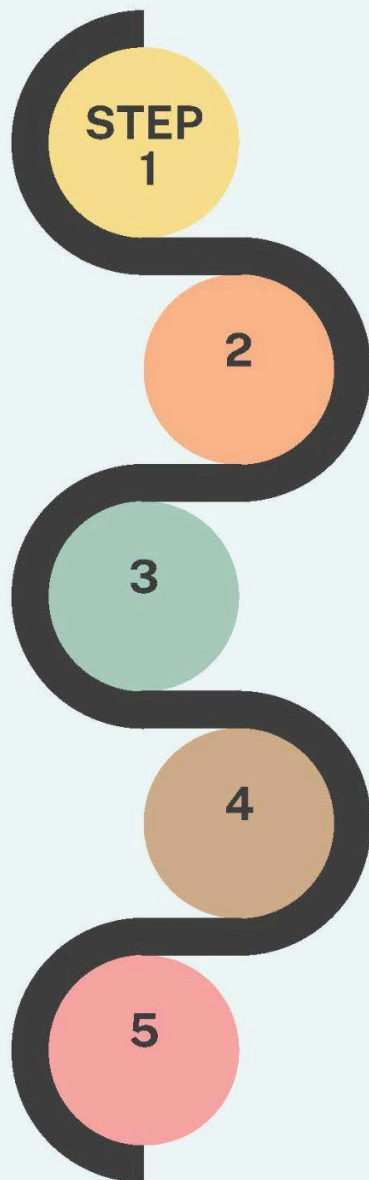
The purpose of whole school behaviour management processes is to create consistency across all classrooms K-6 and clear communication to students about whole school processes to all students. This involves a coordinated approach to behaviour management includes:

1. Consistent expectations: Whole school behaviour management processes ensure that all classrooms K-6 have consistent behaviour management processes. This means students understand behaviour management processes regardless of which classroom they are in. Consistent expectations and processes help students feel secure and supported, which can promote positive behaviour.
2. Consistent consequences: Whole school behaviour management processes ensure that consequences for inappropriate behaviour are consistent across classrooms K-6. This helps to ensure that all students are treated fairly and that inappropriate behaviour is addressed consistently.
3. Collaboration: Whole school behaviour management processes involve collaboration between all members of the school community, including staff, students, and parents. This collaboration helps to ensure that behaviour management processes are effective and that everyone is working towards the same goals.

The whole school behaviour management process is outlined on the following page, including an additional process utilised in alignment with students' individual learning plans and targeted intervention strategies. This process is utilised in conjunction with the classroom behaviour visuals.

# Whole School Behaviour Management Process Chart

## MATONG PS BEHAVIOUR MANAGEMENT PROCESS



### STEP 1

#### **TEACHER INSTRUCTION**

Student is redirected toward positive classroom or playground behaviour.

2

#### **TEACHER FIRM INSTRUCTION**

Student given explicit instruction including consequences if instruction is not followed.

3

#### **TIME OUT - 5 MINUTES**

If poor behaviour continues student is moved to 5 minutes at timeout table or away from other students in the playground.

4

#### **BUDDY ROOM / EXECUTIVE**

Any timeout requiring more than 5 minutes will involve buddy classroom or executive when required. Behaviour to be noted on school wellbeing recording system and teachers/executive to contact parents.

5

#### **PRINCIPAL INTERVENTION**

Removal from classroom or playground and timeout with the Principal. Reflection sheets to be completed by student and parent contact. Recorded on school wellbeing system. Further Principal consequences as appropriate.

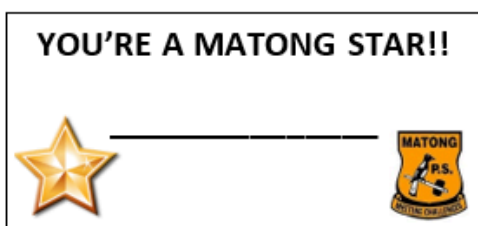
# Celebrating Positive Behaviours

## Matong PS - Whole School Reward Program

### School-wide expectations:

- *RESPECT*
- *RESPONSIBILITY*
- *RESILIENCE*

### Reward tickets.



### Reward ticket allocation:

PERSON GIVING OUT TICKET	AMOUNT OF TICKETS
Teachers	≥ 10 p.day
SLSOs	≥ 5 p.day
SAM	≥ 5 p.day

Tickets are given out when students show appropriate behaviour and are following the school-wide expectations. This can occur in the classroom as well as the playground.

