



THE PATCH PRIMARY SCHOOL VALUES



Kindness

Kindness helps everyone feel safe, cared for, and happy at school.



Courage

Courage helps us learn new things, solve problems, and speak up when something isn't right.



Connection

Connection brings us together, helps us make friends, and makes sure everyone feels they belong.

OUR PATCH PROMISE

Being a student at The Patch Primary School...

means living our school values every day. We show **kindness** by caring for each other and our environment and understand making mistakes is how we learn and grow. We use **courage** when we try new things, stand up for what's right, and share our voices. We build **connection** by working together and respecting and accepting everyone's uniqueness. Surrounded by nature, we care for the land, plants, and animals, and we honour the wisdom and stories of the **First Nations people** who have cared for Country for thousands of years.



OUR STAFF VISION...



Kindness



Courage



Connection

Being a leader, teacher or staff member at The Patch Primary School means...

We show Kindness to:

- Prioritise wellbeing and create safe, supportive learning environments for all students.
- Model empathy, respect, and compassion in every interaction.
- Celebrate effort and progress, helping students see mistakes as part of learning.
- Care for our environment and encourage sustainable practices across the school.

We use Courage when we:

- Try new approaches to teaching and learning that meet the needs of every learner.
- Engage in professional reflection and feedback to keep improving our practice.
- Speak up for fairness, equity, and the wellbeing of others.
- Empower students to take risks, share ideas, and use their voice with confidence.

We build Connection when we:

- Work in partnership with families, students, and colleagues to strengthen relationships and trust.
- Create opportunities for collaboration and shared decision-making with students and community.
- Acknowledge and celebrate the diverse strengths and identities of our students our community.
- Build a sense of belonging where every student feels seen, valued, and included.

Grounded in our place, we:

- Teach and model care for the land, plants, and animals that surround our school.
- Embed learning that connects students with nature and sustainability.
- Honour and learn from the stories, knowledge, and ongoing care of Country by First Nations peoples, past and present.



Free dress day



Kindness



Courage



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Connection

As a Patch student...

- We speak kindly and show respect to all people including ourselves.
- We show gratitude.
- We know it is ok to make a mistake.

- We try new things.
- We persist when things are hard.
- We ask for help and ask questions.
- We are accountable and honest.

- We respect what makes each of us unique.
- We give people personal space.
- We talk to trusted adults and share our problems.
- We show care to everyone in our Patch family.

In all learning spaces...

- We encourage others.
- We celebrate the effort and success of others.
- We share and respect equipment.
- We clean up and respect shared spaces.

- We are creative.
- We take risks with our learning & accept feedback.
- We aim for our personal best.
- We work with people outside our friendship group.

- We allow others to learn.
- We actively listen to others without interrupting.
- We work together to solve problems.
- We enact our 'Self Care' plan when we need to.

When we arrive, leave & move around the school...

- We walk safely.
- We respect personal space.
- We are organised and ready.

- We line up in roll order before and after recess.
- We always walk in roll order.
- We use class exit procedures before leaving for playtimes.

- We stand in the correct position and watch for our car at pick up.
- We enter and exit cars safely following the rules.

When we use the toilets...

- We use toilets and sinks respectfully.
- We wash our hands.
- We use the bathroom at playtime, so we don't miss out on learning time.

- We take a partner to the toilet in P-2.

- We report problems to teachers.
- We seek help from a trusted adult if needed.
- We give others privacy.

When we are not at school...

- We are polite to others and use manners.
- We show gratitude and thanks to people that have helped us.

- We are brave and try new experiences.
- We seek help from a trusted adult if we are unsure or worried.
- We stay safe by following rules and procedures.

- We stay with our group.
- We follow adult instruction.
- We represent our school proudly.

When we are at assembly...

- We sing the Wominjeka Welcome song respectfully.
- We encourage and celebrate others.
- We actively listen.

- We try to be brave when we speak/perform or accept our certificate.
- We sing our school song with pride and understand its meaning.

- We listen to and understand our Acknowledgment of Country.
- We let someone know they did a good job.

To respect Country & Environment...

- We show respect for Country and the stories of First Nations People and seek to understand and learn.
- We care for plants, animals and spaces.

- We speak up if we see waste or harm to the environment.
- We are role models for others.

- We acknowledge the land of the traditional owners.
- We listen and respect First Nations stories and voices.
- We work together to keep our environment clean.

To be safe using digital technologies...

- We share ideas with each other.
- We help others who need it.
- We use tech appropriately as per the IT contract.

- We follow direction and stay on the task the teacher has set.
- We visit safe and appropriate websites.

- We work together and praise creativity.
- We stay on task.
- We speak to an adult if others are not being safe or we see or hear something worrying.



Kindness



Courage



Connection

BEHAVIOUR MANAGEMENT PLAN

REDIRECT BEHAVIOUR

REMIND SWPBS EXPECTATIONS

RETEACH EXPECTATION

RETURN TO LEARN

Minor Behaviours

- Behaviours that don't align with school values of Kindness, Courage and Connection
- Behaviours that don't align with School Wide Positive Behaviour Expectations

Level 1

First minor behaviour

Redirect/Remind
 Enact Self Care Plan
 Teacher to record on Compass

Level 2

Second minor behaviour

Redirect/Remind
 Enact Self Care Plan
 Reminder next behaviour will be R&R and parents notified
 Teacher to record on Compass

Level 3

Third minor behaviour

Reteach SWPB Behaviour Expectation
 Enact Self Care Plan
 Remove to buddy classroom (if teacher feels appropriate)
 Student to visit R&R for restorative conversation
 Classroom teacher to record on Compass

Major Behaviours

- Intentional physical aggression
- Swearing directly at a teacher or a student
- Threatening behaviours, actions or words.
- Intentionally damaging school property
- Dangerous behaviours Eg climbing on roof
- Harassment , bullying or racism
- Sexualised Behaviours

Level 4-Step 1

Student removed from classroom or playground and taken to leadership office
 Leadership contacted to help remove student if required
 Student given time to deescalate as needed

Level 4-Step 2

Student to remain with leadership for a negotiated time period
 Teacher to provide independent work for student to complete

Level 4-Step 3

Leadership to contact student's parents
 Further consequence or action plan developed with leadership/student/parents
 Restorative conversations facilitated at appropriate time linked to SWPB Matrix
 Leadership to record on Compass



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Connection

This Self-Care Plan belongs to: _____

I need to enact my Self Care Plan to take a break from my learning if I have become unfocused or feel angry, frustrated or worried. My goal is to return to class and refocus on my learning as soon as possible.

My teacher may ask me, or I can ask my teacher to enact my Self Care Plan when I:

Sometimes my triggers are:

-
-
-
-

When I am struggling to focus, feel angry, frustrated or worried my behaviour and body can look like:

-
-
-
-



Kindness



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Connection

This Self-Care Plan belongs to: _____

When I am escalated or need a break I can:

-
-
-
-

I know I am ready to return to learning when:

-
-
-
-

I understand that:

If I have been asked to enact my Self Care Plan **I must only take the time agreed to and not take any longer.** I can enact my plan as many times as I need to to stay regulated. If I have enacted my Self Care Plan and I am still interrupting learning when I return, I may be put on a level.

After 3 levels I may be asked to work in a different classroom as per the Behaviour Management Chart or do my learning with Jim and Alesha so others can continue to learn and I have time to regulate, refocus and return to learning.

Teacher Signature:

Students Signature:

Date: