

# NBSC Mackellar Girls Campus School Behaviour Support and Management Plan

## Overview

The school culture of Mackellar Girls Campus is based on the values of students striving to do their best, celebrating growth and learning, taking personal responsibility for actions, and respecting the rights of others. We promote positive collaborative relationships with our community built on mutual respect in order to enhance the wellbeing and achievement of all students.

Our unofficial motto, "Mackellar Girls can do anything", reflects our school culture of creating an environment where personal best is expected and students are encouraged to embrace a wide range of opportunities so that they leave Mackellar equipped with the skills to become confident, creative and critical thinkers; informed citizens who will contribute positively to their community now and in the future.

Mackellar Girls Campus is committed to modelling positive behaviour and supporting all students to engage in learning by creating an environment where students can focus on their learning. They also benefit from a safe environment which has high expectations of every student.

The school prioritises social and emotional wellbeing lessons, our four core school values and the celebration of students who work towards their personal best. These priorities give students opportunities to develop the social and emotional skills they need to succeed academically and in life, as well as creating a positive and supportive school environment.

Mackellar girls Campus expects that all students will strive to demonstrate the following values, which underpin our daily practice:

- **Participation:** Mackellar students embrace opportunities, take part in school events, and engage in a cooperative and collaborative manner in their learning to enhance their sense of belonging and pride in their school.
- **Compassion:** Mackellar students show care for the wellbeing of others, demonstrate empathy and always strive to be respectful of their peers, their teachers, members of the school community and themselves.
- **Resilience:** Mackellar students face challenges with determination, persistence and positivity where possible, developing the self-regulation and social emotional skills to overcome obstacles and be accepting where appropriate. A 'have a go' attitude is valued.

- **Integrity:** Mackellar students value the importance of being honest and trustworthy, taking responsibility for their behaviour and acting in accordance with good morals such as tolerance and respect.

Key systems and strategies used to encourage positive behaviour and implement appropriate behaviour support:

- Merit system
- Personal Best certificates
- Core school values
- Explicit teaching of social and emotional skills
- Student Behaviour Code and Behaviour Management Process
- Ongoing TPL – Classroom Management
- Wellbeing Team Meetings (Year Advisor meetings, Senior Wellbeing Team meetings, Learning Support meetings)
- RIOT/Wellbeing Teacher Professional Learning Team
- Mackellar Girls Care Continuum

## Partnership with parents and carers

Mackellar Girls Campus recognises the importance of parental involvement in supporting student learning and positive behaviours. We value parental engagement and value shared expectations and the importance of communication between school and home.

We engage parents in the school community through:

- Parent feedback: we gather input formally and informally from a range of sources such as Tell Them From Me, the P&C, engagement with the local AECG. This feedback is evaluated and used to inform school planning.
- Communication: parents are informed of school organisation and updated on school policies through the school website, the newsletter, email communication and social media.
- Staff and executive work collaboratively with parents and carers to manage behaviour.

## School-wide expectations and rules

The Mackellar Girls Campus Behaviour Code outlines a series of rights and responsibilities each student has to themselves, other students, the school and the community.

Mackellar's positive environment is made possible by student adherence to the expectations set out in our Behaviour Code. The school will take strong action in response to behaviour that is detrimental to self, others or the achievement of high-quality teaching and learning.

To support the development of a safe and supportive learning environment, the following rights and responsibilities apply to all students:

Each student has a right to:	Each student has the responsibility to:
Be treated with courtesy, fairness and respect	<ul style="list-style-type: none"> <li>• Be tolerant, friendly and courteous to others</li> <li>• Show respect at all times for teachers, other school staff and helpers</li> <li>• Resolve conflict respectfully, calmly and fairly</li> </ul>
Develop academic, social, creative and physical potential	<ul style="list-style-type: none"> <li>• Work in order to learn</li> <li>• Allow others to learn</li> <li>• Strive for the highest standards in learning</li> <li>• Attend every school day (unless legally excused)</li> <li>• Be punctual and prepared for all lessons and activities</li> <li>• Complete all set work</li> <li>• Follow instructions and obey school rules</li> <li>• Be active participants in school life</li> <li>• Attend school everyday</li> </ul>
Have a safe non-threatening learning environment	<ul style="list-style-type: none"> <li>• Behave sensibly and safely in the classrooms, playground, at sport, on excursions, and travelling to and from school</li> <li>• Refrain from teasing, bullying, intimidation and all other forms of harassment</li> <li>• Respect school property and the property of others</li> <li>• Care for own property</li> </ul>
Have a clean and tidy school	<ul style="list-style-type: none"> <li>• Keep the classrooms, toilets, playground and surrounds clean at all times</li> <li>• Put all litter in garbage bins</li> <li>• Ensure schoolbooks, equipment and materials remain undamaged and unmarked</li> </ul>
Be proud of the school	<ul style="list-style-type: none"> <li>• Act in a manner that will bring credit to themselves and the school community</li> <li>• Comply with the school's uniform requirements</li> </ul>
Enjoy success and recognition	<ul style="list-style-type: none"> <li>• Value personal achievements</li> <li>• Positively acknowledge the achievements of others</li> </ul>