### Rewards:

1. Students receive ticket and write name on it.
2. Tickets are put into the rewards box kept in Stage 1 and Stage 2 classrooms.
3. Once per week (Friday morning), five tickets are pulled out of box by the classroom teacher and students winning name on ticket gets a prize according to classroom prizes e.g. ice block, Milo, no-homework pass, 10 min computer pass.
4. Once tickets reach incentive line on the rewards box in both classrooms the whole school receives reward e.g. casual clothes day, pyjama day, dress your teacher up day, free-time afternoon, 15 mins extra play, movie afternoon, pizza lunch, games afternoon, board games day, special equipment at recess and lunch (students should help decide these)
5. Family Connection Days and School Excursions are also organised throughout each term as whole school rewards days.

### Important points

Certain students will have specific behaviour or learning targets to meet and reward tickets should be used for these behaviours.

Specific praise for the behaviour should be given when using the reward ticket e.g. "Well done for lining up quietly". Remind students of the exact behaviours that can get them a ticket according to the 3 School Wide Expectations – **Respect, Responsibility and Resilience**.

## Merit Award System

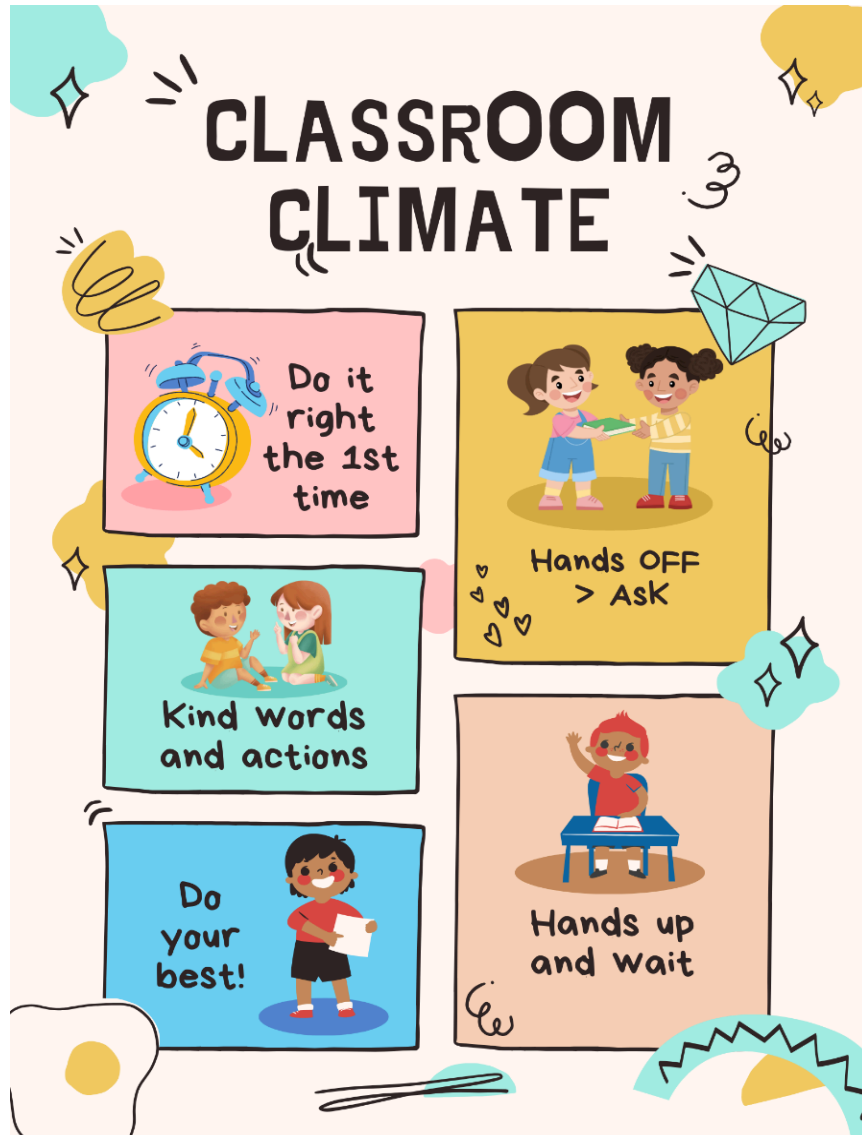
Staff in the school recognise student achievements at a fortnightly whole school assembly. Students are presented with certificates for classroom learning, special awards, sports awards, library and principal awards.

