



Frank Partridge VC Public School

Educating your child for a bright future

Centenary Parade, Nambucca Heads NSW 2448 (PO Box 288)
Telephone: 02 65687100

Principal: Trish Grace
Email: frankpart-p.school@det.nsw.edu.au

STUDENT BEHAVIOUR SUPPORT and MANAGEMENT PLAN

Knowing, valuing and caring for all students at FPVCPS is prioritised to ensure an environment where students enjoy coming to school and have opportunities to be successful learners in all areas of the curriculum.

The Department of Education (DoE) is committed to a positive approach to student behaviour. Practices should foster student engagement in learning, set clear boundaries, recognise appropriate behaviour and manage inappropriate behaviour fairly.

Our policy is consistent with legislation:

- The Disability Discrimination Act 1992
- The Disability Standards for Education (2005)

We also consider relevant state-wide reforms and policies to consider the impact on our practices. DoE policies, procedures and programs that are reflected in the FPVCPS Student Behaviour, Support and Management Plan are:

- [NSW Curriculum Reform](#)
- [Inclusive, Engaging and Respectful Schools Approach](#)
- [Wellbeing Framework for schools](#)
- [Behaviour code for students](#)
- [Bullying of Students: Prevention and Response Policy](#)
- [School Attendance Policy](#)
- [School Uniform Policy](#)
- [Suspension and Expulsion of School Students - Procedures](#)
- [Anti-Racism Policy](#)
- [Work Health and Safety Policy](#)

Please click on the links to view these DoE reforms and policies.

Rationale:

Student behaviour and wellbeing encompasses everything our school community does to meet the academic, physical, social and emotional needs and enhance student well-being. It involves developing and recognising each student as a total and unique person in the context of society. It creates a safe, caring school environment in which students are nurtured as they learn. Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents* and the wider school community.

Aims:

To provide effective learning and teaching within secure, well-managed environments, in partnership with parents and care givers and the wider school community.

Objectives:

1. To enhance effective learning and teaching by:

- adopting positive, consistent behaviour philosophies and strategies across all areas.
- encouraging students to take responsibility for their own learning and behaviour.
- identifying and catering for the individual learning needs of students establishing well-managed teaching and learning environments.
- ensuring that learning activities build on prior knowledge and experiences, are socially and culturally relevant, and engage all students.
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress.
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time.
- ensuring equity issues are recognised and addressed across the curriculum.
- providing opportunities for students to excel in areas of academia, sport, music, public speaking, debating, Tournament of the minds, spelling Bee, National and international standardised testing.

2. To enhance a safe school environment and culture by:

- maximising student participation ensuring that principles of equity and fairness are reflected in school practice.
- providing opportunities for students to demonstrate success in a wide range of activities.
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
- establishing clear school rules which are known and understood by all school community members.
- monitoring attendance and ensuring that students attend school regularly.
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- valuing difference and discouraging narrow and limiting stereotypes.
- incorporating students' views into planning related to school climate and organisation.
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support.

- recognising the relationship between student and staff wellbeing and ensuring that staff wellbeing is also a priority.
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.
- utilising and contributing to the resources of the Nambucca Valley Community of Public Schools for the benefit of all.
- tracking student wellbeing issues through Sentral to identify clear patterns of behaviour and provide direction in catering for the wellbeing needs of individual students both positive and negative.

3. To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results.
- encouraging parents and community members to participate actively in the education of young people and in the life of the school.
- acknowledging parents as partners in school education.
- encouraging students to have a sense of belonging to the school community.
- assisting families to gain access to support services in the community.
- fostering close links with the wider community.
- encouraging links between parent and student representative groups.
- inviting parents to share their skills and experiences in the school community.
- supporting students and their parents in making decisions about learning programs.
- recognising students' families, cultures, languages and life experiences.
- opportunities for input will include the Tell Them from Me surveys, P&C, weekly newsletter, Personal Learning and support plans, media releases and the use of Facebook and our website.

Document History

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