The following behaviour will not be tolerated at Mackellar Girls Campus:

- Antisocial behaviour including violence.
- Disruption of the work of teachers and students

- Possession of dangerous implements, weapons or substances including lighters, matches, aerosols.
- Possession and/or use of illegal drugs, alcohol, tobacco and e-cigarettes
- Disobedience
- Truancy and unexplained absences
- Vandalism
- Stealing
- Graffiti
- Offensive and abusive language
- Misuse of technology
- All forms of harassment and discrimination against students and staff.

The following are not to be worn or brought to school and items may be confiscated:

- Incorrect uniform items
- Chewing gum
- Aerosols (including deodorant)
- Knives, sharp implements, lighters, matches

## Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

Mackellar Girls Campus embeds proactive student wellbeing and positive behaviour approaches across a care continuum, ensuring that prevention and intervention strategies are used to develop social and emotional learning skills in student.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

The school’s wellbeing and learning support team, including counsellors, SSOs, HT Welfare, Year Advisers and Deputy Principal’s meet regularly to review and triage student, parent and staff wellbeing referrals, address complex cases and coordinate support initiatives.

Care Continuum	Strategy or Program	Details	Audience
Prevention	W@M	Wellbeing @ Mackellar has been designed by the Positive Education Team to create more opportunities for students to build connections with their peers, for leadership roles and to support their personal and social wellbeing. The theoretical basis of this program comes from Positive Psychology and PERMA with resources supported from our partnership with The Learning Curve and supports the work and ethos of the Resilience In Our Teams project. There are approximately three sessions per term that run on Fridays.	Years 7 to 10
	RIOT	Resilience In Our Teens (RIOT) is a project designed to assist students to manage their anxious behaviour. It is a large-scale evidence-based project, designed through a series of cognitive-behavioural lesson plans and through the use of teacher-led conversational techniques. These interventions are aimed at helping teenagers manage their feelings of anxiety.	Whole School
	Mackellar’s Core Values	The upholding of our four core values: Participation, Compassion, Resilience and Integrity, allows teachers to set clear expectations of student behaviour and create a shared culture in the school. Working towards demonstrating the	Staff and students.

Care Continuum	Strategy or Program	Details	Audience
		core values consistently creates engaged, respectful and successful learners.	
	Teacher Professional Learning	The RIOT/Wellbeing Professional Learning Team meet three times a term to discuss current wellbeing focuses and implement strategies to improve student wellbeing.	Teachers
	Year Meetings	Year Advisors run meetings with their Year Groups three times a term that celebrate student success, discuss wellbeing concerns of the cohort and provide opportunities for mentoring students and improving communication.	Years 7-12
	School Assemblies	School assemblies create a sense of school pride and belonging, recognise student achievement and create a sense of Mackellar community.	Staff and students
	Wellbeing Initiatives	Wellbeing initiatives are planned, implemented and evaluated based on data and feedback to provide timely and appropriate to student needs, including UR Strong, YAM, GPs in Schools, B Streetsmart, Kidman Institute, KYDS Respect and Connect, Future Proof Study, Yr 10 Amazing Race, Year Group Socials, Year 10 Life Ready	Years 7 to 11
	Peer Support	Year 10 students are trained to lead peer support groups with the following year's Year 7s that are transitioning into high school. When these students are in Year 11, they	Years 7 and 10/11

Care Continuum	Strategy or Program	Details	Audience
		run a series of peer support sessions to assist with the Year 7 transition.	
	Camps	The Year 7 and Year 11 Camps create opportunities for students to form strong social connections, challenge themselves and develop independence. Students who participate can gain resilience and feel an increased sense of belonging in their year group.	Year 7 and Year 11
	Surveys	Data collected from surveys (such as Tell Them From Me, Student Voice, feedback) allows staff to strategically plan initiatives, policies and procedures to create a positive and harmonious learning environment.	Staff and students.
	BallyMacka Socials	In social events throughout the year, Mackellar students have the opportunity to widen their social networks through engaging with students from local schools. This opportunity allows for students to make new friends and increase their confidence in social settings.	Students
	Multicultural Day	As a schoolwide celebration of Mackellar's diversity, Multicultural Day is an opportunity for students to acknowledge and experience the cultures of other students in a structured way that can increase positive connections and help	Students and staff.

