

Positive Climate for Learning



Key Dates



First day of School

Thursday 30 January from 9am till 12:30pm



First four weeks

9am till 2:30pm



Wednesdays off

Will be required to come in for an interview time



1. Download the XUNO Family app
2. Visit your email account to create your account, via the Welcome Email (sent on 27/11/2025)
3. Log into the XUNO family app using the details you used to log into your account.



Wooranna Park Primary School



Starting school at Wooranna Park
Primary School.

Team Around the Learner



SCHOOL-WIDE POSITIVE
BEHAVIOUR SUPPORT



Bronze Award 2024



Matrix of Expectations



Matrix of Expectations

At Wooranna Park Primary School, we encourage all community members (students, staff and families) to act in a manner that is respectful, safe and responsible at all times.

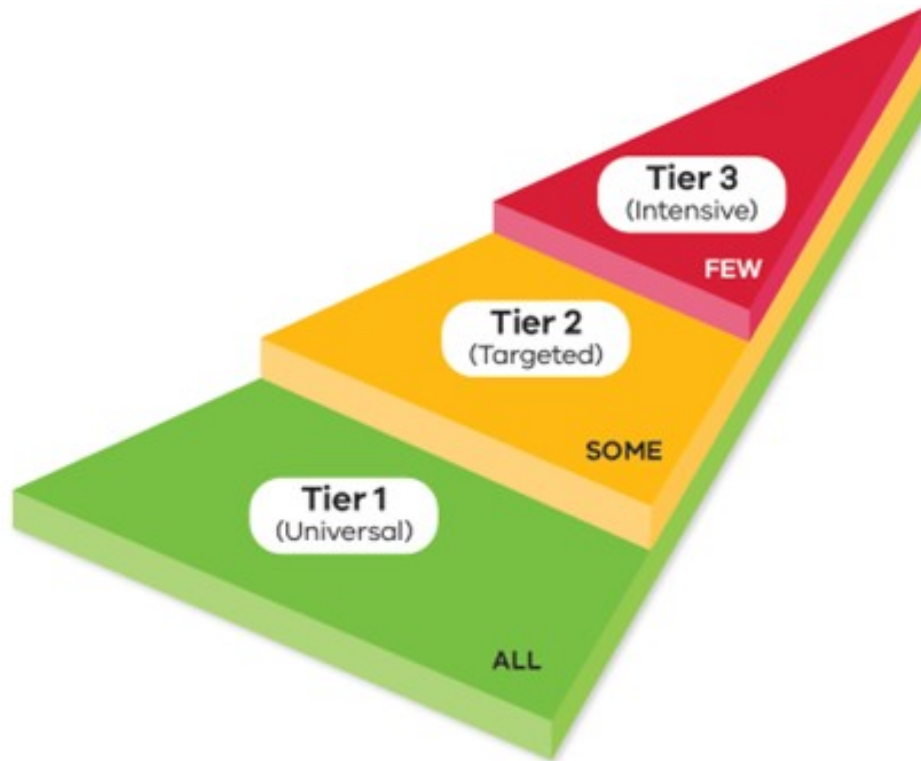





We look after others and others' property

We protect ourselves and others

We behave sensibly - We make strong choices

All Settings	<ul style="list-style-type: none"> We always use good manners We ask permission to use other people's property and return it when we have finished using it We listen to staff and other students. We are calm and use appropriate language when speaking to others. We are inclusive. We wear our school uniform with pride. 	<ul style="list-style-type: none"> We keep our body parts to ourselves and respect others personal space We know the places we can be, should be and should not be We care for, look after, and use equipment for its correct purpose We are aware of and report hazards or dangers, including strangers within our school. 	<ul style="list-style-type: none"> We are truthful and honest We accept consequences for our actions We help, look out for and support others.
Classroom	<ul style="list-style-type: none"> We work to the best of our ability We are respectful of others' right to learn. 	<ul style="list-style-type: none"> We always let a teacher know where we are, where we are going We are careful in the classroom We know how and when we can enter or exit a classroom We walk inside 	<ul style="list-style-type: none"> We prepare ourselves so we are ready to learn We are on time We look after the classroom and school equipment
