

Bowral High School Behaviour Support and Management Plan

Review dates

Last review date: 05/10/2025 (Term 3, 2025)

Next review date: 28/01/2026 (Day 2, Term 1, 2026)

Overview

Bowral High School (BHS) is a High Potential Gifted Education partner school. We are committed to inspiring, motivating and challenging all students by delivering quality instruction underpinned by differentiation in every classroom. Staff identify student potential across the following domains: intellectual, physical, creative and social-emotional and are committed to developing high potential and talent enabling students to access opportunities and realise their potential best. This plan is designed to prioritise continuity in learning for all students.

Our teaching staff model expected behaviour that is underpinned by the Australian Professional Standards for Teaching.

- Standard 1: Know students and how they learn
- Standard 2: Know the content and how to teach it
- Standard 3: Plan for and implement effective teaching and learning
- Standard 4: Create and maintain supportive and safe learning environments
- Standard 5: Assess, provide feedback and report on student learning
- Standard 6: Engage in professional learning
- Standard 7: Engage professionally with colleagues, parents/carers and the community

Our staff promote the school values of respect, responsibility and fairness. Staff teach explicitly expected behaviour using the evidence-based framework for Positive Behaviour for Learning (PBL) and Restorative Practices. Guided by fairness, this will help students learn to take responsibility for their own behaviour and learn to behave respectfully with all members of society.

Principles of implementation

Our teaching staff model:

- calm adult behaviour, creating conditions for students to learn from mistakes
- active supervision that supports students to stay engaged and on task
- predictable routines and procedures using the PBL expectations to create consistency
- common language from the PBL matrix to promote a positive tone for learning in all settings
- logical early interventions to manage minor behaviour concerns promptly with follow-up
- interventions recorded on Sentral for accurate data records used to inform PBL focus
- acknowledgement of positive behaviour, promoting student inclusion and belonging
- reflection as an opportunity to teach expected behaviour and show students that we care
- high expectations and encourage students to improve
- carefully sequenced, engaging lessons that provide options for student choice
- differentiated learning content and tasks that meet the needs of all learners

Partnership with our families

The school is committed to:

- engaging with the school community to share the values of BHS and NSW Public Schools
- communicating student behaviour expectations to parents and carers using the school newsletter and website, providing links to information and resources in the [Behaviour support toolkit](#)
- engaging with parents/carers early and often to raise and address behaviour concerns
- working with parents/carers to plan and implement targeted supports
- working with outside agencies to coordinate responses to behaviour concerns
- inviting and acknowledging feedback from parents and carers using surveys, informal and formal meetings including consultation with the local Aboriginal Education Consultative Group (AECG) and P&C
- using concerns raised through complaints procedures to review school systems, data and practices

Student accountability in/out of school

Student behaviour includes 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-site, where there is a clear and close connection between the school and the students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct

DoE 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 <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 \(nsw.gov.au\)](#)



School wide expectations – PBL Matrix

Our school follows school-wide expectations aligned to our school values of respect, responsibility and fairness in all settings and learning spaces.

BOWRAL HIGH SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING EXPECTATIONS

	All settings	Learning spaces
Respect	Use positive and appropriate language Wear full school uniform Keep hands, feet and objects to yourself	Follow agreed upon classroom expectations Listen when others are speaking and speak when it is your turn
Responsibility	Follow instructions Take ownership of your actions Right place, right time	Follow instructions Be prepared, on time and ready to learn
Fairness	Be your best Cooperate with others Be an upstander	Wait your turn to ask questions or use equipment Allow others to learn

PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists our school to improve social, emotional, behavioural and academic outcomes for young people.

When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction.

Signage around the school in all areas and settings serve as reminders of expected behaviour.





BOWRAL HIGH SCHOOL SPECIFIC POSITIVE BEHAVIOUR FOR LEARNING EXPECTATIONS

Space/ time	Toilets	Assembly	Corridors	Library	In the community
Expectations	Use toilets during break times Carry permission note when out of class Keep the area clean and be hygienic Report hazards Use and leave	Line up in roll call groups Sit quietly in your designated area Listen attentively and follow instructions Positively celebrate achievements	Keep to the left when walking Move quietly Carry a permission note when out of class Vacate area during breaks Consume food and drinks before entering	Consume food and drinks before entering Place bags on shelves Be respectful of others' learning Return books and equipment	Be a quality ambassador for our school Wear your school uniform with pride Be respectful, helpful and polite
Space/ time	Buses	Sport	Student window	Transition to class	ICT / Digital Devices
Expectations	This is a passive area Stay within the boundaries Line up and wait patiently Be safe and cautious near the road	Be appropriately dressed and actively involved Use sporting equipment with care Play with sportsmanship Assist to return equipment	Speak positively and politely Carry permission note when out of class Conduct transactions in break times Wait patiently	Move to class promptly Arrive prepared to learn Line up quietly Wait patiently	Follow Digital Device procedures Treat equipment with care Protect your digital footprint Practice safe online behaviours



BOWRAL HIGH SCHOOL PLAYGROUND POSITIVE BEHAVIOUR FOR LEARNING EXPECTATIONS

Area	Senior Area	Front of school (gates)	Quadrangle	Yarning Circle	Sward
Expectations	This is a passive area Respect the personal space of others Speak and act respectfully Place rubbish in the bin	Speak respectfully Follow instructions Phones and devices off and away Be safe and cautious near the road	This is an active area Play small ball games only Speak and act respectfully Eat before play	This is a passive area Respect the personal space of others Speak and act respectfully Place rubbish in the bin	This is a passive area Respect the personal space of others Speak and act respectfully Place rubbish in the bin
Area	Canteen	Playground – transition areas	Oval	Basketball court	Quad Surroundings
Expectations	Line up behind the line Speak respectfully Wait patiently Purchase and leave Place rubbish in the bin	This is a transition area; keep moving Follow instructions Stay within boundaries Place rubbish in the bin	This is an active area Play non-contact sports Stay within boundaries Eat before play	This is an active area Play non-contact sports Share the space Eat before play	This is a passive area Respect the personal space of others Speak and act respectfully Place rubbish in the bin

Classroom Expectations

Every classroom displays classroom expectations that are common and consistent routines around the school. They support predictable habits that enable students to be ready to learn.