Care Continuum	Strategy or Program	Details	Audience
		students feel a sense of community and belonging.	
	Transition to Year 7	Transition support events like Taste of Mackellar, Design Make Innovate, Project Penguin, Open Day, Additional Transition Day and Orientation Day provide opportunities for primary school students coming to Mackellar to increase their familiarity with the school and teachers, improving their chances of successful transition.	Primary school students
	Merit System	Celebrating student success, effort and contribution, the merit system is an opportunity for students to reflect on their impact of their actions and increase their self-esteem through recognising their achievements. The accumulation of merit points highlights to students the positive behaviours that Mackellar values in its students.	Students.
	Personal Best Assemblies	Mackellar’s valorisation of students’ personal best. These assemblies are held twice a year and recognise student effort in their subjects.	Years 7-12
	Parent Evenings	Parent evenings run throughout the year to help communicate school organisation and wellbeing information to parents. Shared understanding helps stakeholders work closely to support student wellbeing.	Parents and students.



Care Continuum	Strategy or Program	Details	Audience
	Homework Support	Various homework support programs are offered to support student engagement, a sense of self-efficacy and help them work towards reaching their academic potential. These programs include the Numeracy Centre (staffed by maths teachers, Supporting Learning @ Mackellar, Prefect-run Homework Hub.)	Students requiring additional academic and mentoring support.
Early intervention	RAISE	Raise Foundation is Australia's leading provider of youth mentoring programs, offering early intervention mentoring as a preventative solution.	Identified small group of students in Year 8/9
	B@M – Breakfast at Mackellar	Breakfast is available to students that may not have access to food at home. This supports students experiencing hardship to engage in their academics and inspire attendance.	Students that may be experiencing hardship.
	Peer Mediation	Year 10 students receive training and are acknowledged in the school community as individuals who can contribute to a positive school climate through their mediation abilities. They support students in other year groups to solve conflicts, improving their social interactions and overall experience of the school environment.	Year 10 Peer Mediators, junior students in conflict.
	Student Support Officer	Student Support Officers (SSOs) work within the school community to enhance the learning and wellbeing outcomes of	Students with wellbeing needs.

Care Continuum	Strategy or Program	Details	Audience
		students, in partnership with the wellbeing team and the School Counselling Service. SSOs also play a pivotal role in working collaboratively with external agencies and creating referral pathways for students and families to youth and family support agencies.	
	Year 12 Mentors	Year 12 students are provided a teacher mentor at the commencement of their HSC course to support them with the increased academic rigour and individual stresses they may face. The teacher is responsible for explicitly teaching study skills, providing moral support and making referrals to additional support staff where appropriate.	Year 12 students
	Wellbeing Space	The Wellbeing Space is a setting where students with sensory or other additional needs can seek support and refuge during the school day. The space offers a respite from the busy school environment and allows students the opportunity to self-regulate, increasing resilience and the experience of high school for students with additional needs.	Students with additional needs, particularly sensory needs.
	School Counselling Service	The School Counselling team works closely with the learning support and wellbeing teams to support staff in implementing best practice for enhancing student mental health. The team liaises with teaching	Students Years 7-12

Care Continuum	Strategy or Program	Details	Audience
		staff and Year Advisers to provide advice and assist with proactive planning for wellbeing supports.	
	Peer Support	Student leaders in senior years orientate new year 7 students to school int terms of procedures and building social connections.	Year 7 students
	Learning Support Team	<p>The school learning and support team plays a key role in supporting students with disabilities and additional learning needs.</p> <p>The team:</p> <ul style="list-style-type: none"> <li>• supports teachers in identifying and responding to the additional learning needs of students</li> <li>• facilitates and coordinates a whole school approach to improving the learning outcomes of every student</li> <li>• coordinates planning processes and resourcing for students with disability and additional learning and support needs</li> <li>• designs and implements the supports required to build teacher capacity so that all students access quality learning</li> <li>• develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.</li> </ul> <p>This improves students' sense of self-efficacy and self-confidence. This leads to more positive wellbeing and less instances of challenging behaviours due to disengagement.</p>	Students with disability and additional learning needs

Care Continuum	Strategy or Program	Details	Audience
	Transition Strategies	The Year Advisers and executive staff meet with feeder primary schools to ensure individual students with identified additional needs are known to the wellbeing team. Information is followed up by the Learning Support Team.	Year 7 students and families
	Delivery Support Team	The school liaises and consults with the Delivery Support Team to provide targeted, individualised support to students with identified learning and wellbeing needs.	Individual students Years 7-12
	Student Support Officer	The SSO provides individual support to students who present with mental health and wellbeing concerns and require low level counselling support. The SSO supports students to develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. The SSO supports the establishment of links to external services based on the individual wellbeing and behavioural needs of students.	Individual students Years 7-12
	Behaviour Book	Students may be provided with a behaviour book to assist in regulating and reflecting on their behaviour at the end of each lesson. It facilitates constructive conversations between teachers and students about appropriate classroom expectations. It further supports holistic discussions between the student and the Deputy Principal and Student Support Officer about strategies to support	

