

# Oran Park High School Behaviour Support and Management Plan



## Overview

Oran Park High School maintains high expectations for all students to achieve their individual potential. The school has a commitment to excellence and achievement, shaping learning experiences that are authentic, challenging and participatory.

We are also committed to providing safe, supportive learning environments in which we model the inclusive and respectful behaviours we value in our students.

## Partnership with parents and carers

Oran Park High School is more than just a place of education; it is a community built on high expectations and mutually respectful relationships. As we position ourselves at the heart of a new and growing community, we are committed to creating an inclusive and supportive learning environment that empowers students to excel both academically and personally.

Our commitment to excellence is encapsulated in our school motto: "Partners in Learning." This motto reflects our belief that the journey of education is a collaborative effort, with students, parents, carers, and educators working together as partners to achieve academic success and personal growth.

We acknowledge the important role parents and carers play as a child's first teacher. Fostering active parental involvement in behaviour management supports significant positive improvements for all students.

## School-wide expectations and rules

As a positive behaviour for learning school, Oran Park High School fosters a school climate that supports;

- a feeling of safety
- respect
- engagement in learning
- involvement in school life
- shared vision
- involvement of teachers, students, and families.

Through a school-wide shared commitment to the core values of **Teamwork, Respect, Achievement and Kindness** (TRAK), teachers explicitly define, teach and respond to expected behaviours across the school.

Students who are on TRAK are working well with others, are considerate learners and citizens, try their best and treat everyone with respect and kindness.

Teamwork	Respect
Cooperate with others	Follow teacher instructions
Keep school spaces clean and tidy	Respect school property and environments
Wear the correct school uniform	Use technology appropriately
Behave safely	Allow others to learn

Achievement	Kindness
Attend school and class on time	Use kind language and words
Bring all required equipment	Say NO to bullying
Participate actively	Show kindness to others
Complete classwork to the best of your ability	

## 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](#).

# NSW Behaviour Code for Students

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

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

**Behaviour code for students: Student actions**

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

## Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

## Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

## Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum to respond to behaviours of concern. Practices which underpin our care continuum include:

- explicitly teaching classroom expectations
- establishing strong 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
- differentiating learning content and tasks to meet the needs of all learners.



### ORAN PARK HIGH SCHOOL

Care continuum

Care Continuum	Strategy
<b>Prevention</b>	
TRAK merits and awards	<ul style="list-style-type: none"> <li>• Reward program where students are issued merit points which accumulate towards increasing levels of school awards. Top TRAK point earners from each year group are invited to access additional reward excursions each year.</li> </ul>
School Consistent Approaches to Teaching (SCATs)	<ul style="list-style-type: none"> <li>• Whole school professional learning and classroom resources for teachers to create strong routines to bring consistency across different learning environments.</li> </ul>
TRAK Grand Prix House Championship	<ul style="list-style-type: none"> <li>• Whole school reward program to encourage team-work and cooperative skills. As students earn individual merit points, they are also accumulated for their designated 'house'. Points are displayed at each school assembly and winning house is awarded a trophy.</li> </ul>
Recognition Letters	<ul style="list-style-type: none"> <li>• Teachers identify individual students who are consistently displaying expected school TRAK values and school sends a letter home to parents recognising and celebrating positive efforts.</li> </ul>