BOWRAL HIGH SCHOOL CLASSROOM EXPECTATIONS



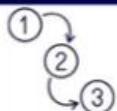
Two lines and wait quietly for your teacher

Hats, hoods and beanies off



Food and drinks away - water only

Books, pens and equipment out and ready to learn



Follow instructions

Remain seated and on task



Hands up when asking for help or prior to contributing

Speak to staff and students in a respectful manner



Wait quietly until you are dismissed by your teacher

Respect, Responsibility & Fairness

Mobile phones ban

Mobile phones are banned across all NSW schools. The research tells us that mobile phones and their associated devices are distractions to student learning and student progress. Misuse of mobile phones often leads to poor student wellbeing, poor engagement and mental health issues.

Our school encourages students to leave their mobile phones at home. Students who bring mobile phones to school are expected to have them **off and away all day**.

If students use their phone at school:

- on the first occasion, the student hands in their phone to the Student Window and returns to class to continue learning (*students can collect the phone at the end of the day*)
- on the second occasion, the student hands in their phone to the Student Window and returns to class to continue learning (*parents are called to collect the phone from school*)
- persistent misuse of mobile phones is referred to the Deputy Principal to apply the NSW PS Behaviour Code for Students that includes application of the *Suspension and expulsion procedures*

Students return to class with a phone slip issued after handing the phone to the office. This confirms they have complied with the teacher direction and are now ready to learn.

Phone Non-Compliance	
Name _____	Date _____
Phone has been collected by the admin team	

Students who fail to follow teacher directions and refuse to submit phones to the Student Window choose to escalate the intervention to a Deputy Principal who could issue an immediate Formal Caution of Suspension.

Medical exemptions - mobile phones

Some students have exemptions in place to carry and use a phone during the day, linked to medical conditions. For this reason, we ask students to not make assumptions and/or avoid drawing attention to these students.



Mobile phone signage

We have signage around the school to remind students at school expectations.



The mobile phone ban enables students to engage in all aspects of school life - promoting healthy social skills and positive engagement with learning new skills and experiences.

Emergency/drill evacuations and lockdowns – no mobiles allowed

During emergency evacuations and lockdowns, we ask parents and carers to not contact their children by mobile phone. This can cause alarm and put self and others at risk. Our school will communicate to parents and carers using School Bytes, Facebook and landline phones at the appropriate time.

If students need to contact parents during the school day, then students should request permission from the Deputy Principal who, at their discretion, will provide access to a landline and a discrete venue to avoid class distractions.

Our school takes no responsibility for damaged, lost or stolen phones. Our advice is to keep the mobile phones at home.

Evacuation plan

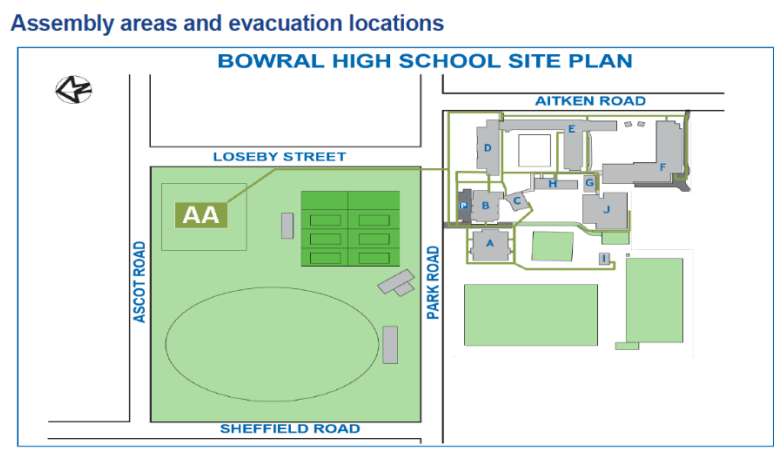
Alarm will sound – three bursts of the siren and “evacuate” or hand-held announcements.

Students follow teacher directions and exit calmly, orderly using the direct route to the assembly point. The assembly point is the Loseby Oval behind the tennis club car park. Students must not use their mobile phone. All communication is managed by the school to keep everyone safe.

The teachers close all windows, turn off gas and electricity; leaving room last, closing door unlocked. Fire doors are held open for students to pass through.

Students are expected to assemble in Mentor Groups in Houses.

At the end of every evacuation a notice will be sent to parents and carers and a debrief assembly is held on the Quad for students and staff.



Lockdown plan

Alarm will sound – vocal announcement “Lockdown, lockdown, this is an emergency alert...”.

Staff will immediately lock classroom doors, close blinds, turn off lights and move students away from the windows and get down low.

Students outside are moved into the nearest classroom.

Students stay calm and quiet. No mobile phones are to be used.