Care Continuum	Strategy or Program	Details	Audience
		greater classroom engagement for all students.	
	Parental Communication via Sentral	Parents are kept informed of student behaviour, both positive and negative, through the Sentral system. Strong connections between home and school create consistency in expectations for students.	Students identified by positive or negative behaviours.
	Next Level	School based group teaching practical, life-long skills to improve emotional problem solving for adolescents.	Year 8 and 9 small group
<b>Individual/targeted intervention</b>	School Counselling Team	The School Counselling Service offers mental health and wellbeing supports to students in the context of their learning and experience at school. School Counsellors can facilitate referrals to external services, complete psychometric testing and assessments, and provide counselling support to students. The team works closely with the wellbeing and learning support teams to ensure interventions for students are individualised, evidence based and collaboratively implemented by teaching staff.	Individual students Years 7-12
	Learning Support	The Learning and Support Team works with teachers, students, and families to support those students who require personalised learning and support.	Individual students, families and staff

Care Continuum	Strategy or Program	Details	Audience
	Attendance Programs	Attendance reports are generated twice a term to identify students requiring additional support in attending school. The wellbeing team communicates supports with students and parents to address barriers. Year Advisers meet with students who have low or declining attendance rates regularly to support attendance at school. As an indicator of challenges in wellbeing and learning, students with low rates of attendance are provided with additional supports to improve their experience at school as HSLO referral. Attendance is recognised and celebrated at Presentation Day.	Students in Years 7-12
	Individual Behaviour Support Plans	An Individual Behaviour Support Plan is developed for a student with persistent and/or serious challenging behaviour. The plan outlines replacement behaviours required and support to achieve this. Staff from the school wellbeing team work with the student to identify causes, develop strategies, and monitor the effectiveness of the plan. The plan may also involve input from the family and other support services.	Individual students Years 7-12
	PEERS	Selected students participate in explicit teaching of social skills through the PEERs program to better support their ability to have successful school interactions in the	Students with difficulties with social environment at school.

Care Continuum	Strategy or Program	Details	Audience
		school environment, encouraging school engagement and improving wellbeing.	
	SDECC	Liaison and sharing of information with Sydney Drug Education Counselling Centre to support students identified as requiring help with substance abuse. Counselling sessions facilitated and referrals made to support health outcomes for students.	Students challenged by substances.
	Wellbeing Plan	Year Advisors and HT Welfare create, monitor and update student Wellbeing Plans to communicate relevant wellbeing information to class teachers and staff. Plans allow teachers to differentiate according to student need and provide individualised support to those that require it.	Students identified as having additional wellbeing needs.

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. This includes in the classroom, playground and at assemblies/on Sentral Staff model and promote appropriate behaviours as well	School wide behaviour standards and expectations are reinforced and the four key values of Mackellar promoted.	Student seeks help from school staff (teacher, YA, SSO) immediately if there is risk. Otherwise, students notify staff ASAP.

<p>as preventative and resilience strategies</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>		<p>Executive/DP investigates and Behaviour Management Process is followed.</p>
<p>Students regularly engage in learning opportunities where social and emotional skills are explicitly taught through a wellbeing curriculum. This includes W@M and RIOT.</p>	<p>Students report incidences of negative behaviours involving peers to staff. Students counselled by staff using language of RIOT and URStrong. Appropriate actions are taken by staff to address the issue, potentially including mediation. Appropriate referrals are made to supports within the school including SSO, ARCO, Peer Mediators.</p>	<p>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP makes contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p> <p>Refer to the school's Learning Support/Welfare Team considering current and previous behaviour data. Other actions may include developing a Safety Plan, Risk Management Plan or Individual Behaviour Support Plan. Student may also be placed on a Behaviour Book.</p>

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are conducted according to the school's behaviour policy. Responses may include:

- The provision of appropriate supports to staff and students impacted.
- Student referral and monitoring through the learning and support team, including YAs and key wellbeing staff.
- Development and review of individual student support planning including support from the SSO to target the development of replacement behaviours.
- Detention, reflection and restorative practices (listed below)
- Communication and collaboration with parents/carers (phone, email, meeting)
- Formal caution to suspend, suspension, expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

- Responses to all behaviours of concern apply to student behaviour that occurs:
  - at school
  - on the way to and from school
  - on school-endorsed activities that are off-site



- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

### Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Minor Detentions	Break Time for 15 mins	Teaching Staff	Sentral
Teacher Reflection Sheet	As required	Teaching Staff	Faculty files
Head Teacher Reflection Sheet	As required	Executive Staff	Sentral
After School Detentions	After school for 60 mins	Executive Staff	Sentral
Sport Detention	During Sport	Sport Coordinator	Sentral
Wellbeing Space Reflection	As required	Wellbeing Team	Sentral