Care Continuum	Strategy
The Resilience Project	<ul style="list-style-type: none"> <li>Explicit lessons delivered fortnightly to students in Years 7-9 that teach strategies to build personal resilience and self-regulation.</li> </ul>
<b>Early Intervention</b>	
Australian eSafety Commissioner Toolkit for Schools	<ul style="list-style-type: none"> <li>The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.</li> </ul>
Classroom Monitoring	<ul style="list-style-type: none"> <li>Individual monitoring cards issued by classroom teachers which serve as a tool to track and monitor behaviour. Students engage in supported conversations with teachers about behaviour improvement.</li> </ul>
Peer Mediation and School Wellbeing Ambassadors	<ul style="list-style-type: none"> <li>Peer mediation invites students to take responsibility for their actions by working together to find solutions to conflict. Trained student leaders facilitate a process to negotiate a resolution.</li> </ul>
Quality Differentiated Teaching Practices	<ul style="list-style-type: none"> <li>Teachers provide classroom level adjustments to cater for the diverse student population, encouraging all students to engage in learning in meaningful ways.</li> </ul>
Student Support Officers	<ul style="list-style-type: none"> <li>Student Support Officers (SSOs) work within the school community to enhance the learning and wellbeing outcomes of students, in partnership with the wellbeing team and the School Counselling Service.</li> </ul>
<b>Targeted Intervention</b>	
Executive Monitoring	<ul style="list-style-type: none"> <li>Individual monitoring cards issued by executive staff which serve as a tool to track and monitor behaviour. Students engage in supported conversations with school leaders about behaviour improvement and individual goal setting.</li> </ul>
Attendance Monitoring	<ul style="list-style-type: none"> <li>Close monitoring of attendance patterns by Year Advisors and Head Teacher Administration to identify students at risk of disengagement, referring to Deputy Principals and Home School Liaison officer as needed for case management.</li> </ul>
Learning Support Intervention	<ul style="list-style-type: none"> <li>Classroom teachers and parents make referrals to the school's Learning and Support Team for support and coordination of planning and resourcing for students with disability and/or additional learning needs.</li> </ul>
<b>Individual Intervention</b>	
Deputy Principal Monitoring	<ul style="list-style-type: none"> <li>Individual monitoring cards issued by Deputy Principals in line with the Behaviour Policy which serve as a tool to track and monitor behaviour. Students engage in personalised planning for behaviour improvement.</li> </ul>
Complex case management	<ul style="list-style-type: none"> <li>Individualised planning and coordination of supports, resources and strategies to improve learning, wellbeing and/or behaviour of student at risk. This may include formal warnings of suspension, suspension,</li> </ul>

Care Continuum	Strategy
	case meetings, personalised improvement plans and goal setting, referral to outside agencies or allied health professionals.
School Counsellor Support	<ul style="list-style-type: none"> <li>School Counselling Service staff support students by providing a psychological counselling, assessment and intervention service in conjunction with the school's Learning Support Team.</li> </ul>
<b>Restorative Practices</b>	
Restorative conferences or conversations	<ul style="list-style-type: none"> <li>All staff receive training on the use of restorative practices to support students in developing a vocabulary to discuss conflict, restore relationships and return to learning. Year Advisors are trained in facilitating restorative conferences where minor conflicts between students has occurred and is used to support students in developing skills for conflict management.</li> </ul>
Resolution meetings	<ul style="list-style-type: none"> <li>Restorative meetings following a suspension aim to repair harm, rebuild relationships, and reintegrate the student into the school community. They provide an opportunity for reflection and accountability, helping the student understand the impact of their actions and commit to positive change.</li> </ul>

## Planned responses to positive behaviour

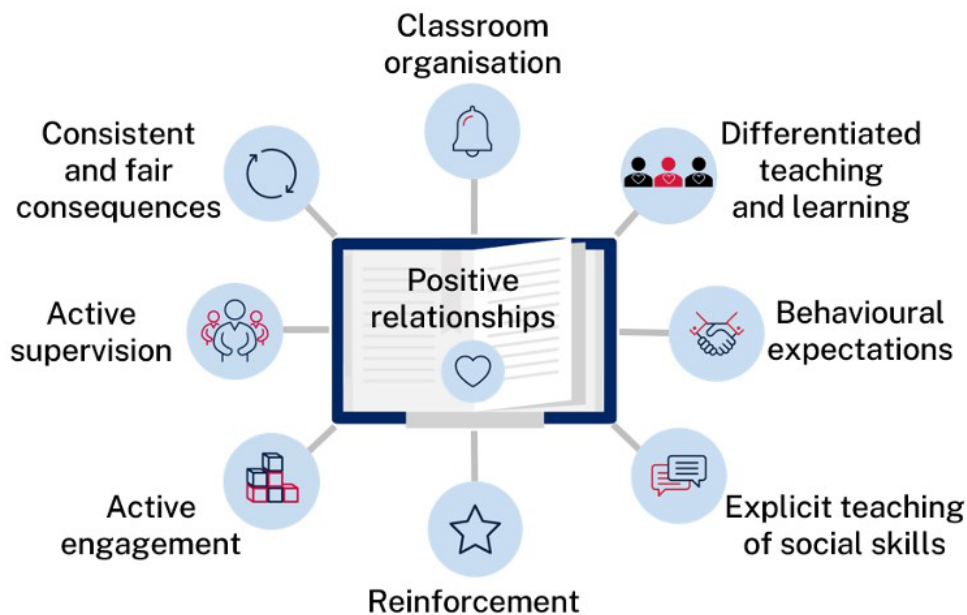
Celebrating success and achievements play an important role in recognising and explicitly teaching expected behaviours. Teachers reinforce positive behaviour, responsibility, effort and achievement using the merit system.