Birthdays and student attendance is also recognised during these assemblies.



## Classroom Climate

Students work within the same rules and expectations in every classroom and with every teacher. Consistent language and directions from teachers allows for student success. The five expectations are:



## Minor Negative Behaviours

If students have demonstrated minor negative behaviours, the classroom teacher redirects the student and implements the minor negative behaviour procedures.

The level of consequence remains until the next day and is communicated to different session teachers.

# Behaviour Consequences



+



+



=



=



Reflection



=





## In class time-out

If students receive a cross next to their name, they are to immediately start an in-class 5-minute time out. They will complete the time-out sheet, using the explicit examples provided by the teacher. If as a result, the student hasn't completed their work, they must complete it at the next break.

## Time out Sheet

Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

 <u>what I did...</u>	<u>what I should have done</u> 
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



## Reflection

If students continue to demonstrate negative minor behaviours, they then progress to a Reflection. This is to be recorded on SchoolBytes and completed with a member of the Executive staff at the next break.

The Executive staff member will work through the appropriate Reflection sheet. Contact will be made with the student's carers notifying them of the incident.

\*If students receive the level 'Name + Cross' three times in a school week, they will then progress to a Reflection for consistently demonstrating negative minor behaviours across the week.

\*If students demonstrate a major negative behaviour they will progress straight to a Reflection and their carer will be contacted.

### Infant's Reflection Sheet

#### Behaviour Reflection Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions - Draw a picture of what happened or how you felt.  
Then complete the rest of the page.

I felt...



Happy



Angry



Sad



Tired

because...

---

---

I chose to...

---

---

Next time I will

---

---

# Primary Reflection Sheet

<b>Matong Public School – Behaviour Reflection Sheet with Executive</b>
Student:
Date of Incident:
Location:
Teacher/s:
Reason For Reflection from policy – Behaviour Code for students <ul style="list-style-type: none"><li>• <b>Respect</b></li><li>• <b>Safety</b></li><li>• <b>Engagement</b></li></ul>
Executive notes from the above policy areas to improve:  
<u>Student Reflection</u>
The reason/s <u>why</u> I need to reflect:  ..... ..... ..... ..... ..... .....
Parent Comment:
Signature / Date:



