

Woonona East is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- Trauma Informed Practice
- Zones of Regulation
- Brain and Behaviour

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Professional Learning	Training and regular review of Brain and Behaviour, Trauma Informed Practice and Zones of Regulation.	All teaching and SLSO staff
	Classroom Management	Strong student teacher relationships. Systems and structures in classrooms that support positive behaviour and trauma informed practice.	Classroom teachers
	PBL	Explicit teaching of positive behaviours. Rewarding expected behaviours. Whole school rewards. Aussie Of The Month program.	All staff
	Support For Aboriginal Students	Koori Club. Aboriginal Education team meetings. Involvement in AECG (Aboriginal Education Consultative Group). Employ AEO (Aboriginal Education Officer) to work with our ATSI students.	Aboriginal Education Team and AEO
	Mental Health Programs	Applications for Stage 3 students with anxiety and disengagement to the Xcite program. Support and resources from Be You.	Wellbeing Coordinators

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	Walk/Breaky/Toast Club	To meet the basic needs of exercise and food as well as establishing strong teacher-student rapport. Monday morning 8am walk followed by breaky. Tuesday recess toast club.	Wellbeing Coordinators, Parent volunteers and other staff
	Zones of Regulation	Whole school curriculum linked to PDH syllabus, designed to foster self-regulation and emotional control.	All Staff, all students
	Brain and Behaviour	Whole school lessons linked to PDH and trauma informed response. Students will understand how the brain works, have their 5 basic needs met and treat each other using the 7 Connecting Habits	All Staff, all students NB: Will be rolled out K-6 by 2025
	Lunch Time Pods	Targeted activities run by teachers to enhance positive connections between students. Eg netball, gardening, touch footy, choir, craft, cricket and basketball. Targeted supervision during lunch time pods.	All staff
	Negotiated Playground Program	Changes to break times to prioritise more regular breaks.. SLSOs assigned playground areas for extra supervision.	All staff
Early Intervention	Communication with parents	Whole school implementation of Dojo for immediate communication. Communication books for necessary situations.	All staff
	Sensory Space	Every classroom to have an area known to students where they can sit with sensory activities. Recharge room: music, breathing, sensory activities, games, comfortable furniture, iPads.	All staff Wellbeing Coordinators

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	Drop In Club	3-4 times per week, drop – in club is open to all students as an alternative option to the playground. Drawing, games, toys are offered. For students who need a check in or restorative session, they are asked to attend drop in club.	Wellbeing Coordinators
	LST and Wellbeing Meetings	Fortnightly meetings between LST and Wellbeing to discuss data from School Bytes, flagging individual students with specific needs, discussing plans forward and reviewing strategies already in place.	Wellbeing team. Learning and Support team. Includes Principal and School Counsellor
Targeted Intervention	Restorative sessions	Sessions targeted at giving explicit support to students displaying negative behaviours that risk their or other's safety. During these sessions alternative behaviours are discussed.	Wellbeing Coordinators
	Success Cards	In following the school's behaviour policy, students placed on either classroom or playground success cards. The cards monitor and encourage their successful behaviour for a targeted number of days.	Wellbeing Coordinators and Teachers
	Coaching Sessions	Targeted to students displaying continuous negative behaviours. Coaching sessions based on Total Behaviour.	Wellbeing Coordinator
Individual Intervention	Check ins	Weekly casual check ins for students with specific behavioural / emotional needs.	Wellbeing Coordinator and Assistant Principals
	Individual Learning Plans	For targeted students, include a social/behaviour smart goal in the Individual Learning Plan.	Classroom teachers, Parents/carers, Learning and Support Team

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	Behaviour Response Plans	For targeted students, track behaviour using ABC and Star Chart proformas. Behaviour plans devised in consultation with parent/carer to provide strategies and adjustments for identified behaviours at varying levels to keep all students safe. Designed to support improvement in regulation.	Wellbeing Coordinators, Principal, School Counsellor, Classroom teacher, parent/carer
	Risk Management Plans	Written for students needing significant safety measures (physically, mentally or emotionally).	Wellbeing Coordinator, Principal and parent/carer
	Itinerant Support Teachers	Funds allocated for students needing specific support both in classrooms and on the playground.	Principal, SAM, SLSOs and Wellbeing Coordinators

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative Conversations	During Drop In Club or as needed for 25mins	Wellbeing Coordinators	Incident recorded in School Bytes. Restorative sheet sent home to families and when signed/returned, uploaded to student file on School Bytes.
Self directed time out	As needed, in the recharge room, up to 20mins	Student, Teacher, Wellbeing Coordinators	Anecdotal notes on School Bytes.
Teacher directed time out	As needed, in the recharge room, up to 20mins	Teacher, Wellbeing Coordinators	Anecdotal notes on School Bytes.