Students are awarded points through participation in all aspects of school life and by being on TRAK. These points accumulate and contribute to a student's individual merit level (shown below) and the Grand Prix House Championship. Additionally, special "Reward Days" are held each term for students reaching set levels.



## School-wide consistent approaches to teaching

All teachers at Oran Park High School receive professional learning using high leverage strategies that support strong classroom management skills. This supports teachers to reduce rates of inappropriate or unwanted behaviour and increase rates of student engagement with learning. Emphasis is placed on strong and consistent classroom routines that support all students, but particularly students transitioning to High School, to know and understand routines and expectations.



## Planned responses to inappropriate behaviour and behaviours of concern

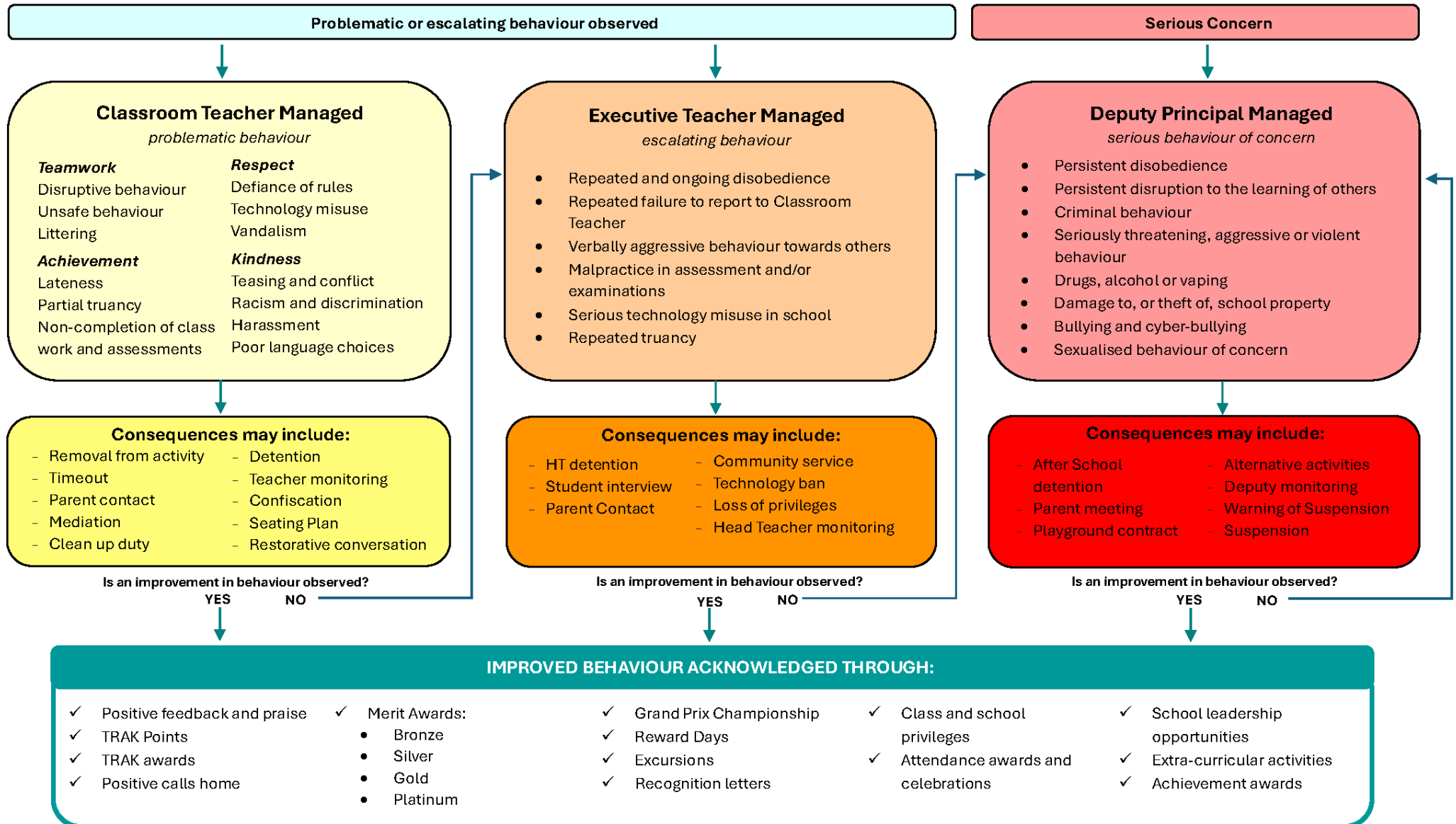
Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