## Matong Public School Bullying Response Flow Chart

Actions to take when receiving a report about student bullying.	
LISTEN - first hour	<ul style="list-style-type: none"> <li>● Provide a safe, quiet place to listen to student so that they can share their experience and feelings.</li> <li>● As a mandatory reporter act on immediate concerns for child's safety (harm from self or others within next 24 hours). Let student know how you will address this.</li> </ul>
Day 1 - document	<ul style="list-style-type: none"> <li>● Collect student examples of alleged bullying - handwritten notes/screenshots. Record details with student and check with them facts are correct.</li> <li>● Record on School-bytes (school wellbeing system) and notify school executive. Staff to contact parents that the issue of concern is being investigated.</li> </ul>
Day 2 - Collect	<ul style="list-style-type: none"> <li>● Gather any additional information from other students, staff or family.</li> <li>● Review any previous reports/records for students involved.</li> <li>● Clarify information with student and check their wellbeing. Use who, what, when, where and how as a guide.</li> </ul>
Day 2 or 3 - Discuss	<ul style="list-style-type: none"> <li>● Evaluate the information collected to determine if it meets bullying behaviours and meet with the student to discuss next steps.</li> <li>● If required agree to a plan of action and timeline for student, parent and school to act on. This will include student support network. Ask student what they believe will help address the situation.</li> </ul>
Day 4 - Implement	<ul style="list-style-type: none"> <li>● Document plan of action and share with all stakeholders. Record on School-bytes wellbeing system.</li> <li>● Monitor and check in with student regularly. Use daily monitoring diary if required. Share updates daily with family.</li> </ul>
Day 5 - Review	<ul style="list-style-type: none"> <li>● Meet with student and family to review the situation. Discuss what has changed, worsened or improved.</li> <li>● Evaluate and explore other wellbeing and safety options that can be implemented into the school.</li> <li>● Keep recording on School Bytes</li> </ul>
Ongoing follow-up	<ul style="list-style-type: none"> <li>● Continue to check in with student and other staff to monitor students wellbeing until concerns have been mitigated. Staff to keep recording on SchoolBytes and keep in contact with student's family.</li> <li>● Contact Learning and Support team within 48 hours if situation is not resolved. Utilise the school's network counselling service. Contact Director Educational Leadership if required.</li> </ul>

## My Personal Plan to Take Action Against Bullying

Step 1: Describe your experience	Step 2: Reflect on your ideas	Step 3: Develop potential solutions
Think about the bullying you have experienced, seen, or even done yourself. Describe the situation, including where it happened, who was involved, what happened, and how it made you feel.	Then consider how that situation could be different. Include what you would like to see happen, what things could change, and what would help you feel more in control of the situation.	Next, think about the steps needed to make those changes happen. Consider what role you need to take, who would need to be involved, and what they would need to do.
<b>Add your responses in the boxes below</b>		
<b>Next steps</b>		<b>Who is involved?</b>
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

### CHECK-IN CARD

Session	Great!	Okay	I need help	Staff Comment	Action needed	Parent Comment
Before School						
Morning Session						
Lunch						
Middle Session						
Recess						
Afternoon Session						

OVERALL LEVEL TODAY:

DATE:

EXTRA NOTES FOR THE DAY:

## Recording Major Negative Incidents: School-Bytes

1. Click on the wellbeing icon/tab located on the left of the screen
2. Click on the 'Incidents' tab
  - Here you can view all recorded incidents and create new incidents
3. Click on the blue 'Create Incident' button located at the top right of the screen (See Figure 1)

Figure 1

ID	Incident date	Resolution date	Incident	Wellbeing type	Students Involved	Created by	Actions
69050	08/02/2024	08/02/2024	New asthma puffer	Information data	[REDACTED]	Wendy Patey	View Edit Remove
65873	02/02/2024	02/02/2024	Communication RE Bus Subsidy			Matthew Happer	View Edit Remove
66244	02/02/2024	05/02/2024	[REDACTED]	Information data	[REDACTED]	Wendy Patey	View Edit Remove

4. Fill in the **Incident** box – Short description i.e. Physical violence, non-compliance, verbal abuse etc...
5. Record full details of the incident in the **Incident description** box

Create incident

Step 1: Incident details

Incident \*

Created by \*  
Matthew Happer

Date of incident \*  
09/02/2024

Location  
 Other location

Time

Notifications  
Recipients


Documents  
 Browse...

Uploaded documents  
No documents uploaded

Incident description \*

6. Select the student(s) from the participant drop down menu, and the role they played in the incident – *Victim, Aggressor, Involved, Witness*

Create incident ✕

 **Step 2: Participant details**


Incident  
cc

Participant *	Role *	Wellbeing category	Wellbeing type *	Note
<input type="text" value="Student"/>	<input type="text" value="Involved"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Progress bar: Step 1 (filled), Step 2 (filled), Step 3 (empty), Step 4 (empty)

## 7. Record the outcome

Create incident ✕


 **Step 3: Outcomes (optional)**

Participant	Role	Outcome	Outcome note
<input type="text" value="Dallas Gooden"/>	<input type="text" value="Involved"/>	<input type="text"/>	<input type="text"/>