### Review dates

Last review date: Term 4, 2024

Next review date: Term 4, 2025

## Appendix 1: Managing Disruption to Learning at Mackellar

<p><b>Mackellar non-negotiables</b>  (Preventative measures)</p>	<ul style="list-style-type: none"> <li>- Students must line up outside the classroom and enter quietly and respectfully</li> <li>- Teachers have clear, classroom rules that have been explained and are displayed in learning spaces.</li> <li>- Teachers have a consistent silence cue</li> <li>- Teachers begin each lesson with a 'do now' activity</li> <li>- Learning intentions are displayed in every lesson</li> </ul>	
<p><b>First instance of disruptive behaviour</b></p>	<p><b>Classroom:</b> Teacher provides at least ONE verbal signal about inappropriate behaviour. These can include:</p> <ul style="list-style-type: none"> <li>- Remind student of appropriate behaviour</li> <li>- Move seat</li> <li>- Redirect student</li> <li>- Ask the student a relevant question</li> <li>- Ask student to self-regulate the inappropriate behaviour</li> <li>- Last reminder is a warning of detention</li> </ul>	<p><b>Non-verbal strategy toolbox:</b></p> <ul style="list-style-type: none"> <li>- Eye contact</li> <li>- Proximity</li> <li>- Purposeful pause</li> <li>- Hand gesture</li> <li>- Change tone of voice</li> <li>- Change volume of voice</li> </ul>
<p><b>Class Teacher</b></p>	<p><u>Detention (20 minutes max)</u> Teacher discusses issues and expectations. Link to core school values; integrity, participation, resilience, compassion. This could include a playground duty. Record detention on Sentral</p> <hr/> <p><u>If 2nd detention</u> Teacher discusses issues and expectations. Links core school values; integrity, participation, resilience, compassion. Have lessons been adjusted to allow student access to learning?</p> <ul style="list-style-type: none"> <li>- Teacher level reflection sheet is completed by student</li> <li>- Parent phone call by teacher to discuss issue and student reflection.</li> <li>- Record in Sentral student behaviour, teacher consequences and scanned reflection sheet.</li> </ul>	
<p><b>Head Teacher</b></p>	<p><u>3rd detention</u> Teacher and Head Teacher discuss with student the issues that occur in class, why there has been no improvement, and expectations.</p> <ul style="list-style-type: none"> <li>- Review lesson adjustments made for student access to learning</li> <li>- Review previous reflection sheet and discuss why change in behaviour did not improve, and complete HT reflection sheet.</li> <li>- Parent phone call by Head Teacher</li> <li>- Detention (could be an after-school detention)</li> <li>- Head Teacher liaises with the Year Adviser to see if there are other issues to be aware of.</li> <li>- Record in Sentral student behaviour, teacher consequences and scanned reflection sheet.</li> </ul>	

<p><b>Deputy Principal</b></p>	<p><u>If behaviour continues and/or is across multiple faculties:</u>                  Head Teacher and Deputy discuss with student the issues that occur in class, why there has been no improvement, and expectations using completed reflection sheets.</p> <ul style="list-style-type: none"> <li>- Students may be removed to work in Admin Block for the disturbed class.</li> <li>- Deputy Principal to create Behaviour Management Plan with student</li> <li>- After School Detention</li> <li>- Referral to Wellbeing Team</li> <li>- Suspension Warning may be issued</li> <li>- Behaviour monitoring booklet for return to classes</li> <li>- Parent phone call by Deputy Principal.</li> <li>- Parent meeting may be organised</li> </ul>
<p><b>Principal</b></p>	<p><u>If deemed unsatisfactory by the Deputy Principal:</u>                  Principal goes over the issues that occur in class and expectations with Student.</p> <ul style="list-style-type: none"> <li>- Student may be sent home with parent if possible</li> <li>- Parent meeting organised</li> <li>- Student may be suspended</li> <li>- Return to class reflection</li> </ul>
	<p>If whole school monitoring book shows no improvement                  Student is removed from class and will work outside the DP's Office until:</p> <ul style="list-style-type: none"> <li>- Sent home with parent</li> <li>- May be suspended again</li> <li>- Return to class reflection</li> <li>- Behaviour monitoring booklet for return to normal classes.</li> </ul>
<p>Instances of behaviour which are abusive, violent, defiant and/or causes significant harm falls outside of this process. In these cases a consequence is often directly required and possible escalation to the Deputy Principal.</p>	