See flowchart for examples of problematic, escalating or serious behaviours of concern that would warrant interventions and/or consequences.

# Oran Park High School Behaviour Management



Preventative, respectful and inclusive behaviour expectations are taught.





## Planned responses to mobile phone misuse

Oran Park High School's 'Off and Away All Day' procedures apply to mobile phones and occur during all school hours, including break times such as during lunch and recess, as well as while students are on school-based excursions.

Students are able to carry their phones while travelling to and from school, but they must be turned off and placed in their bags by the first bell at 8.50 am. They cannot be accessed by students again until the final bell at the end of the school day.

School staff can allow students to use their mobile phones in specific circumstances, such as for an educational purpose, for their wellbeing or to support students with specific needs.

School procedures for mobile phone misuse are as follows:

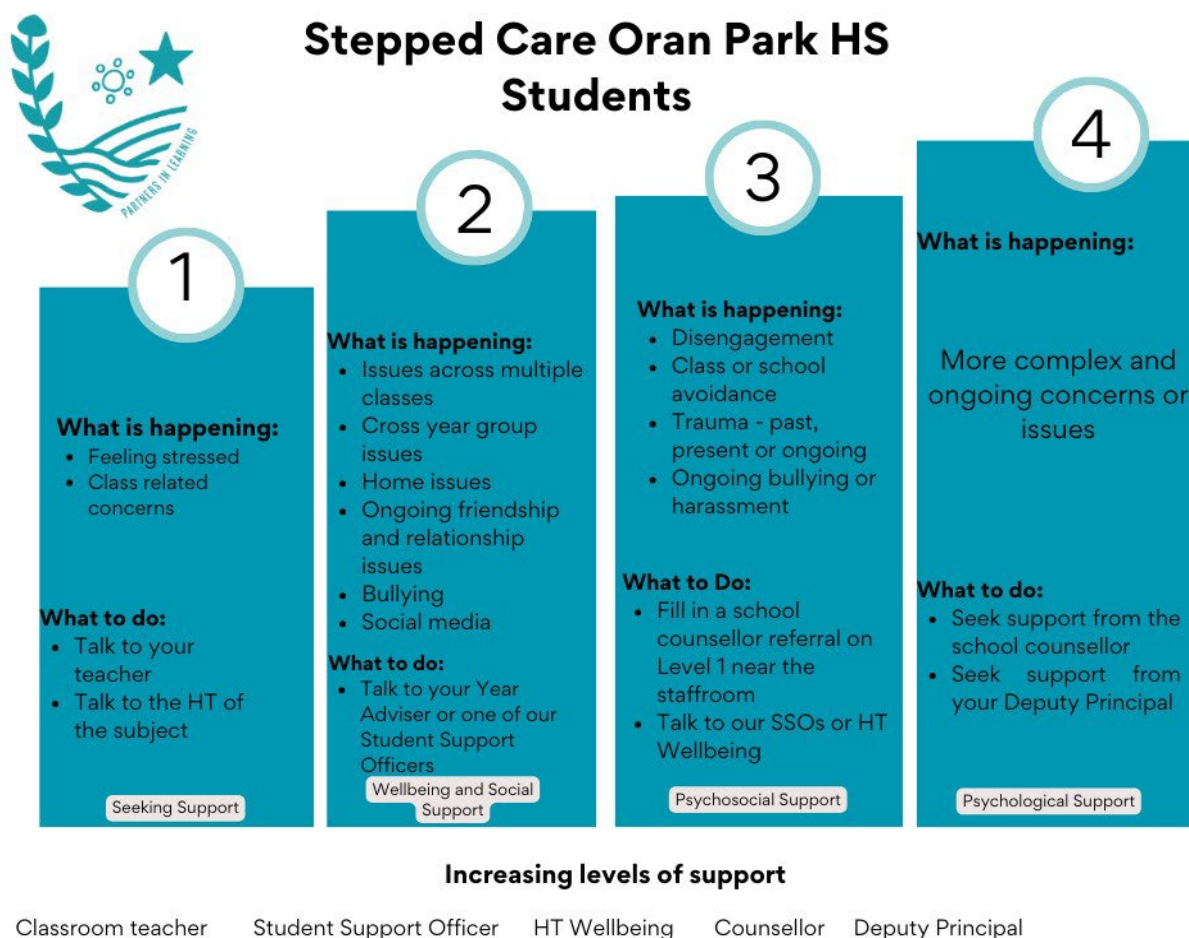
Mobile Phone Misuse	School Action
1st Instance	<p>Phone confiscated and handed to a Deputy Principal.</p> <p>Student collects phone at the end of the school day.</p> <p>Parents are notified via email.</p>
2nd Instance	<p>Phone confiscated and handed to a Deputy Principal.</p> <p>Parents are notified via email.</p> <p>Phone will be returned to the parent at a time convenient to them.</p> <p>Student will be issued with an 'Warning to remove mobile phone privileges' letter.</p>
3rd Instance	<p>Phone confiscated and handed to a Deputy Principal.</p> <p>Parents are notified via email.</p> <p>Phone will be returned to the parent at a time convenient to them.</p> <p>Student will lose their right to have a mobile phone at school for ten school weeks (50 days).</p> <p><i>Note: Where the student is required to carry a mobile phone for safety reasons it will be locked in the office during school hours for the ten week period.</i></p> <p>Any further breaches of the school's procedures during the restriction period will be dealt with under the school's behaviour policy.</p>