Progress bar: Step 1 (filled), Step 2 (filled), Step 3 (filled), Step 4 (empty)

## 8. Record any final notes in the Resolution note's box

Create incident ✕

 **Step 4: Resolution details (optional)**

Resolution date

Resolution note

Incident is resolved

Progress bar: Step 1 (filled), Step 2 (filled), Step 3 (filled), Step 4 (filled)

## Annual Review of Current Reward Systems

<b>What rewards/awards exist at the school?</b>	
<b>Is this system used regularly by all staff? Why? Why not?</b>	
<b>Is this award/reward achievable by EVERY student? Why? Why not?</b>	
<b>Is this award/reward publicly acknowledged? School assembly</b>	
<b>Are parents/community made aware? eg letter home</b>	
<b>List additional award/rewards your School may be able to incorporate into your systems</b>	
<b>Other comments</b>	

## Tell Them From Me Survey data collection

### Analysis – TTFM Survey – Term 3 2023

Data Source 1 : MPS Staff	Data Source 2 : MPS Parents	Data Source 1 : MPS Students K-6
<ul style="list-style-type: none"> <li>• Students enjoy attending <u>school</u></li> <li>• Students have <u>friends</u></li> <li>• Teachers are <u>nurturing</u></li> <li>• Positive friendship groups</li> <li>• Engaged in <u>learning</u></li> <li>• High expectations</li> <li>• Staff to have more input in <u>curriculum</u></li> <li>• SLSO – consider more activities of play at recess and <u>lunch</u></li> <li>• Breakfast club has been <u>positive</u></li> <li>• Sport professionals are <u>great</u></li> <li>• Students enjoy <u>technology</u></li> <li>• Could consider languages / <u>instrument lessons</u></li> </ul>	<ul style="list-style-type: none"> <li>• Children like attending school and confide in <u>others</u></li> <li>• Teacher cares about child/ren</li> <li>• Yes has <u>friends</u></li> <li>• Learning experiences are <u>positive</u></li> <li>• Consider more gala days with other <u>schools</u></li> <li>• Teachers provide great learning experiences.</li> </ul> <p>(Responses were limited).</p>	<ul style="list-style-type: none"> <li>• K-2 were mostly 5 stars for all areas. Some were slightly lower in not knowing who to go to when sad. 1-2 said friends were limited.</li> <li>• 3-6 were also mostly 5 stars in all <u>areas</u></li> <li>• Who to go to when sad suggested a broader range of 3 to 5 <u>stars</u></li> <li>• I like learning also ranged from 2 to 5 stars but mostly <u>5</u></li> </ul> <p>School would be better if... – free lollies, a pool, a chocolate fountain, rainbow coloured classroom, lemonade bubblers (K-2).            Multi soccer day, a canteen, class pet, chickens, <u>trampoline</u> and lots of sport (3-6).</p>

Consistencies	Inconsistencies
<ul style="list-style-type: none"> <li>• Mostly 5 stars was evident from K-6 when asked all <u>questions</u></li> <li>• Teachers <u>care</u></li> <li>• Learning motivates nearly all <u>students</u></li> <li>• Positive encouragement for students to <u>learn</u></li> <li>• Enjoyment in sports activities offered</li> </ul>	<p>Language, instrument, activities at lunch &amp; recess (staff suggestions only)            Friendships and what to do when sad (parents and staff said this was positive however 100% of students did not support this).            1 student indicated they did not like coming to school all the time.</p>

Implications
<ul style="list-style-type: none"> <li>• Positive school comments across staff, <u>students</u> and parents. High star ratings. Knowing who to go to when sad and close friends (social) seemed to be the biggest area for us to focus on as a school. Staff to consider classroom grouping rotations, social programs or experiences, monitor friendship groups of <u>student</u> of need. Continue Salvation Army programs. Consider SLSO/chaplain role?</li> <li>• Purchase more resources as students have suggested.</li> <li>• No major surprises in the survey results. Overall positive things happening at MPS.</li> </ul>