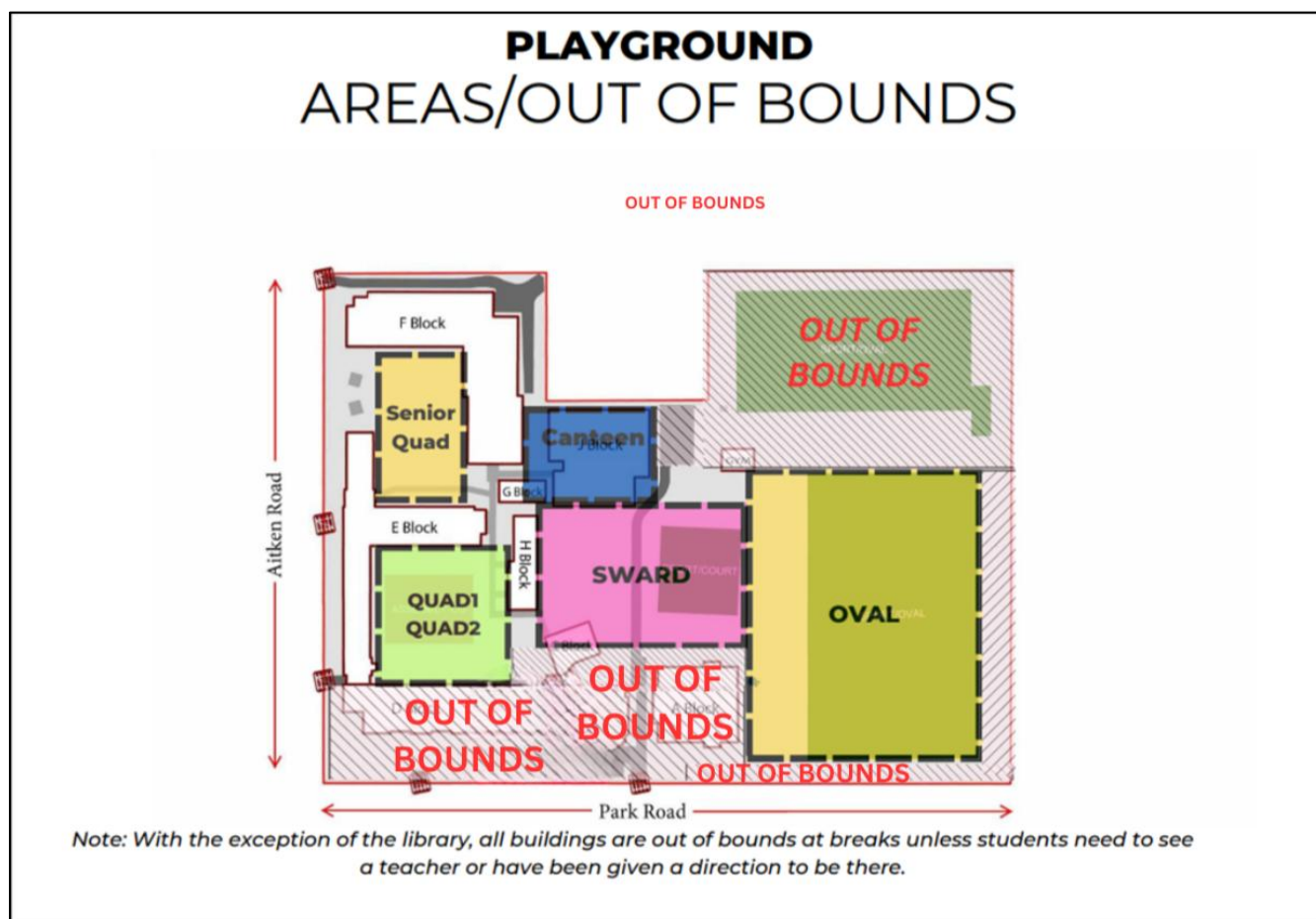
At the end of every lockdown a notice will be sent to parents and carers and a debrief assembly is held on the Quad for students and staff.

Student safety during recess and lunch

Schools are one of the safest places to be in the community if students are in the right place at the right time.

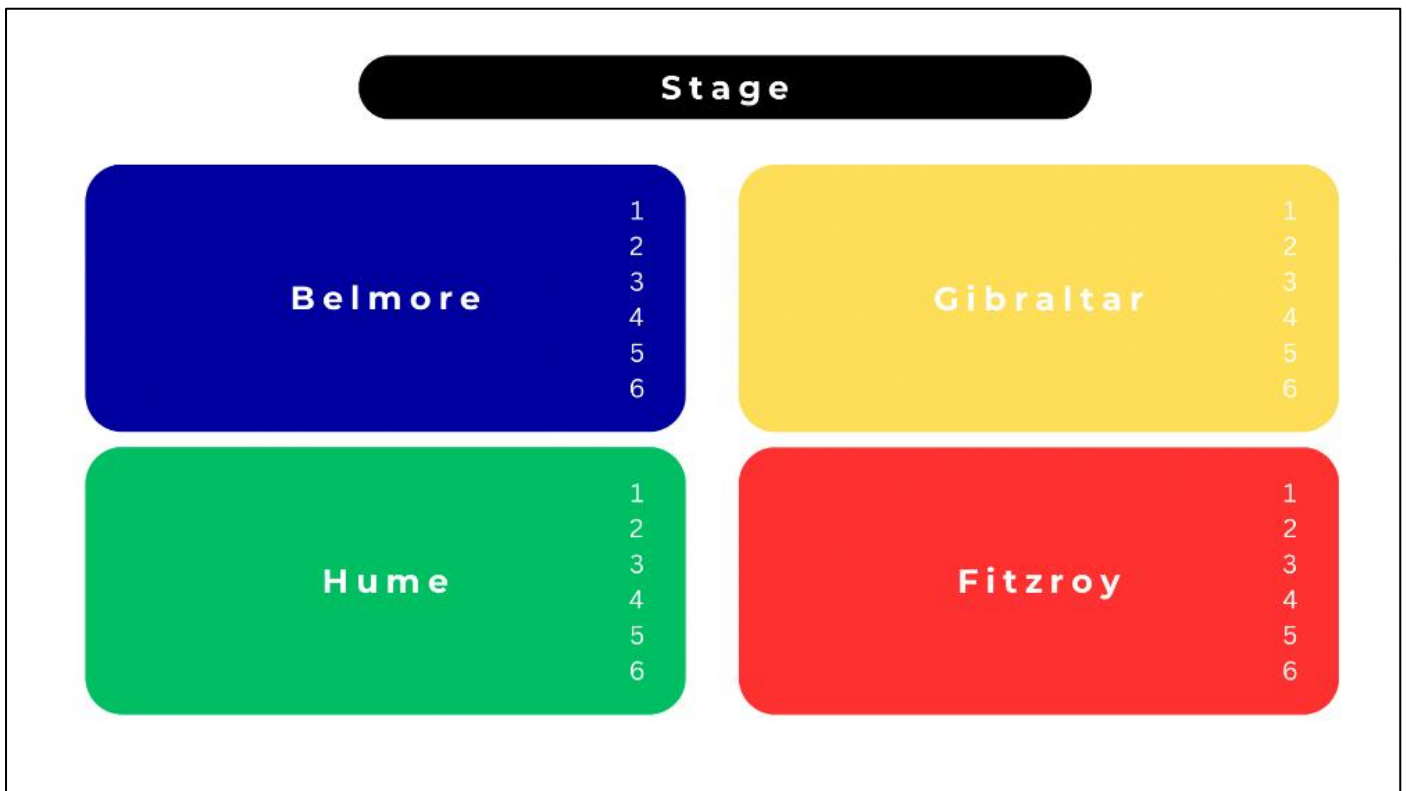
During breaks at recess and lunch we expect students to be inbounds; there is always a teacher on duty to provide support and assistance if required.

