



IRRAWANG PUBLIC SCHOOL CARE CONTINUUM ~ 2023

CLASSROOM MANAGEMENT and PLAYGROUND SUPPORT

Prevention Strategies (for all students)

- Positive Behaviour for Learning.
- Strong teacher/student relationships, including identified trusted adults from student voice.
- Explicit teaching and modelling of specific skills including behaviour expectations and social skills.
- Communication with parents around school expectations.
- Positive reinforcement 4:1.
- Behaviour Consistency Guide - consistent teacher expectations, routines, modelling and responses to behaviour.
- Liaison with previous teachers, pre-schools, external paraprofessionals to ensure strong transition programs.
- Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs (e.g. 1st 6 weeks of school, zones of regulation as per PBL lessons).
- High quality differentiated teaching that addresses individual learning needs of all students.
- Breakfast Club: Monday - Thursday.
- Positive classroom and playground spaces (e.g. chill in/chill out spaces, variety of playground choices).
- A restorative approach that focuses on building, maintaining and restoring positive relationships.
- Off-class executive support.

Early Intervention Strategies (for all or some students)

- Family engagement – dojo message, care call, meeting.
- Explicit teaching and modelling of specific skills including behaviour expectations and social skills.
- Goal setting and goal monitoring
- Positive reinforcement - wunduwi tickets and tokens, ladder of success rewards, assembly awards, attendance awards, dojos, verbal praise.
- Academic reports with student voice.
- Internal interventions implemented as required, e.g. visual timetables, behaviour monitoring card, movement breaks, exit card, verbal/visual prompts, sensory tools, attendance monitoring, cultural support.
- Prepare students for known changes to routine.
- Adjustments to physical environment - layout.
- Learning adjustments are documented and reviewed every 10 weeks, in an individual student support plan and/or Personal Learning Pathways (PLPs), where appropriate.
- Self-regulation training – brain breaks, yoga, heavy work, sensory adjustments, fidgets.
- Restorative practices.
- Off-class executive support.

Targeted Intervention Strategies (for some students)

- Family engagement - dojo message, care call, 'wrap-around' meeting, communication books (as required).
- Modified individual expectations and goals.
- Transition strategies – class to playground, lesson to lesson, grade to grade, school to school.
- Identified internal support staff, SLSO, LaST, Mentors, AP.
- Behaviour Support Toolkit including behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, target behaviour goals.
- Internal assessments and observations.
- Restorative practices.
- Off-class executive support.
- Fenced and gated areas for students who require this support.
- Double doorknobs for students who require this support.
- Sensory Spaces for students who require this support.

Individual Intervention Strategies (for individual students)

- Family engagement - dojo message, care call, 'wrap-around' meeting.
- Check-in/check-out.
- Sensory assessment and supports provided by LST.
- Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development.
- Negotiated playground programs.
- Supervised, alternate learning spaces.
- Attendance programs.
- Restorative practices.
- Off-class executive support.



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ADDITIONAL SUPPORTS AND STAFF PROFESSIONAL LEARNING

Prevention Strategies (for all students)

- Partnership with AFP, ThinkUKnow and NSW Police School Liaison Officer, Life Education to present sessions on cyber-safety, anti-bullying, drug education and other school-identified areas to parents and students, as required.
- Partnership with Youyoong local AECG.
- Gathang language lessons.

Staff have the opportunity to improve their professional knowledge and practice through a variety of professional learning including but not limited to;

- Positive Behaviour for Learning
- Trauma Informed Practice
- Disability and additional learning and support
- Connecting to Country professional learning
- Crisis Prevention and Intervention Training

Early Intervention Strategies (for all or some students)

- Star Leader peer support program - playground.
- Anti-bullying strategies including cyber-bullying and internet safety.
- School counselling service
- Deadly Streaming, Wakali and Ginyaang - cultural programs.
- Junior AECG.
- Referral to school Learning and Support Team.
- Extracurricular opportunities - leadership roles, school sport representative, public speaking and debating, choir, dance, library monitor, drumming.

Staff have the opportunity to improve their professional knowledge and practice through a variety of professional learning including but not limited to;

- Positive Behaviour for Learning
- Disability and additional learning and support
- Crisis Prevention and Intervention Training

Targeted Intervention Strategies (for some students)

- Request Delivery Support Team - consultation/engagement.
- School developed programs to support behaviour and wellbeing - gardening group, green room, LaST Legends, Happiness HQ, Tier 2 playground support group.
- Police Youth Liaison Officers.
- Consultation with specialist allied health and behaviour support providers team, as appropriate, e.g. OT, speech, Paediatrician, etc.
- School counselling service
- Referral to Wellbeing Health Intake Nurse
- Referral to school Learning and Support Team
- External program referrals (e.g. PSFaNS, Wandayili)

Staff have the opportunity to improve their professional knowledge and practice through a variety of professional learning including but not limited to;

- Positive Behaviour for Learning
- Functional Behaviour Assessment
- Crisis Prevention and Intervention Training

Individual Intervention Strategies (for individual students)

- Support from Delivery Support team members.
- School counselling service including telepsych services.
- External program referrals (e.g. PSFaNS, Wandayili)
- Restorative practice
- Application for support class placement through Access Request.
- Application for integration funding support through Access Request.
- Enhanced enrolment procedures
- Part Day Exemption
- Kids Hope mentor, Stewart House programs.
- OOHC plans and meetings.

Staff have the opportunity to improve their professional knowledge and practice through a variety of professional learning including but not limited to;

- Positive Behaviour for Learning
- Functional Behaviour Assessment
- Crisis Prevention and Intervention Training