## **Appendix 2: Wellbeing Scope and Sequence**

	Wellbeing Theme			
	Supporting Transition		Growing Resilience	
Year 7	Term 1	Term 2	Term 3	Term 4
<b>Term 1: Participation</b> <b>Term 2: Compassion</b> <b>Term 3: Resilience</b> <b>Term 4: Integrity</b>	<b>Opt in/Have a go mentality</b>	<b>'How to be a Good Friend'</b>	<b>'Resilience'</b>	<b>Integrity/Responsible</b>
	- What is gained by having a go? - What is lost by not having a go?	-What does helping others look like? -How do you manage conflict?	- What is resilience? - How do you build resilience?	-What is responsibility -How do you support your emotions and those of others?
<b>Programs and Initiatives</b>	<ul style="list-style-type: none"> <li>• Peer Support</li> <li>• Elevate</li> <li>• UR Strong</li> <li>• Year 7 Camp</li> </ul>	<ul style="list-style-type: none"> <li>• HPGE Project (not all)</li> <li>• Clubs expo</li> <li>• NAPLAN</li> <li>• SRC</li> </ul>	<ul style="list-style-type: none"> <li>• Gala Day</li> <li>• RIOT ½ day</li> <li>• Year 7 Social</li> <li>• Year 7 Zoo Excursion</li> <li>• Book Parade</li> <li>• Talent Quest</li> </ul>	<ul style="list-style-type: none"> <li>• Vaccinations</li> <li>• Year 7 Lifesaving</li> <li>• Exams</li> <li>• Multicultural Day</li> </ul>

# Year 8

	Wellbeing Theme			
	Respect for Others		Respect for Yourself	
Year 8	Term 1 Value: Participation	Term 2 Value: Compassion	Term 3 Value: Resilience	Term 4 Value: Integrity
	'Getting Involved'	'Kindness to Yourself & Others'	'Resilience & Gratitude'	'Integrity & Responsibility'
	<ul style="list-style-type: none"> <li>- Participation in school events, eg school clubs</li> <li>- Creating a safe and inclusive environment</li> </ul>	<ul style="list-style-type: none"> <li>-What does kindness look like?</li> <li>-How do you manage conflict?</li> <li>- Random acts of kindness</li> <li>- Acknowledging your achievements and wins</li> </ul>	<ul style="list-style-type: none"> <li>- What is gratitude?</li> <li>-What happens when you give gratitude?</li> <li>- What is resilience?</li> <li>- How do you build resilience?</li> </ul>	<ul style="list-style-type: none"> <li>- How to achieve PB</li> <li>- Respect others cultures, link to Multicultural Day</li> <li>- Stress management for exams &amp; reflecting on our practices</li> </ul>
<b>Programs and Initiatives</b>	<ul style="list-style-type: none"> <li>● Swimming Carnival</li> <li>● Year 8 Sleepover</li> <li>● KYDS Workshop</li> <li>● Club Expo</li> <li>● W@M</li> </ul>	<ul style="list-style-type: none"> <li>● Athletics Carnival</li> <li>● Stand Tall</li> <li>● Language Day</li> <li>● W@M</li> </ul>	<ul style="list-style-type: none"> <li>● Elective choices</li> <li>● PB</li> <li>● Social</li> <li>● Book Parade</li> <li>● Talent Quest</li> <li>● W@M</li> </ul>	<ul style="list-style-type: none"> <li>● Yearly Exams</li> <li>● Multicultural Day</li> <li>● PB</li> <li>● Presentation Day</li> <li>● W@M</li> </ul>

# Year 9

	Wellbeing Theme			
	Taking Responsibility for Yourself and Your Learning		Respect for Yourself & Others	
Year 9	Term 1 (Participation)	Term 2 (Compassion)	Term 3 (Resilience)	Term 4 (Integrity)
	<b>Running Towards</b>	<b>Emotional Regulation</b>	<b>Challenging Emotions</b>	<b>Personal Responsibility</b>
	<ul style="list-style-type: none"> <li>- Establishing SMART goals</li> <li>- Taking action to meet goals</li> <li>- Study goals and multitasking</li> <li>- Reflection of SMART goals</li> <li>- Charity event</li> </ul>	<ul style="list-style-type: none"> <li>- Removing stigma &amp; avenues for support</li> <li>- Owning your actions</li> </ul>	<ul style="list-style-type: none"> <li>- Positive peer relationships</li> <li>- Impact of pack mentality</li> <li>- Resilience- What does it look like in practice</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance</li> <li>- How does behaviour impact on learning</li> <li>- Future Proof: self-care and balance→ focus on moving into Year 10</li> </ul>
<b>Programs and Initiatives</b>	Literacy Days Week 7, Term 1		Elevate Week 5, Term 3 W@M RIOT, Week 5, Term 3 Y@M Term 3	