Students who are out of bounds put themselves and others at risk. If an issue arises support is delayed. Students should stay inbounds for safety reasons.



Assembly organisation

During assemblies in the quad and school hall, students are expected to sit in their mentor groups in the order of their roll call. This enables any teacher to mark the roll accurately in a timely manner and account for all students who are present or absent.



The exception is sports assemblies on Thursday before/after sport. Students should sit in line with their sports teacher.



The care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum. These supports and extracurricular activities are designed to engage students with learning.

← Communication with parents/carers and students →

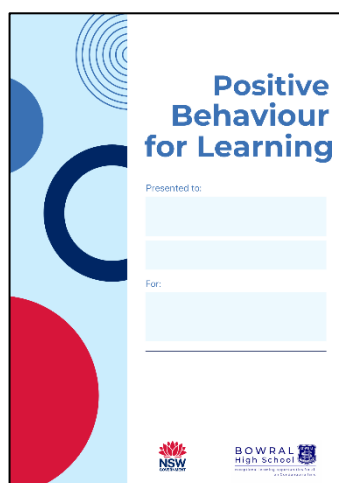
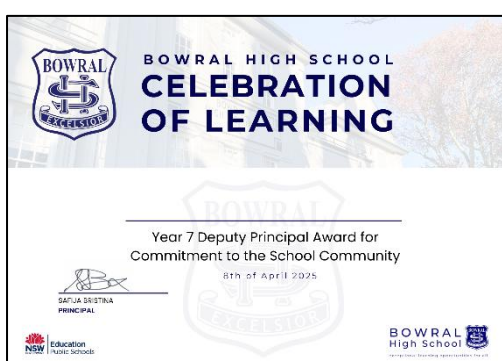
Prevention	Early Intervention	Targeted Intervention	Individualised Intervention
PBL Tier 1 classroom systems of support	Referrals facilitated by Wellbeing Health In-reach Nurse (WHIN)	PBL Tier 2 Targeted systems of support	PBL Tier 3 Individualised systems of support
Anti-bullying Promotion/Campaign	Wellbeing Team - Year Advisor, Student Support Officer (SSO), school counsellor, Anti-Racism Contact Officer	Learning Support Team (LST) and Learning and Support Teacher (LaST)	LST
Aboriginal Education (PLPs)		Wellbeing Programs facilitated by the SSO	Home School Liaison Officer (HSLO) - Attendance programs, DP (Behaviour Support Plans, Risk Assessment Plans)
House Spirit carnivals and competitions	Personalised Learning and Support Plans and other plans	Small Group Tuition (Literacy and Numeracy tutoring groups)	Team around a school support
Differentiated learning	Stymie Reporting and Referrals	Police Youth Command Liaison Officer education	Itinerant Support (hearing, visual)
Events - Harmony Day, NAIDOC Day	Student Reflection	Check-In Check-Out (CICO)	External wellbeing agencies
Transition 6 to 7, 8 to 9 and 10 to 11		Future Focused Class	Restorative practices
PCYC Fit for Life		Attendance and Behaviour Support Cards	
Student Leadership (SRC, Interact, Prefects, Peer Support)			
PDHPE curriculum			
Additional School Learning Support Officers			

← Restorative Practices →

PBL acknowledgement and positive recognition 'Awards'

This framework highlights the whole-school approach we use to consistently encourage and celebrate positive choices, effort, and improvement across all year levels.

 BOWRAL HIGH SCHOOL POSITIVE BEHAVIOUR FOR LEARNING REINFORCEMENT FLOWCHART		
Free and frequent reinforcement	Short-term intermittent reinforcement	Long term and strong reinforcement
<i>Daily acknowledgement</i>	<i>Multiple times throughout each term</i>	<i>Term and yearly basis</i>
Verbal praise or encouragement Non-verbal recognition PBL or Improved Behaviour Positive Incident	PBL Raffles-drawn fortnightly at assembly 'Over and Above' postcards Faculty, Year Advisor and Deputy Principal awards	PBL (Gold, Silver and Bronze) awards at formal assemblies Reward excursions PBL Principal's Award, Star and Medallion presented at end-of-year Presentation Night



PBL Tier 1 classroom system of supports

Teachers create a structured and nurturing environment where students feel valued and supported. These structures align to the PBL modules below.

[Setting up your class for success](#) - Teachers can use this self-assessment checklist to help create an engaging, predictable and safe learning environment for all students.

[Active supervision self-assessment](#) - A checklist for teachers to self-assess their use of critical features of active supervision and determine areas of strength and development.

[Classroom management observation checklists](#) - A range of checklists to be used during peer observation to determine areas of strength and development in four components of classroom management including: classroom organisation, routines, explicit teaching and responding to behaviour.

[Classroom management planning](#) - Classroom action plan for teachers to use when planning to explicitly teach expectations, reinforce expected behaviour and respond to inappropriate behaviour.

[Effective classroom management checklists](#) - A range of checklists for teachers to self-reflect on their implementation of effective classroom practices.

[Strategies for managing inappropriate behaviours](#) - A range of strategies to manage behaviour in the classroom.

[Classroom reinforcers and strategies](#) - A non-exhaustive list of reinforcers that teachers can use.