Outdoors	<ul style="list-style-type: none"> We look after and care for the school environment We are mindful of our neighbours 	<ul style="list-style-type: none"> Sticks, sand and tanbark stay on the ground We play and climb only on designated playground equipment We kick balls only on the grass area We are Sun Smart 	<ul style="list-style-type: none"> We follow the directions of the Yard Duty Teacher We remain outside unless we have permission to be inside. We return to class ready to learn when the bell goes.
Toilets	<ul style="list-style-type: none"> We respect others privacy when using the toilet We keep the toilet and sinks clean 	<ul style="list-style-type: none"> We ask permission to go to the toilet, and during class time we go with a partner We don't "hang around" in the toilets 	<ul style="list-style-type: none"> We report any hazards or problems to the office or a teacher
Using Technology	<ul style="list-style-type: none"> We respect other people's privacy and we ask permission before sharing any information We only access our own accounts We are kind and respectful in our comments online 	<ul style="list-style-type: none"> We protect our identity online, and we follow cybersafe guidelines We look after school computers, and are careful using power points 	<ul style="list-style-type: none"> We hand our phones or other phone capable devices to the office when we arrive at school.
Lockers / bag rooms	<ul style="list-style-type: none"> We only access our own lockers or bags We ask permission to access our bag or locker during class time 	<ul style="list-style-type: none"> We ensure our bags are safely stored 	<ul style="list-style-type: none"> We keep locker areas clean and clean up any rubbish



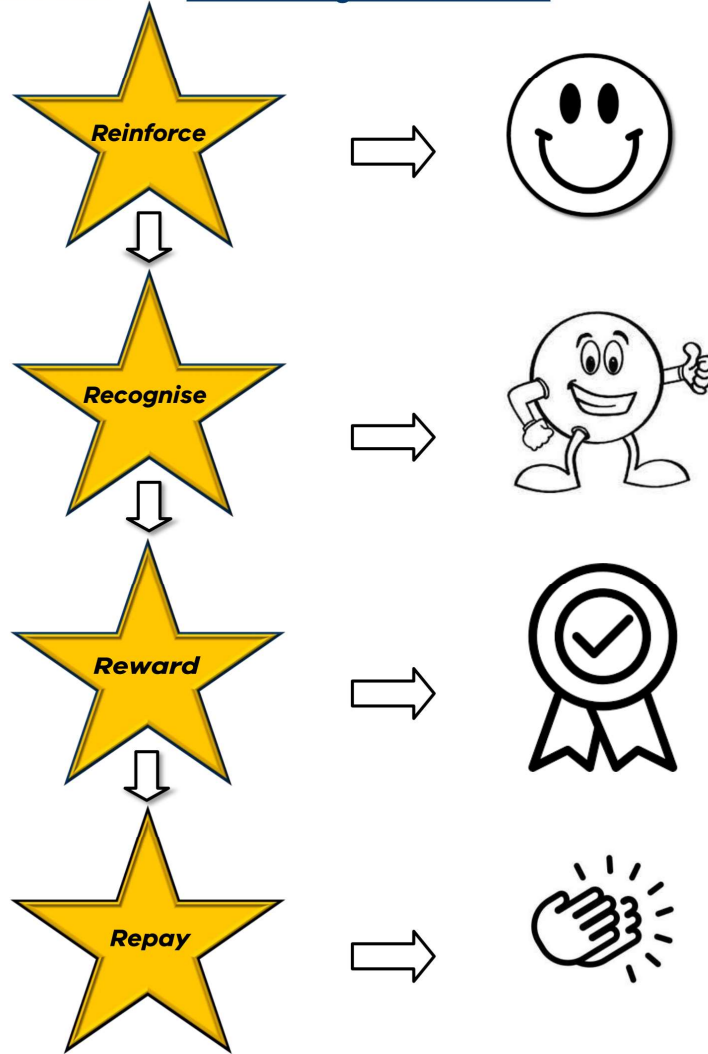
	Type of support	Definition	The proportion of students accessing support
Tier 1	 Universal supports	Tier 1 supports are the foundation for behaviour and academic performance. They involve the whole school and all classrooms. They support all students.	100%
Tier 2	 Targeted supports	Tier 2 supports address specific academic and behavioural skill needs. Teams identify students with additional needs and match them with more intensive supports.	Up to 20%
Tier 3	 Individualised Supports	Tier 3 involves the most intensive support offered by schools. It involves specialised and individual intervention approaches for students with high-risk behaviour. Tier 3 support is resource intensive. Schools should invest in prevention-focused activities to limit the need for Tier 3.	Up to 5%