Year 10: Wellbeing Theme - Let's Own it!			
Term 1: Setting up for success & participation	Term 2: Owning responsibility (careers) & compassion	Term 3: Owning our actions & resilience	Term 4: Owning our differences & integrity
<p>Meeting 1 (Week 2): Introduction to Year 10, assessment policy reminder, uniforms</p> <p>Meeting 2 (Week 3): Leadership opportunities / participation - peer mediation, club involvement</p> <p>Meeting 3 (Week 6): Goal setting for the year and taking action to achieve those goals (google form)</p> <p>Meeting 4 (Week 8): Revisiting goals progress; reminder peer mediation</p> <p>Meeting 5 (Week 9): Taster lesson, subject selection, future careers (career advisor to speak?*) and skills to support transition to work</p>	<p>Meeting 1 (Week 2): Compassion and charity committee (links back to leadership opportunities and skills to support future careers); amazing race; taking responsibility</p> <p>Meeting 2 Week 8): Confirmation of charity and event; reflect on taking responsibility; confirmation of subject selection, personal best; Year 10 interviews</p>	<p>Meeting 1 (Week 4): Resilience and being accountable for actions</p> <p>Meeting 2 (Week 6): Making choices and dealing with consequences</p> <p>Meeting 3 (Week 9): Reflecting and growing from choices; exam success; dealing with anxiety and stress; busy term 4 (project, work experience) (HT welfare speak about exams)</p> <p>Career advisor to speak?</p>	<p>Meeting 1 (Week 3): Resilience &amp; integrity (link to exams), personal best, project, where to go to get help and support</p> <p>Meeting 2 (Week 5): Integrity (link to work experience), end of year picnic, height circle, transition to Year 11</p>
Programs & Initiatives			
<p>Club expo</p> <p>Minimum standards</p> <p>Year 10 Peer Mediation</p> <p>Year 10 Vaccinations</p> <p>B-street tickets (March release)</p>	<p>Year 11 Subject Selection</p> <p>Taster Week</p> <p>Elevate</p> <p>Amazing Race</p>	<p>Year 10 Interviews</p> <p>Subject selections due</p> <p>Personal best</p> <p>B-street smart (August event)</p> <p>Year 11 Camp organisation for early 2026 (book buses - ferry)</p>	<p>Year 10 Exams</p> <p>All my own work</p> <p>Year 10 Project</p> <p>Work experience</p> <p>Peer Support Training</p>



Year 11				
Wellbeing Theme				
Value of the Term	Participation	Compassion	Resilience	Integrity
Year 11	Term 1	Term 2	Term 3	Term 4
	<b>Participate, collaborate, elevate—Year 11 starts now!</b>	<b>Compassion is Key - Support Others, Support Yourself</b>	<b>Grow stronger, embrace the fun, and make Term 3 truly unforgettable!</b>	<b>Integrity empowers progress—take ownership, embrace diversity, and support one another.</b>
	Goal setting Becoming a team and building relationships Good study habits balanced with mental health strategies Get yourself involved in new initiatives	Accessing school supports: SSO, Counsellor, YAs Healthy habits for emotional wellbeing Emotional intelligence, perspective & empathy	RIOT Strategies during Year Meetings Managing stress Collaboration and involvement in key events Building confidence and self-esteem	Embracing diversity Supporting each other to figure out what to do outside of school - support, advice direction, positive reinforcement Refocus, shift or reflect on progress with goals from T1 Taking ownership Positive peer and teacher relationships Coping with transition into Y12
<b>Programs and Initiatives</b>	<ul style="list-style-type: none"> <li>Year 11 Camp</li> <li>Year 11 Elevate</li> <li>Year 11 Run Club</li> <li>Student-led study groups - consult Bec about having the Library open later (with teacher supervision) once a week?</li> <li>Clubs Expo</li> </ul>	<ul style="list-style-type: none"> <li>Elevate Day 2</li> <li>Prefect Nominations, resume, workshop</li> <li>GP Visits</li> <li>RIOT</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 Interviews</li> <li>Mahboba's Breakfast</li> <li>Yearly Exams</li> <li>Book Parade</li> <li>Talent Quest</li> </ul>	<ul style="list-style-type: none"> <li>Start Year 12</li> <li>HSC Study Skills Day</li> <li>Kidman Institute Presentation</li> <li>Parent Info Evening</li> <li>Multicultural Day</li> <li>Year 12 mentors</li> </ul>