[Opportunities to respond - factsheet](#) - This fact sheet provides teachers information and examples of how to implement opportunities to respond in the classroom.

[Task difficulty - factsheet](#) - This fact sheet provides teachers with an explanation of what task difficulty is and how to implement it within the classroom.

PBL Tier 2 targeted systems of support

Tier 2 interventions build upon the universal practices (Tier 1) and are typically targeted at small groups of students who are at risk of behavioural challenges or academic difficulties.

[Daily progress report](#) - Daily progress reports can be used to keep students on track with behaviour goals and monitor their progress. This template can be modified to suit individual student's needs and/or goals.

[Inventory of current behaviour interventions](#) - A resource to record an inventory of interventions that are currently in place at the universal, targeted and individual levels.

[Collaborative referral form for behaviour](#) - An example template of a referral form.

[Social skills intervention](#) – development checklist - A checklist for PBL teams to use when setting up a social skills group as a Tier 2 intervention.

[Matching student need to intervention](#) - Information to consider when matching an intervention to the function of behaviour.

[Tier 2 intervention comparison](#) - A comparison of Tier 2 interventions including CICO, Check and Connect, and Mentoring interventions.

PBL Tier 3 individualised systems of support

Tier 3 individual systems of support are tailored to meet the specific needs of students who require the highest level of intervention due to ongoing complex behaviours of concern. The interventions are targeted to suit the individual needs of each student and aim to influence a change of behaviour to reflect our school values.

Responding to behaviour that interferes with the continuity of learning

All teaching staff are expected to assert their delegated authority to support all students to engage in positive behaviour that enables learning for themselves and others.

Minor behaviours

Class teachers and Head Teachers use various strategies and interventions to correct low-level inappropriate behaviour.

Not lining up for class Not sitting in assigned seat Late to class Leave class early Leave during class Whole lesson absence Out of bounds Out of uniform No equipment	Not following teacher instructions Incomplete work Eating Out of seat Calling out/shouting/noises Disturbing peers Ignoring teacher Throwing things	Laptop misuse Use mobile phone or other associated paraphernalia Low-level teasing Name calling Using swear words Taking peers property Talking whilst teacher is talking Other...
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Major behaviours

Deputy Principals apply various strategies to correct the behaviour of concern. Major concerns are challenging, complex or unsafe behaviour that requires persistent and intensive consequences and support.

Swearing directly at peers Swearing directly at staff Discrimination Bullying and cyberbullying Malicious property damage	Possession – weapons Possession or use or supply – illegal substances Possession of banned substances (alcohol/cigarettes) Malicious property theft	Problematic harmful sexual conduct Seriously threatening physical violence Physically violent Persistent complex, unsafe, challenging behaviour Other
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Critical incident

A critical incident that requires calling emergency services Fire Brigade, Ambulance and/or Police is managed by the principal or their delegate.

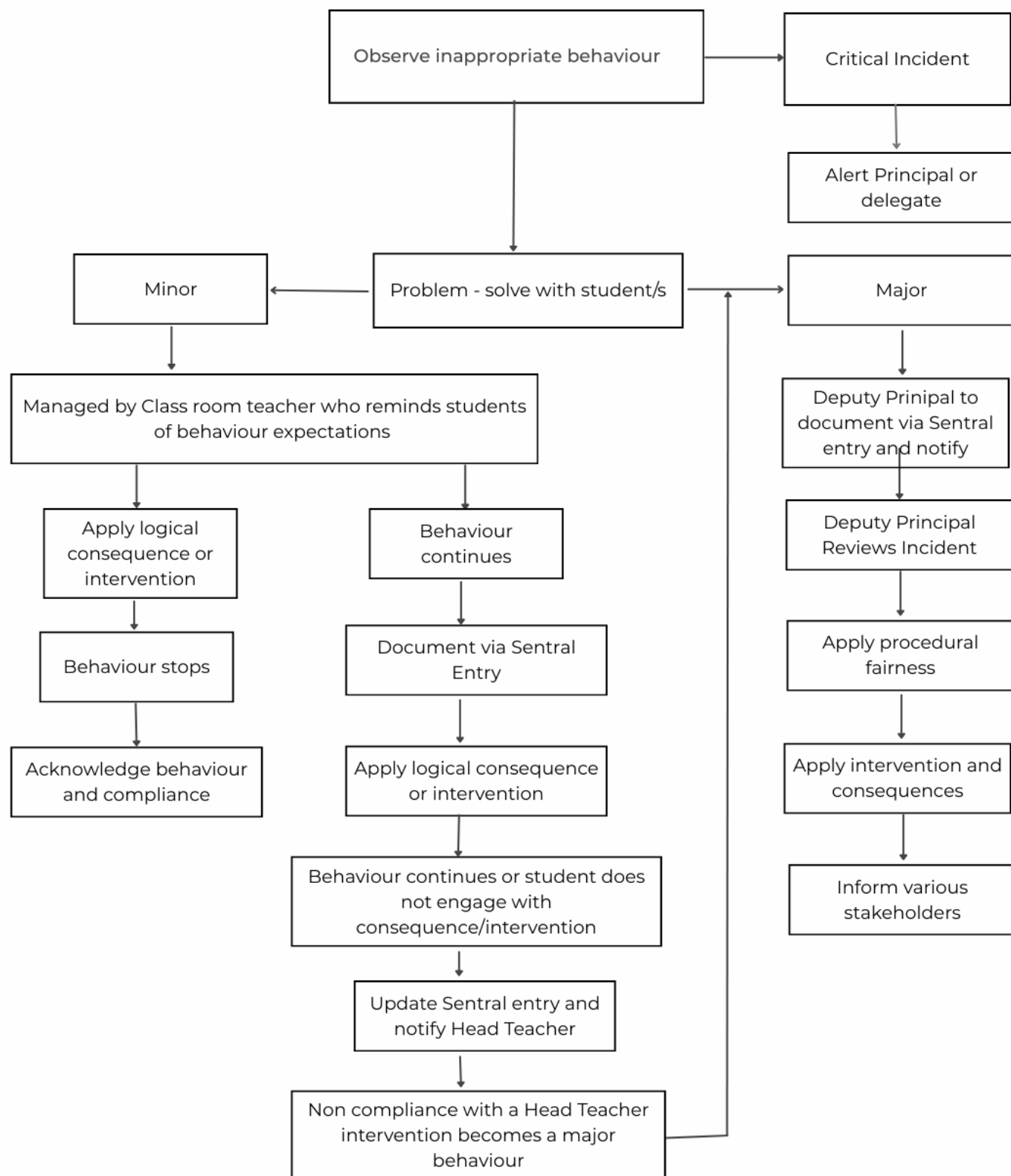
Any emergency evacuation or lockdown is managed by the principal or their delegate.