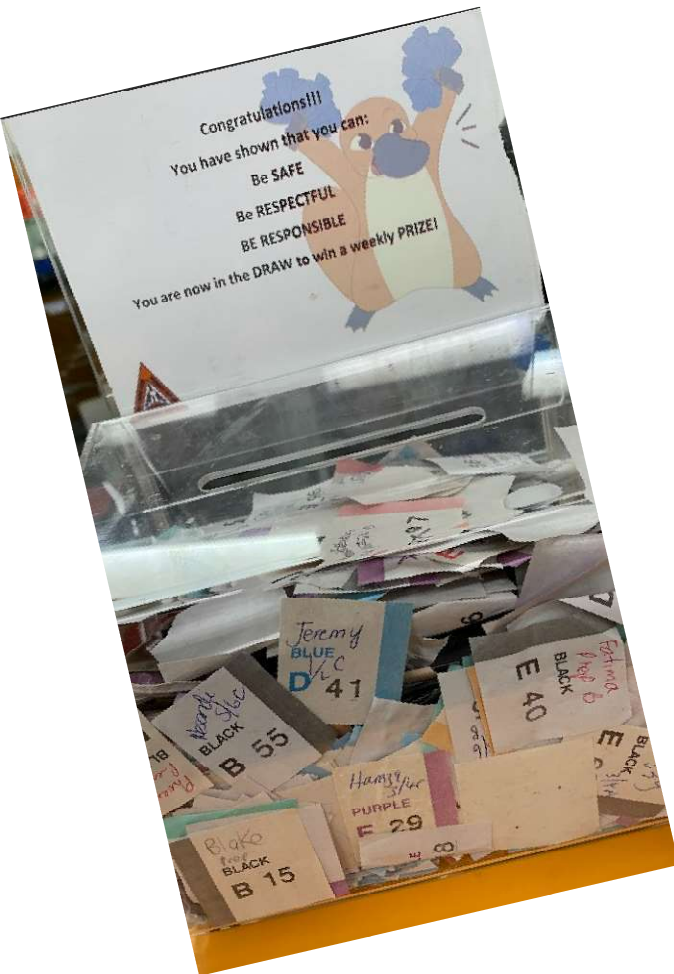
Our choices have consequences



Acknowledgment (4:1) Plan



Acknowledgement System

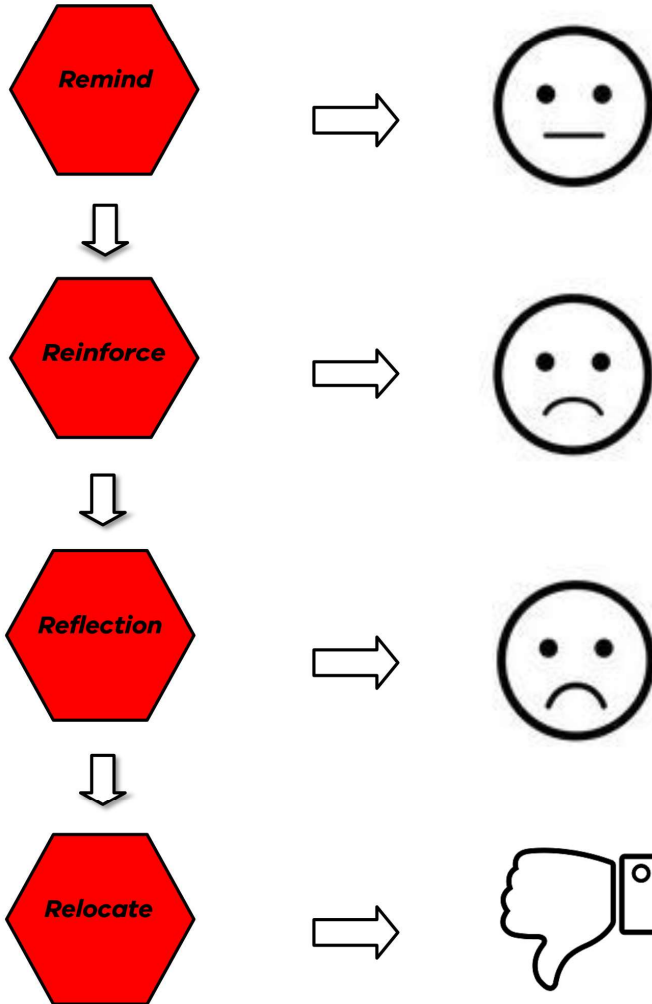




Our choices have consequences



Correction Plan



Wooranna Park's Consistent Consequences



	Proactive Practices	Minor Behaviour (Managed by the classroom or yard duty teacher)	Major Behaviour (Required additional assistance)
Tier 1 (80% of students) Universal Core Instruction	<ul style="list-style-type: none"> Effectively teach appropriate behaviour to all children (SWPBS, RRRR, URStrong) Encourage pro-social behaviours before undesired behaviours escalate Use research-based, scientifically validated interventions, whenever possible Monitor student progress Use data to make decisions 	<p><i>Classroom:</i></p> <ul style="list-style-type: none"> Correction Plan (Remind, Reinforce, Reflect, Relocate) Repaying missed learning time during play time Loss of privileges e.g. games, technology, sport training Designated seating Parents called Work sent home to complete Restorative conversation 	<ul style="list-style-type: none"> Withdrawn from the playground Implementation of a playground plan Reflection time in the office Restoration of harm e.g. restorative conversation, apology process, either verbally or written Repair damage or harm
Tier 2 (15% of students) Targeted instruction or intervention	<ul style="list-style-type: none"> Check in and check out (students assigned a staff mentor) Break cards Self monitoring form Targeted social and self regulation skills instruction Restorative conversations Reteach reflections Model expected behaviours Social stories 	<p><i>Playground:</i></p> <ul style="list-style-type: none"> Reflective conversation with the teacher Walking with the teacher on duty Verbal 'reteach' on duty 'Talk it out' with the victim Community service during play time. 	