

## **Dungog High School - Behaviour Support & Management Plan**

### **Overview**

Dungog High School is committed to fostering a safe, inclusive, and supportive learning environment where all students can thrive. We implement a proactive and responsive approach to student behaviour, aligning with the NSW Department of Education's expectations and policies.

We create an inclusive community where high expectations, mutual respect, and positive relationships support student growth. Staff set clear standards and boundaries while providing early and ongoing intervention to ensure all students succeed. With the right support and time, every student can achieve high standards.

As a Positive Behaviour for Learning (PBL) school, our behaviour support and management framework is built on our core values of Respect, Responsibility, and Personal Best. These values guide our expectations and interactions, ensuring a consistent and fair approach across all school settings.

Our approach is inclusive and responsive, recognising and valuing the diverse backgrounds, strengths, and challenges of our students. We prioritise culturally responsive practices, particularly in supporting Aboriginal students and those from trauma-impacted backgrounds. We work in partnership with families, staff, and external agencies to ensure every student has the opportunity to engage positively in their education and reach their full potential.

### **Partnership with parents and carers**

At Dungog High School, we value strong partnerships with parents and carers to support student learning and wellbeing. Our Parents and Citizens' Association (P&C) meets twice per term, providing a forum for consultation on school procedures and key topics. Families are regularly informed about behavioural expectations through multiple channels, including P&C meetings, parent-teacher conferences, the school website, email, social media, and parent information evenings. By working together, we ensure a consistent and supportive approach that reinforces positive student behaviour both at school and at home.

By fostering mutual respect, positive relationships, and early intervention, we collaborate to provide the right time and support for all students to thrive. This partnership is essential in building a cohesive and respectful environment where every student can grow, learn, and succeed.

## School-wide expectations and rules

Value	Key Expectations
<b>Respect</b>	Show respect, kindness and appreciation for others' opinions and contributions.
	Use appropriate language to help create a safe, supportive school environment.
<b>Responsibility</b>	Be punctual, follow staff directions, and complete work on time.
	Take responsibility for your actions, follow safety procedures, and care for the environment.
<b>Personal Best</b>	Stay focused, be prepared, always do your best, and demonstrate good citizenship.
	Attend school every day and wear the school uniform with pride.

## 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 [here](#). This document translated into multiple languages is available here: Behaviour code for students.

## Whole school approach across the care continuum

Dungog High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour, behavioural expectations and wellbeing:

1. Learning Support Team (LST) and case Management approaches;
2. Positive Behaviour for Learning;
3. Peer Mentoring;
4. Student Voice and a wide range of leadership programs;
5. Programs to provide a culturally safe school for Aboriginal and Torres Strait Islander students, including support through our Aboriginal Education Officer (AEO), Djukal Ngarra – Think Big - program, Didge Group, Sista Speak and cultural experiences;
6. Targeted programs for students with additional needs;
7. Targeted programs for high potential and gifted students;
8. An extensive array of targeted learning and wellbeing supports available through our Student Support Officer and Wellbeing Team, to individual and small groups of students, both in terms of prevention and intervention.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention Strategies</b>	PBL	School wide system for teaching and supporting appropriate behaviours underpinned by the core values at Dungog High School – Respect, Responsibility and Personal Best.	All students
	EWC Wellbeing programs	These provide explicit instruction in social and emotional skills – wellbeing programs.	
	Access to Engagement and Wellbeing Centre	A school resource accessible to any student requiring additional wellbeing support, including, but not limited to, support with self-regulation, physical resources and complex wellbeing concerns.	
	Pet therapy	Currently school has a therapy dog (Charlie) to help students with self-regulation and anxiety.	
	Food Program	Breakfast Club and kitchenette available in wellbeing centre.	
	Interest groups / activities in the EWC and library	Helps students to build friendships, leadership opportunities, engage positively in break times.	
	Strength Based Approach “My Strengths”	Empowers students by identifying and developing their personal strengths, fostering resilience, confidence, and positive engagement in learning and relationships.	
	Peer Mentoring	Empower students to develop leadership, resilience, and social-emotional skills by fostering positive relationships, mentoring that enhances wellbeing and school culture.	
	Transition Processes: Stage 3 to 4 & 5 to 6 Careers lessons Work experience Post school pathways Alternative pathways	Providing strategic support, information, and opportunities for students and families as they move into different stages of schooling to ensure a smooth adjustment through targeted wellbeing initiatives, academic guidance, and connection-building activities.	
	PDHPE Curriculum	Curriculum links, particularly in PDHPE (including respectful relationships), and personal and social capabilities in all syllabi.	
	Positive Culture	Engaging parent/carer involvement in the culture of the school.	
	Differentiated curriculum	High quality differentiated teaching that addresses the individual learning.	