Any issue that is raised with the Incident Report and Support Hotline.

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

Student Behaviour Management Process - Flowchart

Student Behaviour Management Process



Reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

When a student is withdrawn from the playground due to behaviour, a restorative approach is used to guide reflection, repair relationships, and rebuild trust. During this time, students engage in a structured process that helps them understand the impact of their actions, take responsibility, and make amends where needed. Staff support the student by asking restorative questions such as:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected and how?
4. What do you need to do to make things right?

This is a supportive intervention focused on learning and growth, with the safety and wellbeing of all members of our school community as the priority.

Students complete a reflection to guide their discussion with the teacher.

Reflection Room Slip	
Student: _____	Date _____
Reason for attendance	
What happened?	_____ _____ _____ _____
What were you thinking/feeling at the time?	_____ _____ _____ _____
Who has been affected by what you have done? In what way?	_____ _____ _____ _____
What do you need to do to make things right?	_____ _____ _____ _____
How can we do things differently in the future?	_____ _____ _____ _____

Responding to bullying and cyberbullying

Our school rejects all forms of bullying behaviours, including online or cyber bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Bullying response flowchart

Report allegations of bullying to the Deputy Principal

- parent /carers can contact the school directly on 4861 2255 and speak with a Deputy Principal
- students can self-report using Stymie or request to see a Deputy Principal at the Student Window

Deputy Principals will respond to allegations

- acknowledge student and/or parents/carers allegation
- provide a timeline to manage the allegation; keep students/carers informed throughout the process

Deputy Principals will act

- listen to concerns, document information, review school records
- clarify issues raised
- implement interventions and supports
- monitor and review

Contact us

Phone: [\(02\) 4861 2255](tel:0248612255)

Email: bowral-h.school@det.nsw.edu.au

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the [Incident notification and response procedure](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Uniform

BHS is a proud uniform wearing school. The benefits of wearing school uniform are listed below:

- safety reasons – easy to identify students on site from a distance
- promotes team spirit and a strong sense of inclusion and belonging
- enables access to the full curriculum
- comfort and hygienic
- looks neat and smart
- promotes a positive reputation in the community which leads to increased opportunities for our students

It is legislated that students must wear protective clothing to access specialty rooms and courses at high school. This means students must wear fully enclosed leather shoes. At BHS we wear black leather shoes.



Out of uniform

On occasion students are out of uniform and are expected to provide a written note from parents to explain the inconvenience and disruption. Students will be issued a uniform pass for that day.

Uniform Pass		BOWRAL High School exceptional learning opportunities for all on Gundungurra land
Student		
Reason		
Date/s		
Signature		

Restorative Questions	
1	What happened with your uniform?
2	What can I/we do to help you get your uniform right?
3	What will we do to get this right today or make things right? (uniform pass/clothing pool/off playground)

If parents/carers require financial assistance to purchase the uniform, then contact the Year Advisor or Deputy Principal to arrange support.

Students who intentionally choose not to wear the uniform causing disruption to others and interfering with self and others continuity of learning; is considered a breach in the school behaviour code and appropriate consequences will be applied.

Contact the school and request uniform assistance from the Deputy Principal or Year Advisor.



Student movement during class time

At BHS we expect students to maximise their learning time and be punctual to every class. We expect students to stay in class and engage responsibly, respectfully and fairly with their learning. We want to minimise student movement around the school during class time.

We promote a calm, safe and conducive learning environment for all students to focus on learning.

Students are expected to go to the toilet during breaks to maximise learning time in class and keep them safe from areas with limited supervision.

If students are out of class, then they must have a note. This promotes safety and ensures an adult in the school knows where they are always. It also reduces unwanted adult attention when students are asked by a staff member why they are out of class.

All staff can issue a **Pink Slip** to justify student movement in the school during class time.

OUT OF CLASS PERMISSION	
Name _____	
Going to	Coming from
Toilet Office Sick Bay DP HT YA Teacher	
Other _____	
Sign _____	
Date	Time

At times, the Front Office and administration team will request students to report to a specific member of the school or to receive communication from parents/carers. In these cases, a **White Slip** will be issued by the Front Office and sent by a school runner to request the release student with permission.

Bowral High School – Request to release student from class

Name: _____ Year: _____ Period: _____ Room: _____

If the above student is absent, should they be in your class? Yes / No

Teacher _____

☐ Principal

☐ Deputy Yrs 7-10

☐ Deputy Yrs 8-11

☐ Deputy Yrs 9-11

☐ Counsellor's Office

☐ STUDENT WINDOW @ FRONT OFFICE

☐ Immediately

☐ Recess

☐ Lunch

☐ _____ Staffroom

☐ Elsewhere _____

☐ Bring school bag and all equipment _____

Requesting staff member: _____ Date: _____

Attendance matters – student benefits

Students strengthen their sense of belonging, engagement and overall outcomes by attending school regularly.