<p><i>Reteach process, per term</i></p> <ul style="list-style-type: none"> ➤ 1st: Reteach plan (during playtime) with a member of leadership (not sent home) ➤ 2nd to 4th: Reteach plan with a member of leadership (sent home) ➤ 5th: After school detention with a member of leadership. Behaviour Support Plan written. <ul style="list-style-type: none"> Reset day Suspension, <i>in accordance with Department of Education policy</i>
Tier 3 (5% of students) Intensive instruction or intervention	<ul style="list-style-type: none"> Functional Behavioural Assessment to inform the development of preventative, teaching, reinforcement and response strategies within the Individual Education Plan, Behaviour Support Plan and/or Safety Plan Individual counselling Positive behaviour tracker 	<p>Follow proactive strategies and processes documented in student's Individual Education Plan (IEP), Behaviour Support Plan (BSP) and/or Safety Plan. These plans are saved under the students' profile on XUNO.</p> <p>Please see BSP Folder for supporting documents on collecting major behaviour data and behaviour support plans.</p> <p>Consider a professionals meeting to review the strategies within the BSP.</p> <p>Consider key mental health and wellbeing supports.</p>	<p>To be determined in consultation with leadership.</p>



Minor and Major Behaviour Definitions

When responding to problem behaviour, the staff member first determines if the problem behaviour is a major or minor behaviour.

Minor Behaviour

Able to be managed by staff members at the time the incident occurs. Follow up and consequences are given by the teacher.

***A minor behaviour will transfer to a major behaviour if frequency and/or intensity continues at the same rate or escalates and the student has not responded to Tier One interventions e.g., break card, correction plan, restorative conversation, alternate activity ***