Care Continuum	Strategy or Program	Details	Audience
		needs of all students. Where appropriate, learning adjustments are documented in an individual student support plan and/or Personal Learning Pathway (PLP).	
	Aboriginal Culturally Safe Programs	Aboriginal Programs, including our AEO, cultural immersion, Sista Speak, Didge group, Djukal Ngarra – Think Big.	
	Professional Learning	Professional Learning for staff, including Trauma Informed Practice, Aboriginal programs, Anti-bullying, behaviour management, High Potential and Gifted Education and Explicit Teaching.	
	Wellbeing Programs & SSO	Wellbeing Days, Breakfast Club, assemblies, Year Adviser support, camps, Police Liaison and guest speakers.	
	Year Advisors	Point of contact for students and/or carers to seek support for a range of issues.	
<b>Early Intervention</b>	Family & Community Engagement	Regular communication with parents / carers, providing resources to support behaviour and collaborating on individualised behaviour and learning plans.	Whole School Community
	Learning Plans Personalised Learning and Support Plans (PLSPs)	The school collaborates with students, families, and professionals to identify educational needs and implement appropriate adjustments and support, in line with the Disability Standards for Education 2005, ensuring equitable access to learning.	
	LST referrals	School wide processes for ensuring identification, communication, planning and follow up for further support or targeted interventions.	
<b>Targeted intervention</b>	Specific Programs such as: Equine Therapy Rhythm2 Recovery SPARC and Jump programs Seasons for Growth PCYC Top Blokes Program Rock and Water	Targeted small group programs are implemented as needed, using data-driven decisions to address specific areas of student need.  Small group tuition – Reading/Literacy intervention and extension.	Specific Students

Care Continuum	Strategy or Program	Details	Audience
<b>Individual Support</b>	Support Plans: Attendance Improvement Plans Behaviour Support Plans Engagement and Wellbeing Centre Plan	Individualised processes for developing an understanding of individual student needs, and planning and implementing support strategies designed to meet these needs, in partnership with parents / carers, AEO, school staff and external agencies.	Specific Students
	Access to School Counselling, Chaplain/Student Wellbeing Officer, AEO, SSO	Provides mentoring, mental health support and counselling services for students facing academic, social, emotional, or family concerns, helping them manage their challenges and improve their wellbeing.	
	Access to external agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	
	Modified enrolment Programs: Aurora Alternative Education Pathway Flexible enrolment options (TAFE, SBAT)	Provides alternatives to mainstream options or where unable to get all their needs met by our internal curriculum structure.	

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

At Dungog High School, we are committed to fostering a safe and inclusive environment where all members of our school community can thrive. We understand the importance of promoting positive and appropriate behaviour and are dedicated to supporting both students and staff in preventing negative behaviours.

Recognising that bullying is characterised by repetitive, intentional actions that involve a power imbalance, we are focused on identifying, preventing, and addressing this behaviour in all its forms. Our goal is to ensure a supportive atmosphere where everyone feels valued and respected.

### Education and Awareness

Students are explicitly taught about what constitutes bullying, the impact it can have and how to respond effectively.

### Reporting Systems

Students are able to report incidents directly to a teacher.

Students are able to report directly to a deputy principal and complete a paper form to report an incident.