Students who attend school on time and regularly are more likely to:

- gain higher scores and better academic outcomes
- complete secondary schooling successfully
- be socially connected to their peers and community
- develop positive mental health and meaningful social functioning
- lead a productive life not associated with criminal activity
- be independent and not require social assistance

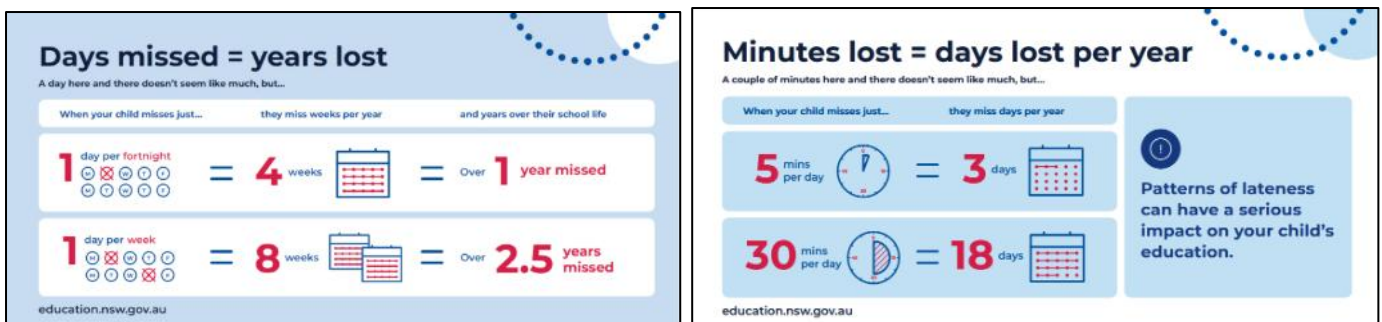
[Understanding attendance A review of the drivers of school attendance and best practice approaches Centre for Education Statistics and Evaluation 2022]

Parent/Carer responsibility associated with attendance

School attendance in NSW is compulsory until the age of 17. Parents/carers must:

- ensure their children who are enrolled at school attend every day the school is open for instruction
- work in partnership with the school to plan and implement strategies to support regular attendance
- communicate with the school if they are aware of issues impacting on their child's attendance or engagement with school
- provide an explanation within 7 days of any full day or part day absence

Parents can monitor and check their child's attendance at any time through the Sentral Parent Portal attendance Tab at -<https://bowralhs.sentral.com.au/portal/login>. Any queries regarding daily or whole lesson absence should be directed to the office. The admin team will direct to the relevant staff member.



Before and after school supervision

Before school supervision of students commences at 8:15am* in the Quad and the 'Sword'. Parents are responsible for the care and supervision of their child until this time.

After school supervision of students takes place in the Quad including students waiting for busses. Students are not permitted on site after 4:00pm*. Students who miss their bus must report immediately to the teacher on duty.

**Excluding scheduled classes and extra-curricular activities.*

Bell Times

Our school bell system includes a schedule to help manage transitions between classes:

1. Bell Tone: A single bell will ring to signal that it's time to start moving to your next lesson.
2. Transition Music: Following the bell, a song will play for approximately 3 minutes. This music is your cue to transition to your next classroom.
3. Final Bell Tone: When the music ends, a final bell will ring, indicating that you should be waiting outside your next class.

This system is designed to help staff and students stay organised and on schedule. It is the responsibility of students to ensure that they are at their classes on time.

	MON, TUE, WED, FRI	THURSDAY
ROLL CALL	9:02-9:22	9:02-9:22
PERIOD 1	9:22-10:18	9:22-10:18
PERIOD 2	10:23-11:21	10:23-11:21
RECESS	11:21-11:51	11:21-11:51
PERIOD 3	11:51-12:49	11:51-12:49
PERIOD 4	12:54-1:52	LUNCH 12:49-1:19
LUNCH	1:52-2:22	PERIOD 4 1:19-2:17
PERIOD 5	2:22-3:20	2:22-3:20

Roll call starts at 9:02am

Roll call serves a dual purpose:

1. if students are absent from Mentor Groups, then this roll initiates an SMS to parents/carers to alert them to their child/ren's absence from school
2. students receive daily messages - this supports our students to be organised for the rest of the day

A 3-minute grace period is extended to students.

Late to school

Students who arrive after **9:05am** must sign in at the front office 'Student Window'. Students should have a note of explanation. If there is no note, then parents/carers receive an SMS alerting them to the tardiness and requesting an explanation.

Explanations required from parents/carers for absences

All school absences, including partial, require an explanation to be submitted within 7 school days of absence, otherwise the absence will be marked unjustified. An explanation can be provided:

- verbally
- written note (see sample notes below)
- response to SMS

Completing Absentee Notes and Notices – information for parents and carers can be found here <https://education.nsw.gov.au/content/dam/main-education/en/home/inside-the-department/attendance-resources/absentee-notes-notices/completing-absent-notes-notices-english.pdf>

An explanation must include:

- students full name and Mentor Group or class or Year Group
- specific date/s and/or time of absence
- reason
- date of explanation
- signature

ABSENTEE NOTE 1 – ONE DAY ABSENCE	
NOTE 1 should be completed in English by parents or carers to inform the school when a child is absent for one whole day.	
Name of student _____	Class _____
Date of absence _____	
Reason for absence The reason for the absence must be shown below. (Please tick the appropriate box and give details.) Note: If you prefer, you may telephone the school to explain your child's absence.	
☐ Sickness (please give details, eg flu)	
☐ Family reasons (please give details, eg attendance at a funeral)	
☐ Other reason (please give details, eg attendance at a religious ceremony)	
Name of parent or carer _____	
Signature of parent or carer _____	
Date _____	

ABSENTEE NOTE 2 – MORE THAN ONE DAY ABSENCE	
NOTE 2 should be completed in English by parents or carers to inform the school when a child is absent for more than one day.	
Name of student _____	Class _____
First date of absence _____	Last date of absence _____
Reason for absence The reason for the absence must be shown below. (Please tick the appropriate box and give details.) Note: If you prefer, you may telephone the school to explain your child's absence.	
☐ Sickness (please give details, eg flu)	
☐ Family reasons (please give details, eg attendance at a funeral)	
☐ Other reason (please give details, eg attendance at a religious ceremony)	
Name of parent or carer _____	
Signature of parent or carer _____	
Date _____	