# Planned responses to support student wellbeing including bullying and cyberbullying

Oran Park High School acknowledges the value of health and wellbeing approaches and the connection for improved lifelong outcomes. Supporting the social and emotional wellbeing of students provides a strong foundation for academic achievement as well as positive interpersonal skills. Practices which underpin our approach to student wellbeing include:

- promoting a sense of belonging
- creating safe and predictable learning environments
- promoting family-school partnerships
- developing respectful relationships
- teaching social-emotional skills.

For students experiencing challenges to their wellbeing, Oran Park High School employs a stepped care model of delivery where resources are matched to individual need.



# Oran Park High School Anti-Bullying Plan

At Oran Park High School, we strive for our students to work effectively as part of a team, be respectful in all situations, achieve their best and always be kind. We believe that students need to be able to uphold their TRAK values in order to create positive relationships with and among our students and staff.

However, we understand that there may be students who are bullied and students who engage in bullying behaviour.

The school has a comprehensive, multi-faceted plan that outlines the processes for taking reasonable steps to prevent and respond to student bullying in our school. This plan reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education.

This plan can be accessed on our school website.

## Responses to serious behaviours of concern

- 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

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as detention and/or reflection, to address inappropriate student behaviour. Detentions, time-outs and reflections are planned processes designed to provide a safe,

temporary space for students whose behaviour has caused a disruption to the safety, learning and/or wellbeing of others. The purpose of detentions is to allow students an opportunity to stop, think and reset their behaviour or choices.

Detention is NOT seclusion, and no student will be left unsupervised or restricted to a confined area.

Detentions may occur during school hours including break times and also outside of regular school hours. Where a detention is issued outside of regular school hours, the Principal will notify parents in advance. Where detentions occur during break times, teachers have a responsibility to ensure students have access to use the bathroom and an opportunity to eat in line with usual school procedures.

When issuing detentions, time-outs and/or reflections teachers consider:

- directing the student to a nearby space where the student can be supported and supervised
- issuing for the shortest time possible
- supporting students to return to learning and routines safely.

## Review

School Behaviour Support and Management Plan	
Date Completed:	Term 3, 2024
Next Review Date:	Term 3, 2025
P&C Consultation:	Mr R. McCarley (President)
Principal Name:	Mr Brad Mitchell
Publication Date:	January 2025