Behaviour	Definition
Out of Bounds	Students playing, or frequenting areas identified as being out of bounds
Late to Class	Missing the beginning of class time not including late arrival to school
Mild Disruption	Talking while the teacher is speaking, calling out, loud noises, noises indoors where the disruption can not be ignored and is disrupting the learning and teaching
Physical Contact	Non-serious, but inappropriate physical contact (e.g., patting, over affectionate, light tapping, accidental, rough play etc.). This behaviour may be intentional but is more silly/impulsive with a lack of understanding of the impact it has on others.
Inappropriate Language	Messages or use of words in an inappropriate way for the developmental age of the student (e.g. name calling, teasing). This could be swearing either accidentally or in response to another's major behaviour. Includes body language such as eye rolling, back chatting etc. A student may swear or say something inappropriate but is responsive to the correction plan (e.g. staff member reminds student, and they are responsive).
Property Misuse	Students use equipment/possessions in an inappropriate way (low-intensity incident). Also includes minor misuse of technology. For example, a student accesses a program that is not part of the lesson, student swings on a chair, student stands on a table.
Property Damage	Any form of damage caused to the property, which is accidental or due to negligence by the person who is not the owner of the property e.g., scribbles on other students work, snaps a pencil, tears someone's book.
Non-compliance	Low intensity failure to respond, portrayed as defiance, non compliance or disrespect to adult requests e.g., yelling, "no!" when asked to do something, ignoring teacher requests and instructions and lying. The behaviour can be ignored by teachers and students.

Major Behaviour

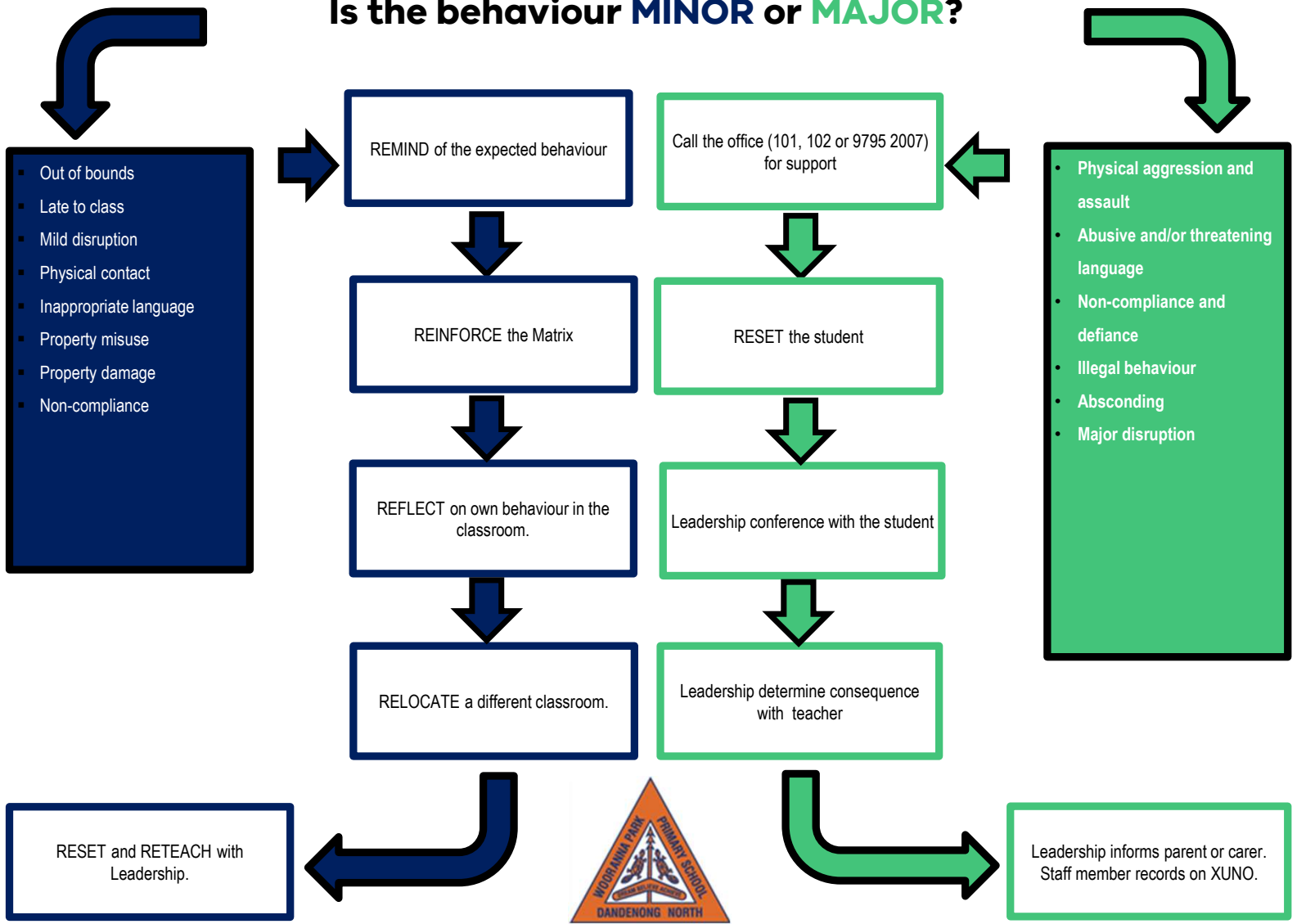
Poses an immediate safety risk to staff and/or students. Leadership is contacted immediately by calling the office on 102 or 101 so that the teacher can maintain their duty of care to the rest of the class. Consequences are given and managed by members of the Leadership team in collaboration with the classroom teacher.