ABSENTEE NOTE 3 – PART DAY ABSENCE	
NOTE 3 should be completed in English by parents or carers to inform the school when a child is absent for part of the day.	
Name of student _____	Class _____
Parent or carer please tick - either arrived late or must leave early	
☐ Arrived late	Time _____ Date _____
OR	
☐ Must leave early	Time _____ Date _____
Reason for absence The reason for the absence must be shown below. (Please tick the appropriate box and give details.) Note: If you prefer, you may telephone the school to explain your child's absence.	
☐ Sickness eg medical or dental appointment	
☐ Family reasons (please give details, eg attendance at a funeral)	
☐ Other reason (please give details, eg attendance at a religious ceremony)	
If applicable, parent or carer to tick - one of the boxes below	
☐ My child will return to school today	Time _____
☐ My child will not return to school today	
Name of parent or carer _____	
Signature of parent or carer _____	
Date _____	

Samples above are hyperlinked to the department's portal

Medical and other appointments

All appointments should be scheduled outside of school hours. Some special circumstances will be considered. In specific cases of frequent absence, the principal can mandate that a medical certificate is required for future absences.

Early leave request

Students needing to leave school early (before 3:20pm) are expected to leave an explanation of absence note signed by a parent/carer with the front office staff. A pass will be generated by the admin team and delivered to their class, which is to be shown to their teacher to leave class/school early.

Students who need to leave during the day at short notice. Parents are advised to contact the front office; please do not call your child on their personal mobile phone, this causes disruption and alarm. The front office will coordinate the sign-out. Parents/carers and especially emergency contacts who collect students from the school may be asked to provide photo ID.

Senior Students (Year 11 and 12) wishing to leave without direct parental supervision must be granted permission by a Deputy Principal. Parents are expected to ring the school and sent written confirmation that the student has been given parental permission to leave early.

Leave applications and procedures

Examples may include, but not limited to:

- cultural/religious events and practices including Aboriginal and/or Torres Strait Islander cultural events, Eid, Passover, Lunar New Year, Friday prayer etc.
- participation in special events not related to the school
- family commitment, for example Sorry Business, funeral or family emergency
- emergency events (fire, flood, or snow which results in inaccessibility for some students where the school is open)
- misadventure/unforeseen event (flooded roads, flat car battery, confirmed train delay or strike and the student has no other transport option)

Parents are encouraged to take holidays with their child during school vacation periods. Travel outside of school vacation periods are counted as an absence and may not be approved by the principal.

If you are taking leave outside of school holidays, you will need to complete the Department's [Application for Extended Leave – Travel](#) can be collected from the office. Relevant travel documentation such as an e-ticket or itinerary must be attached to the application.

Please **allow a minimum of four weeks** for the application to be considered, processed and approved. On approval the principal will issue a Certificate of Extended Leave – Travel. A copy will be retained on the student's file.

Exemptions from attendance or enrolment at school

Contact the Careers Advisor in the first instance to discuss eligibility and criteria before completing any applications. Applications must have all the required documentation and evidence and completed fields to enable timely processing.

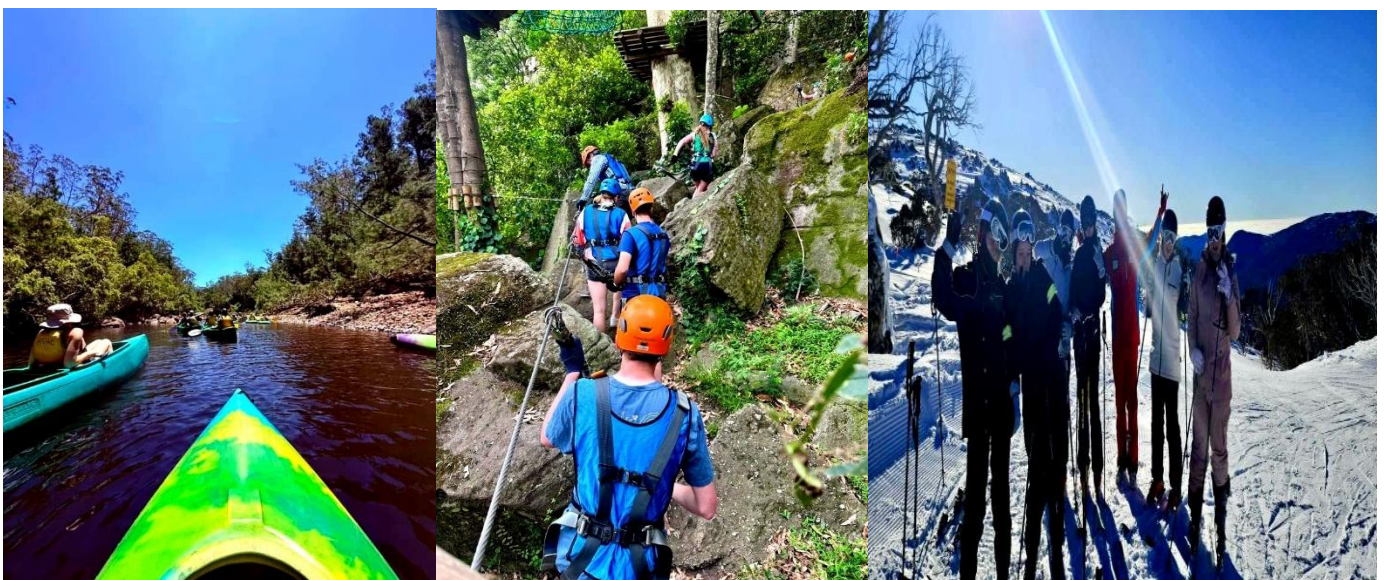
Students exempt from attendance will remain on Roll Call and listed in class rolls.

Students exempt from enrolment are removed from Roll Call and class rolls. If the students are in Year 10, 11 or 12 they are concurrently withdrawn from NESA courses/subjects.

Contact us for further information.

Phone: [\(02\) 4861 2255](tel:(02)48612255)

Email: bowral-h.school@det.nsw.edu.au



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