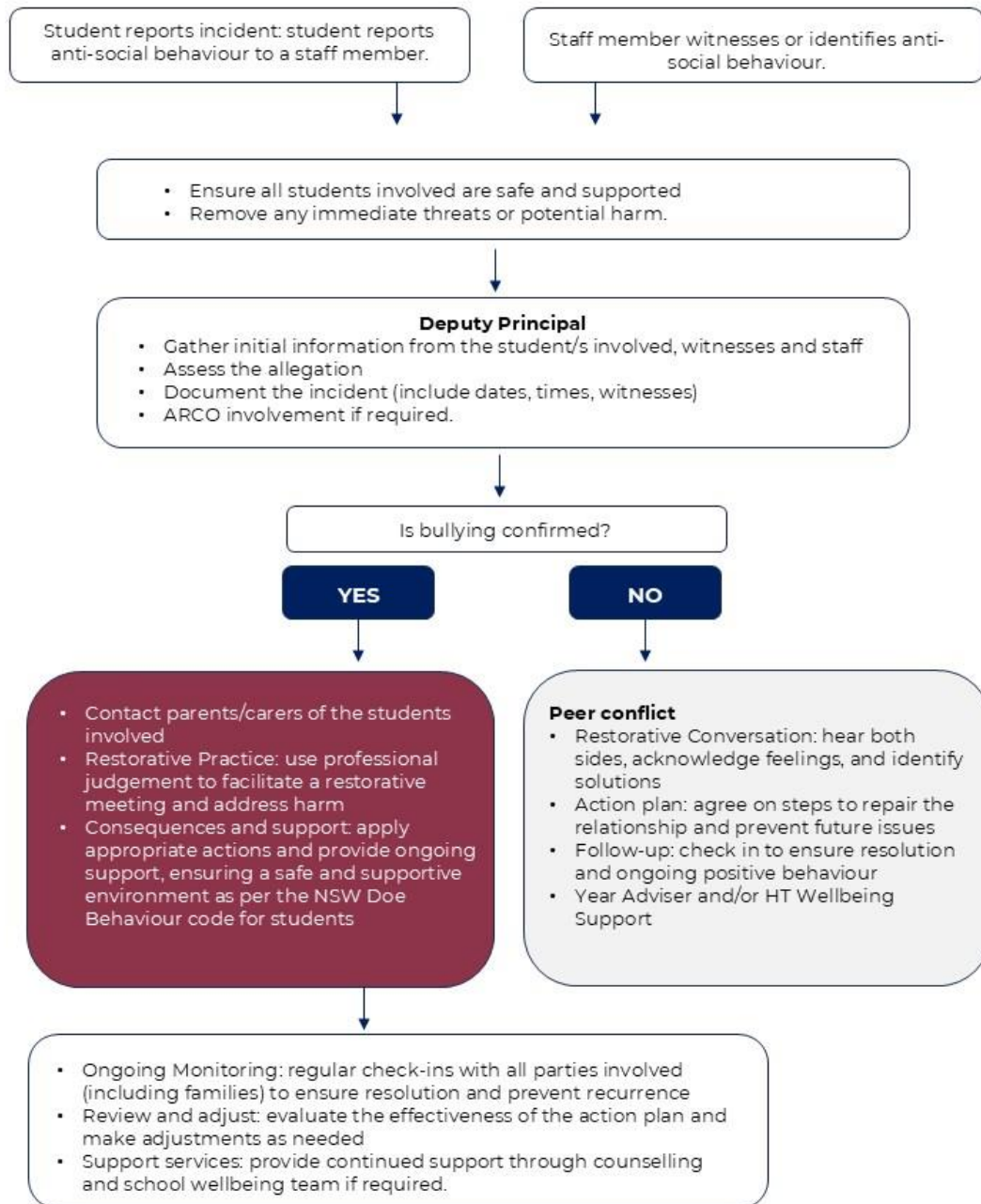
Dungog High School has two trained Anti Racism Contact Officers (ARCO) where students and staff can report incidents of harassment and vilification.

### Tiered Support

We recognise that behaviour is a form of communication and that students require different levels of support to succeed. Our school adopts a three-tiered system of support:

- Tier 1: Whole-School Prevention – Explicit teaching of expected behaviours, a focus on positive reinforcement, and school-wide strategies to promote a safe and respectful learning environment.
- Tier 2: Targeted Interventions – Additional support for students who require more guidance, including small-group interventions, social-emotional learning programs, and structured mentoring.
- Tier 3: Intensive Support – Individualised behaviour support plans, multi-agency collaboration, and personalised interventions for students with complex needs.

## Dungog High School Anti-Bullying Response Plan



## Appendix 1: Staged Response of Interventions