****Where the behaviour is frequent and intense and unable to be ignored, significantly interrupting teaching/learning or poses an immediate safety risk to staff or students****

Behaviour	Definition
Physical Aggression and Assault	Deliberate actions involving serious physical contact when injury may occur (e.g. hitting, punching, hitting with an object, hair pulling, spitting, scratching, strangling, biting, kicking, inappropriate touching)
Abusive and/or Threatening Language or Behaviour	Abusive Language, inappropriate language, profanity, intimidating and dominating actions. Deliberate messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child. Includes body language and/or gestures such as finger signs.
Non Compliance and Defiance	Repeated refusal to follow directions and/or socially rude interactions (where it impacts teaching and/or learning).
Illegal Behaviour	These include theft, possession or use of a weapon, harassment, intimidation, credible threats and victimisation (includes technology), deliberately destroys or damages property that belongs to someone else or vaping and/or smoking.
Absconding	Within school grounds or leaving school grounds or attempting to run away, leaving suddenly or hiding from staff.
Major Disruption	Repeated behaviour causing significant interruption to a class or activity including sustained loud talk, yelling or screaming, noise with materials, horse play or rough housing, sustained out of seat behaviour and tantrums.

*****All Major Behaviours must be documented on XUNO, ideally by the teacher who held the duty of care at that time.***

Is the behaviour **MINOR** or **MAJOR**?



Zones of Regulation



Blue Zone

Sad - Bored
Tired - Sick



Green Zone

Happy - Focused
Calm - Proud



Yellow Zone

Worried - Frustrated
Silly - Excited



Red Zone

Overjoyed/Elated
Panicked - Angry - Terrified

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4 FRIENDSHIP FACTS!

1

NO FRIENDSHIP
(RELATIONSHIP)
IS PERFECT.



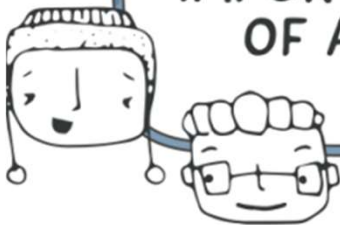
2

EVERY
FRIENDSHIP IS
DIFFERENT.



3

TRUST & RESPECT ARE
THE TWO MOST
IMPORTANT QUALITIES
OF A FRIENDSHIP.



4

FRIENDSHIPS
CHANGE, AND
THAT'S OKAY.





PUTTING OUT >>>

FRIENDSHIP FIRES

STEP ONE:

Retell the situation

STEP TWO:

Explain how it made you feel

STEP THREE:

have an open & honest conversation



WAS YOUR FRIEND

MEAN-ON-PURPOSE?

WHEN SOMEONE IS MEAN-ON-PURPOSE, SAY YOUR QUICK COMEBACK IN A STRONG VOICE LIKE A NINJA!

A QUICK COMEBACK IS A SHORT STATEMENT SAID IN A STRONG VOICE THAT LET'S THE PERSON KNOW:

- YOU HEARD/SAW WHAT THEY SAID/DID
- YOU'RE NOT COOL WITH IT!

PLEASE TAKE NOTE!

THE TERM "BULLYING" IS PURPOSEFULLY NOT PART OF THE URSTRONG PROGRAMMING FOR THE FOLLOWING REASONS:

1. The term is misused,
2. The term leads people to label children as "bullies" (which URSTRONG is strongly against), and
3. With URSTRONG's effective SEL programming, bullying is prevented.





See you on Thursday 29 January 2026
from 8:50am!

School finishes at 12:30pm