	Wellbeing Theme		
	Managing the Demands of the HSC		
Year 12	Term 1	Term 2	Term 3
	<b>Managing Academic and Emotional Stress</b>	<b>Thinking about the future: Where do you see yourself next year?</b>	<b>Getting ready for the HSC</b>
	<ul style="list-style-type: none"> <li>● Goal setting (SMART Goals)</li> <li>● Study timetable</li> <li>● Managing stress through organisation and planning</li> <li>● Taking care of ourselves at the halfway mark</li> <li>● Mentor relationships</li> <li>● Social time - Organisation for school social (Apr 11)</li> <li>● Swimming carnival dance</li> </ul>	<ul style="list-style-type: none"> <li>● Next year: information about ATARs, University Entry, TAFE, Traineeships and employment (K.Erskine)</li> <li>● Early Entry (K.Erskine)</li> <li>● The importance of 'options'</li> <li>● Preparing for Trial Exams</li> </ul>	<ul style="list-style-type: none"> <li>● Outlining strategies for successful planning</li> <li>● What makes a successful HSC student?</li> <li>● Organisation of 'Fun Week' and charity to support via dunk tank profits</li> <li>● Graduation</li> </ul>
<b>Programs and Initiatives</b>	<ul style="list-style-type: none"> <li>● RYDA</li> <li>● School social with Bally</li> <li>● Early entry application process</li> <li>● Swimming carnival and book parade - dance - increasing cohesiveness</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>● My Year 12 Life – ClickView</li> <li>● Year 13 Top tips (needs editing so not bio focused) <a href="https://docs.google.com/presentation/d/1qn4Pn924OEW_4Y5rXHFRUBF91_0IUm4RqBn-VizWTEQ/edit#slide=id.g729dd71725_7_214">https://docs.google.com/presentation/d/1qn4Pn924OEW_4Y5rXHFRUBF91_0IUm4RqBn-VizWTEQ/edit#slide=id.g729dd71725_7_214</a></li> <li>● SMH - <a href="https://www.smh.com.au/topic/hsc-study-guide-2022-6fo6">https://www.smh.com.au/topic/hsc-study-guide-2022-6fo6</a></li> <li>● <a href="https://kisacademics.com/blog/taking-care-of-yourself-during-high-school-and-year-12-exams/">https://kisacademics.com/blog/taking-care-of-yourself-during-high-school-and-year-12-exams/</a></li> <li>● <a href="https://youtu.be/TjPFZaMe2yw">https://youtu.be/TjPFZaMe2yw</a></li> </ul>		

## **Appendix 2: Wellbeing Scope and Sequence**



## Reflection Teacher Level Support

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### 1. Which values weren't you following?

<input type="radio"/> Participation	<input type="radio"/> Compassion	<input type="radio"/> Integrity
I did not satisfactorily participate in my learning when:	I did not show compassion, kindness or respect when:	I was not a responsible, engaged student when:
_____	_____	_____
_____	_____	_____
_____	_____	_____

### 2. Who or what did your behaviour affect?

Teacher       Support teachers       School visitors  
 Other students       My own learning       Other \_\_\_\_\_

### 3. How did the teacher assist?

Reminders/Verbal cues       Moved my seat to keep me on task       Helped me with the work  
 Consequence \_\_\_\_\_       Other \_\_\_\_\_

### 4. What was the purpose of your behaviour?

<input type="radio"/> I wanted to be in control of the situation	<input type="radio"/> I wanted revenge
<input type="radio"/> I wanted attention from others	<input type="radio"/> I wanted to cause problems because of peer issues
<input type="radio"/> I wanted to challenge the teacher's authority	<input type="radio"/> I wanted to get a laugh
<input type="radio"/> I wanted to get sent to the HT	<input type="radio"/> I wanted to avoid doing my work
<input type="radio"/> I wanted to get suspended	<input type="radio"/> I wanted to cause problems for others as I'm unhappy
<input type="radio"/> I was bored	<input type="radio"/> Other: _____

### 5. How do you think you handled yourself?

Poorly       Not so well       OK       Good       Great

### 6. What could be a better way of dealing with this?

\_\_\_\_\_

\_\_\_\_\_

### 7. What are three things that need to change to return to lessons successfully?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Student signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_



## Reflection Head Teacher Level Support

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### 1. Which values weren't you following?

<input type="radio"/> Participation	<input type="radio"/> Compassion	<input type="radio"/> Integrity
I did not satisfactorily participate in my learning when:	I did not show compassion, kindness or respect when:	I was not a responsible, engaged student when:
_____	_____	_____
_____	_____	_____
_____	_____	_____

### 2. Who or what did your behaviour affect?

Teacher       Support teachers       School visitors  
 Other students       My own learning       Other \_\_\_\_\_

### 3. How did the teacher assist?

Reminders/Verbal cues       Moved my seat to keep me on task       Helped me with the work  
 Consequence \_\_\_\_\_       Other \_\_\_\_\_

### 4. What was the purpose of your behaviour?

<input type="radio"/> I wanted to be in control of the situation	<input type="radio"/> I wanted revenge
<input type="radio"/> I wanted attention from others	<input type="radio"/> I wanted to cause problems because of peer issues
<input type="radio"/> I wanted to challenge the teacher's authority	<input type="radio"/> I wanted to get a laugh
<input type="radio"/> I wanted to get sent to the HT	<input type="radio"/> I wanted to avoid doing my work
<input type="radio"/> I wanted to get suspended	<input type="radio"/> I wanted to cause problems for others as I'm unhappy
<input type="radio"/> I was bored	<input type="radio"/> Other: _____

### 5. Your teacher has already discussed this behaviour and provided consequences. What support do you require from us to improve this situation?

\_\_\_\_\_

\_\_\_\_\_

### 6. What are three things that need to change to return to lessons successfully?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Student signature: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_